

Notice of Regular Meeting

The Board of Trustees Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD will be held November 17, 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.

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

2. Pledge of Allegiance and Invocation

3. Citizen Communication

A. Public Comment for Non-Agenda Items

B. Public Address for Items on the Agenda

4. Intermediate Campus Principals Report

5. Student Health Services Report and Annual SHAC Report

6. Targeted Improvement Plan Public Hearing

A. Devine Intermediate School TIP

B. Ciavarra Elementary TIP

C. Devine Learning Academy TIP

7. Administrative Reports and Discussion

A. Central Office Reports

1. Superintendent's Reports, Todd Grandjean

a. Monthly Report on Board Priorities: 1. Increase student success and continue a tradition of student achievement 2. Continue successful partnerships with the community, teachers and parents to support our schools and achieve student success 3. Align facilities and technology improvements with needs and career opportunities 4. Maintain Highly Qualified teachers and retain staff 5. Increase trade career opportunities and continue to develop enhanced technology resources for all students

1. 2023 Bond Project Update

2. Safety & Security Report, Michael Gomez

b. Monthly Activity Calendar

c. District Event Calendar

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

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

| | |
|--|----|
| 3. Director of Special Education Monthly Reports, Jenni Hagdorn | |
| a. Monthly Reports on Student Enrollment, ARDs, 504, and Training | |
| B. Business Office Reports, Chief Financial Officer, Shannon Ramirez | |
| 1. Monthly reports on taxes, cafeteria, investments, cash flow | |
| 2. Payment of Bills | |
| C. Principals' Reports on Campus Events and Activities | |
| 1. Devine High School Principal's Report, Michael Gomez | |
| 2. Devine Middle School Principal's Report, Kandi Darnell | |
| 3. Devine Intermediate School Principal's Report, Lysandra Reyes | |
| 4. JJ Ciavarra Elementary School Principal's Report, Mark Raygosa | |
| 5. Devine Learning Academy/DAEP Principal Monthly Reports, Jodi Ann Dzierzanowski | |
| D. Directors' Reports | |
| 1. Monthly report on finances, department acquisitions, travel and student services provided. | |
| 8. Consent Agenda | |
| A. Minutes of Board Meeting (s) | 4 |
| B. Budget Amendment | 7 |
| C. Approve CIPA policy in CQ (Local) Technology Resources | 9 |
| D. Approve Student Health Advisory Committee (SHAC) Members | 17 |
| E. Approve Resolution to Cast Votes for Election of Medina Co. Appraisal District Directors | 19 |
| F. Approve Donation from the Devine Education Foundation | 22 |
| G. Approve Donations from Athletic Boosters | 24 |
| 1. Donation to Athletics for Softball | 25 |
| 2. Donation to Athletics for Baseball | 26 |
| 3. Donation to Athletics for Basketball | 27 |
| 4. Donation to Athletics for Run Through Tunnel | 28 |
| 9. Action Item(s): | |
| A. Consider and take possible action to approve the District and Campus Goals and Objectives for the Campus and District Improvement Plans | 29 |
| B. Consider and Take Possible Action to consider Superintendent's recommendation regarding designation of ten nonbusiness days for consideration of Public Information Act requests for 2026 calendar year | 47 |
| C. Consider and Take Possible Action to Approve the Payment of an Employee Stipend for Fiscal Year 2024-2025 | |
| D. Consider and Take Possible Action to Approve the Targeted Improvement Plans | 48 |
| 1. Ciavarra Elementary Targeted Improvement Plan | 49 |
| 2. Devine Intermediate Targeted Improvement Plan | 55 |
| 3. Devine Learning Academy Targeted Improvement Plan | 61 |
| E. Consider and Take Possible Action to Approve the Teacher Incentive Allotment Spending Plan | 65 |
| F. Consider and take possible action to approve policy update 126 | 77 |
| 1. (LEGAL) Policies | |
| 2. (LOCAL) Policies (see list below) | |

10. Closed Session

A. Personnel Update (TGC 551.074)

1. Consider and Discuss Superintendent's Goals & Objectives

B. Considering discipline of a public school child, or complaint or charge against personnel (TGC 551.082)

C. Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TGC 551.076)

1. Consider and Discuss the Emergency Operations Plan

11. Reconvene from Closed Session

12. Consider and Take Possible Action to Approve the District Emergency Operations Plan

13. Adjournment

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

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

For the Board of Trustees



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 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 October 20, 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

A Regular Meeting of the Board of Trustees of Devine ISD was held on Monday, October 20, 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: Anton Reicher (The Devine News), Kandy Stein, Shelby Haass, Abigail Beadle

School Officials Present: Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of HR/Info Mgmt), Michael Gomez (DHS Principal), Kandi Darnell (DMS Principal), Lysandra Reyes (Intermediate Principal), Mark Raygosa (Elementary Principal), JodiAnn Dzierzanowski (DAEP/DLA Principal), Jenni Hagdorn (Special Ed Director), 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 Carl Brown, Henry Moreno, Candace Esparza, Chris Davis, Keri James, Ali Buvinghausen, and Nancy Pepper were present.

2. Pledge of Allegiance and Invocation led by Nancy Pepper

3. Recognition and Presentations

A. Principal's Month

Todd Grandjean recognized Devine ISD principals for Principal's Month.

4. Citizen Communication

A. Public Comment for Non-Agenda Items. None.

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

5. Action Item (s)

A. Dusty Routh from Coleman Horton presented information on the Annual Financial Audit.

Carl Brown moved and seconded by Chris Davis to approve the annual financial audit report as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

B. Henry Moreno moved and seconded by Keri James to Approve Coleman, Horton & Company, LLP 2025-26 Contract as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

6. Annual ESL Report

Jenni Hagdorn presented annual ESL report

7. High School Campus Report

Michael Gomez reported on high school campus activities.

8. Administrative Reports and Discussion

A. Central Office Reports

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

b. Consider and Discuss the Possibility of Changing School Board Elections to the November Uniform Election Date in Even-Numbered Years

2. Director of HR/Info Mgmt. Monthly Report

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

9. Consent Agenda

Carl Brown moved and seconded by Henry Moreno to approve consent agenda as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper

Those opposed: 0

- A. Minutes of September 15, 2025 Board Meeting
- B. Budget Amendment
- C. PTO/Booster Club Financial Audits
- D. DEF Donation for AP Exams

10. Action Item(s):

A. Alixana Buvinghausen moved and seconded by Carl Brown to approve the bid from Chaparral Ford in the amount of \$44,875.89 for the purchase of an IT Van and the bid from Brown Chevrolet in the amount of \$62,721.50 for an SUV as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

B. Carl Brown moved and seconded by Henry Moreno to Approve a Resolution Self-Certifiying Micro-Purchases with Federal Funds Valued below \$100,000 as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

C. Alixana Buvinghausen moved and seconded by Keri James to approve a new teaching position at the elementary campus as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

D. Henry Moreno moved and seconded by Carl Brown to set January Board Meeting to January 22, 2026 as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

E. Carl Brown moved and seconded by Henry Moreno to Adopt Revised HB3 Goals as presented. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

11. Closed Session

Nancy Pepper stated for the record that the Board of Trustees, beginning at 7:25 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 551.072, 551.074, 551.076, and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

12. Reconvene from Closed Session

The board reconvened in open session at 8:41 p.m.

13. Adjournment

Henry Moreno moved and seconded by Chris Davis to adjourn. Motion carried 7-0.

Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper
Those opposed: 0

Meeting adjourned at 8:42 p.m.

Board President

Board Secretary



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: 2025-2026 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:

Fund 199:

Increase object 7912 for proceeds from sale of land for \$23,500.

Total amount towards fund balance: \$23,500.

Total amount against fund balance for the fiscal year: (\$2,558,977).

Supporting Documents:

See attached budget amendment

Recommendation:

Approve the Budget Amendment.

Respectfully Submitted by:

Approved by:

Shannon Ramirez
Chief Financial Officer

Todd Grandjean
Superintendent of Schools

**ESTIMATED REVENUES, APPROPRIATED EXPENDITURES
OTHER RESOURCES AND USES
BUDGET FOR 2025-2026**

| | 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 | |
|-------------------------------|---|---------------------------------------|-------------------------|--|--|-------------------------|---------------------------------------|--|-------------------------|--|----------------------|
| REVENUES: | | | | | | | | | | | |
| 5700 | Local, Intermediate | \$ 5,051,780 | \$ 5,051,780 | \$ - | \$ 260,000 | \$ 260,000 | \$ - | \$ 1,407,526 | \$ 1,407,526 | \$ - | \$ 6,719,306 |
| 5800 | State Program Revenues | \$ 18,337,411 | \$ 18,337,411 | \$ - | \$ 10,000 | \$ 10,000 | \$ - | \$ 213,503 | \$ 213,503 | \$ - | \$ 18,560,914 |
| 5900 | Federal Program Revenues | \$ 40,000 | \$ 40,000 | \$ - | \$ 780,000 | \$ 780,000 | \$ - | \$ - | \$ - | \$ - | \$ 820,000 |
| 5030 | Total Revenues | \$ 23,429,191 | \$ 23,429,191 | \$ - | \$ 1,050,000 | \$ 1,050,000 | \$ - | \$ 1,621,029 | \$ 1,621,029 | \$ - | \$ 26,100,220 |
| EXPENDITURES: | | | | | | | | | | | |
| 0011 | Instruction | \$ 12,716,991 | \$ 12,716,991 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 12,716,991 |
| 0012 | Instructional Resources & Media Svcs. | \$ 244,994 | \$ 244,994 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 244,994 |
| 0013 | Curriculum & Personnel Development | \$ 375,413 | \$ 375,413 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 375,413 |
| 0021 | Instructional Leadership | \$ 230,082 | \$ 230,082 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 230,082 |
| 0023 | School Leadership | \$ 1,260,540 | \$ 1,260,540 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,260,540 |
| 0031 | Guidance & Counseling Services | \$ 1,164,763 | \$ 1,164,763 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,164,763 |
| 0032 | Social Work Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 0033 | Health Services | \$ 258,592 | \$ 258,592 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 258,592 |
| 0034 | Pupil Transportation | \$ 891,901 | \$ 891,901 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 891,901 |
| 0035 | Food Services | \$ - | \$ - | \$ - | \$ 1,050,000 | \$ 1,052,500 | \$ - | \$ - | \$ - | \$ - | \$ 1,052,500 |
| 0036 | Co-curricular Activities | \$ 1,309,303 | \$ 1,309,303 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,309,303 |
| 0041 | General Administration | \$ 1,017,957 | \$ 1,017,957 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,017,957 |
| 0051 | Plant Maintenance & Operations | \$ 2,751,658 | \$ 2,951,658 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,951,658 |
| 0052 | Security & Monitoring System | \$ 213,564 | \$ 213,564 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 213,564 |
| 0053 | Data Processing Services | \$ 601,667 | \$ 601,667 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 601,667 |
| 0061 | Community Services | \$ 36,150 | \$ 36,150 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 36,150 |
| 0071 | Debt Service | \$ 188,116 | \$ 188,116 | \$ - | \$ - | \$ 2,500 | \$ 1,423,132 | \$ 1,423,132 | \$ - | \$ - | \$ 1,613,748 |
| 0081 | Facilities Acquisition & Construction | \$ - | \$ 2,397,477 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,397,477 |
| 0095 | Pymt-juv. Justice Alternative Ed. Program | \$ 7,500 | \$ 7,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 7,500 |
| 0099 | Other Intergovernmental | \$ 160,000 | \$ 160,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 160,000 |
| 6050 | Total Expenditures | \$ 23,429,191 | \$ 26,026,668 | \$ - | \$ 1,050,000 | \$ 1,055,000 | \$ - | \$ 1,423,132 | \$ 1,423,132 | \$ - | \$ 28,504,800 |
| OTHER SOURCES AND USES | | | | | | | | | | | |
| 7060 | Other Sources (+) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7912 | Proceeds from sale of property | \$ - | \$ 38,500 | \$ 23,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7914 | Insurance Proceeds | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8060 | Other Uses (-) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7000 | Total Other Sources (Uses) | \$ - | \$ 38,500 | \$ 23,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1200 | Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses | \$ - | \$ (2,558,977) | \$ 23,500 | \$ - | \$ (5,000) | \$ - | \$ 197,897 | \$ 197,897 | \$ - | \$ (2,404,580) |
| 0100 | Fund Balance- July 1 (Beginning) 2025 | \$ 15,126,917 | \$ 15,126,917 | \$ - | \$ 818,944 | \$ 818,944 | \$ - | \$ 1,409,719 | \$ 1,409,719 | \$ - | \$ 17,355,580 |
| 3000 | Estimated Fund Balance- June 30 (Ending) 2026 | \$ 15,126,917 | \$ 12,567,940 | \$ (2,558,977) | \$ 818,944 | \$ 813,944 | \$ (5,000) | \$ 1,607,616 | \$ 1,607,616 | \$ - | \$ 14,951,000 |



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Certify CIPA in CQ Local Policy

Background Information:

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

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

Administrative Consideration:

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

Our content filter provides the following:

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

Budgetary Consideration:

This will not affect the budget.

Supporting Documents:

CIPA requirements from the FCC

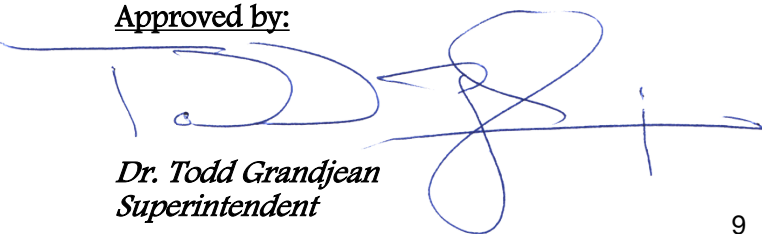
Devine ISD Board Policy CQ Local

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

Recommendation:

Approve the certification of CIPA as recommended.

Approved by:



Dr. Todd Grandjean
Superintendent



Memorandum

To: **DISD Board of Trustees**
From: **Todd Grandjean**
Date: **11/10/2025**
Re: **Child Internet Protection Act (CIPA)**

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

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

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

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

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

Our content filter provides the following:

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

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

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

Devine ISD Board President



Children's Internet Protection Act (CIPA)

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

What CIPA requires

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

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

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

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

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

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

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



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

Filing a complaint

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

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

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

Alternate formats

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

Last Reviewed: 12/30/19



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

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

Availability of Access

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

Limited Personal Use

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

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

Use by Members of the Public

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

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

Acceptable Use

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

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

Internet Safety

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

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

Filtering

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

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

Monitored Use

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

Disclaimer of Liability

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

Record Retention

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

Electronically Signed Documents

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

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

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

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

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



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

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

Background Information:

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

The select committee (pending board approval) met on November 13, 2025, to discuss current health and wellness services, curriculum, and future health needs of DISD. Devine ISD SHAC by-laws call for members to serve a two-year term but we have had trouble with getting members to attend the meetings.

Administrative Consideration:

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

Budgetary Consideration:

None.

Supporting Documents:

2025-2026/ 2026-2027 School Health Advisory Council Proposed Members

Recommendation:

Approve members selected to serve on a 2 year term.

Respectfully Submitted by:

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

Approved by:

Todd Grandjean
Superintendent of Schools

Devine ISD SHAC Members
2025-2026 & 2026-2027

Administration:

Dawn Schneider- dawn.schneider@devineisd.org

Community Members:

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

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

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

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

Janette Vosquez, Medina Co Health-

Parent Representatives:

Tracie Lawler- traciemlawler@gmail.com

Korrey Paige

Tammi Martin

Student Representatives:

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

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

School Representatives:

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

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

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

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

Monica Perez Fragozo, Health Services – monica.perezfragozo@devineisd.org DIS

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

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

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

Patricia Garcia, High School Teacher - patricia.garcia@devineisd.org DHS

Gina Morales, High School CMA – gina.morales@devineisd.org DHS

Note: Highlighted names are new members.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Resolution to Cast Votes for Election of Medina Co. Appraisal District Directors

Background Information:

The Property Tax Code sets out procedures for electing directors for county appraisal districts in the State of Texas. Each governing body is allowed a specific number of votes based on the tax levy of the taxing jurisdictions compared to the levy for the entire county. Under provisions of this law, the Chief Appraiser for the Medina County Appraisal District has declared that the Devine Independent School District will be allowed 315 votes.

Administrative Consideration:

Each governing body was asked to submit names of nominees for the Board of Directors by adopting a resolution. At their September meeting, the board nominated Stewart Marsh and his name was subsequently placed on the ballot for the Medina County Appraisal District Board of Directors.

Budgetary Consideration:

None.


Supporting Documents:

Resolution to cast votes
Ballot

Recommendation:

Approve resolution to cast all 315 votes to Stewart Marsh for the Medina County Appraisal District Board of Directors.

Respectfully Submitted by:



Todd Grandjean
Superintendent of Schools

MEDINA CENTRAL APPRAISAL DISTRICT
1410 AVE K
HONDO, TX 78861

OFFICIAL BALLOT

OCTOBER 22, 2025

ISSUED TO **DEVINE ISD**

TO ELECT

BOARD OF DIRECTORS FOR MEDINA CENTRAL APPRAISAL DISTRICT 2026-2027

DIRECTIONS: PLEASE ENTER THE NUMBER OF VOTES CAST ON THE BLANK SPACE OPPOSITE THE NAME OF THE CANDIDATE. YOU MAY CAST ALL OF YOUR VOTES FOR ONE CANDIDATE OR YOU MAY DIVIDE YOUR VOTES AMONG ANY NUMBER OF THE CANDIDATES THAT YOU DESIRE. YOU HAVE 315 TOTAL VOTES THAT YOU MAY CAST.

NAMES OF CANDIDATES:

- 1. GALM, HAROLD "BUTCH" _____
- 2. JACOBS, JODY _____
- 3. MACON, CHIP _____
- 4. MALONE, CYNTHIA _____
- 5. MARSH, STEWART _____
- 6. SEGOVIA, CINDY _____

Johnette Dixon, RTA, RPA, CTA, CCA
Chief Appraiser
Medina CAD

RESOLUTION OF VOTES CAST TO ELECT DIRECTORS FOR THE MEDINA CENTRAL APPRAISAL DISTRICT FOR THE YEARS 2026-2027

Whereas, SB 469 Section 6.03 (g) requires that each taxing unit entitled to vote should cast their vote by resolution and submit to the Chief Appraiser by December 1, 2025.

Therefore, the _____ submits the
(Taxing Unit)
above Official Ballot, as issued by the Chief Appraiser, stating our vote for candidates for the election of the Board of Directors for the Medina Central Appraisal District.



Devine Independent School District

605 W. Honda Ave., Devine, Texas 78016

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

RESOLUTION

STATE OF TEXAS §

COUNTY OF MEDINA §

WHEREAS, the Sixty-sixth Legislature of the State of Texas enacted S.B. 621 establishing a centralized appraisal district in each county of the State; and

WHEREAS, S.B. 621 includes a provision which allows the governing body of each voting unit to cast votes for individuals nominated for directors of the centralized appraisal district; and

WHEREAS, the Devine Independent School District is entitled to a total of 384 votes, which may be cast for individuals, nominated for the position of director:

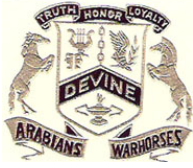
THEREFORE, BE IT RESOLVED that the Board of Trustees of the Devine Independent School District hereby casts the 315 votes for **Stewart Marsh**

This resolution adopted on the 17th day of November, 2025.

ATTEST:

President, Board of Trustees
Devine Independent School District

Secretary, Board of Trustees
Devine Independent School District



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: Nov. 17, 2025

Agenda Item: Devine Education Foundation Donation

Background Information:

Donation for seven grants to DISD teachers

Administrative Consideration:

Funds will be used for specific purposes outlined in each grant document.

Budgetary Consideration:

Check to DISD for the approved donation

Supporting Documents:

\$14,196.30

ES/IS BU--\$1,000

ES/IS PE Equipment--\$2,976

AP Calculators--\$3,000

DHS Health Careers--\$3,420.30

DMS Shop Replacement parts and supplies--\$2,500

DHS FCS Replacement Freezer--\$700

DISD Libraries, Hometown Holiday Celebration--\$600

Recommendation:

Approve the \$14,196.30 grant donation.

Respectfully Submitted by:

Brenda Gardner
DEF Director

Approved by:

Todd Grandjean
Superintendent of Schools

Devine Independent School District
Donation Form

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

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

Type: Cash/Check Gift Card Materials Equipment

Donor Information:

Donor Name: Devine Education Foundation Organization: DEF

Address: 605 W. Hondo

City: Devine State: TX Zip Code: 78016

23

Donated to: Devine ISD for various projects

Purpose of Donation: Grant awards

Value of Donated Property: \$ 14,196.30

Describe/Itemize Donated Property: _____

Donor Imposed Restrictions, if any: _____

Brenda Davison
Donor Signature

Nov. 5, 2025
Date

To Be Completed By District Official

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

To Be Completed by Business Office

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

Cash Check # _____ Deposited to account #: _____

Fixed Asset Tag #: _____ Location: _____



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 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 \$8,700.00 for run through tunnel, \$1,594.60 for baseball for white game day pants, \$1,000.00 for game day balls, anchor plugs, belts, and socks for softball, and \$1,183.46 for basketball for training equipment.

Budgetary Consideration:

Supporting Documents:

Donation forms.

Recommendation:

Approve donations made by the Athletic Boosters of Devine.

Respectfully Submitted by:

Approved by:

Todd Grandjean
Superintendent of Schools

Devine Independent School District
Donation Form

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

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

Type: Cash/Check Gift Card Materials Equipment

Donor Information:

Donor Name: Allison Brown Organization: Devine Athletic Booster Club

Address: 605 W. Hondo Ave

City: Devine State: TX Zip Code: 78016

26

Donated to: W-Club

Purpose of Donation: Baseball Game Day Pant

Value of Donated Property: \$ \$1,594.60

Describe/Itemize Donated Property: UA White Game Day Pants

Donor Imposed Restrictions, if any: _____

Alison Bz
Donor Signature

11-3-29
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: Allison Brown Organization: Devine Athletic Booster Club

Address: 605 W. Hondo Ave

City: Devine State: TX Zip Code: 78016

27

Donated to: W-Club

Purpose of Donation: Basketball Training Wish List

Value of Donated Property: \$ \$1,183.46

Describe/Itemize Donated Property: Training - Blocking pad, traction mat, popup defender, bag/balls

Donor Imposed Restrictions, if any: _____

Allison Brown
Donor Signature

11-3-25
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: _____



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: District and Campus Improvement Planning Goals and Objectives

Background Information:

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

Administrative Consideration:

Our district admin team, and campus Site Based Decision Making Committees (SBDMs) reviewed and revised the improvement plans for the purpose of improving student performance for all student groups. A comprehensive needs assessment (CNA) is used to determine areas of strengths and needs by reviewing data in multiple areas (reports on student data, surveys, PEIMS discipline reports, etc...). The needs are then reviewed and developed into strategies under district goals that include Parent and Community Involvement; Student Achievement; Curriculum and Instruction; Qualified and Effective Personnel; and School Climate and Disciplined Environment. Plans also include strategies to improve indicators for state accountability.

Budgetary Consideration:

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

Supporting Documents:

District and Campus Improvement Planning Goals and Objectives

Texas Education Code Ch. 4

Posted under “extras”:

2025-2026 Devine ISD District Improvement Plan (DIP)

2025-2026 Ciavarra Elementary School Campus Improvement Plan (CIP)

2025-2026 Devine Intermediate School Campus Improvement Plan (CIP)

2025-2026 Devine Middle School Campus Improvement Plan (CIP)

2025-2026 Devine High School Campus Improvement Plan (CIP)

Recommendation:

District and campus improvement plans are living documents; strategies are revised as needs change throughout the school year. The current draft of each improvement plan is provided for the board’s review.

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

Respectfully Submitted by:


Dr. Todd Grandjean
Superintendent of Schools

DEVINE INDEPENDENT SCHOOL DISTRICT
2025-2026 District Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Objectives for John J. Ciavarra Elementary School

2025–2026

District Goal #1: FAMILY AND COMMUNITY ENGAGEMENT

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

Campus Objective:

Increase community and family engagement through consistent communication and participation opportunities that promote student success.

Campus Goals:

- Communicate systematically with families and encourage involvement through CES Express, Remind, Dojo, and School Messenger.
- Strengthen public confidence in our school through events and positive messaging.
- Increase local business and community participation in school programs and celebrations.
- Include families and community members in decision-making (SBDM, Title I, and parent meetings).
- Ensure all communication and plans are accessible in Spanish.

District Goal #2: STUDENT ACHIEVEMENT

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

Campus Objectives:

- Increase student achievement and growth on mClass and IXL testing.
- Maintain high academic expectations for all students.
- Reduce the achievement gap among disaggregated populations.
- Increase growth among special populations through targeted intervention and progress monitoring.

Campus Goals:

- Kindergarten: 75%+ Developed on mClass; 85% show growth on Bluebonnet Math and myView Reading.
- First Grade: 75%+ Developed on mClass; 85% show growth on Bluebonnet Math and myView Reading.
- Second Grade: 80%+ show growth on Bluebonnet Math and myView Reading.
- Pre-K: 80% of students meet or exceed expectations in CIRCLE domains.

District Goal #3: CURRICULUM AND INSTRUCTION

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

Campus Objectives:

- Implement consistent, high-quality Tier I instruction across all classrooms through PLCs and data-driven planning.
- Strengthen reading and math instruction using myView Reading, Bluebonnet Math, and 95% Phonics.
- Provide differentiated instruction and targeted intervention to meet all learners' needs.

Campus Goals:

- Use TEKS Resource System and district pacing guides to plan instruction.
- Integrate multiple data sources (mClass, IXL, and classroom assessments) to inform decisions.
- Continue backward planning through PLCs.
- Campus will continue to implement Bluebonnet Math with fidelity as part of the district's early numeracy initiative.

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

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

Campus Objectives:

Recruit and retain highly effective educators who demonstrate a commitment to student success and professional growth.

Campus Goals:

- Notify Central Office of vacancies for early recruitment.
- Provide comprehensive orientation and mentoring for new staff.
- Support ongoing professional development in literacy, math, and classroom management.
- Recognize staff contributions through the Sunshine Committee and Shout Outs.

District Goal #5: SAFE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe, nurturing, and disciplined environment conducive to learning.

Campus Objectives:

Maintain a positive campus culture emphasizing safety, belonging, and respect.

Campus Goals:

- Implement consistent expectations through Bronco Behavior and Positive Office Referrals.
- Conduct weekly door and gate safety checks.
- Continue emergency drills and safety training for staff and students.
- Foster teamwork and morale among staff through campus activities and recognition.
- Promote attendance and student engagement through recognition and incentives.

Devine Intermediate School

2025–2026 Campus Improvement Plan – Goals & Strategies Summary

Goal 1: Parent and Community Involvement

Objective 1.1: Increase community and parental involvement to strengthen partnerships that support high expectations and student success.

Evaluation / Measurement:

- Documentation of parent and community engagement opportunities and participation.
- Evidence of collaboration through programs, events, and decision-making committees.

Campus Goal:

Maintain or increase partnership programs with community organizations. Actively include parents and community members in decision-making processes to improve the campus.

Goal 2: Student Achievement

Objective 2.1:

Improve Student Achievement in Mathematics - Increase the percentage of students scoring **Meets Grade Level** on STAAR Math to **49%** with an emphasis on multi-step problem solving and conceptual understanding.

Evaluation / Measurement:

- STAAR Math results, CBAs, benchmark data
- IXL/Zearn usage and progress reports
- PLC data analysis and walkthrough feedback

Campus Goal:

Ensure fidelity to Bluebonnet Math HQIM including pacing, spiral review, and aligned reteach. Strengthen PLC data analysis to plan reteach, implement structured small-group instruction during Bronco Time, and provide math-focused professional development.

Objective 2.2:

Improve Student Achievement in Reading/ELA - Increase the percentage of students scoring **Meets Grade Level** on STAAR Reading/ELA to **47%** with a focus on comprehension, written response quality, and vocabulary development.

Evaluation / Measurement:

- STAAR Reading results, CBAs, fluency benchmarks
- IXL Reading diagnostic growth
- Lesson plan monitoring and walkthrough feedback

Campus Goal:

Adopt and implement a TEA-approved HQIM for Reading/ELA. Strengthen Tier I instruction through coaching and PLC collaboration. Implement data-driven small-group instruction during Bronco Time and provide targeted PD focused on comprehension, writing, and vocabulary.

Goal 3: Curriculum and Instruction

Objective 3.1: Improve English Language Proficiency and Support for English Learners - Increase the percentage of English Learners meeting progress on the ELP (TELPAS) component of Domain III to **40%**.

Evaluation / Measurement:

- TELPAS results and Summit K-12 progress data
- LPAC documentation and classroom observation data
- Walkthrough monitoring of linguistic accommodations

Campus Goal:

Provide focused instruction in language domains through embedded language objectives, monitor Summit K-12 biweekly, provide PD on linguistic accommodations and sheltered instruction, and conduct regular LPAC progress checks to adjust supports.

Goal 4: Qualified and Effective Personnel

Objective 4.1: Recruit, develop, and retain highly qualified and effective educators and staff members.

Evaluation / Measurement:

- Professional development participation and implementation evidence
- PD sign-in sheets, agendas, completion rates, and certificates
- Monitoring of instructional best practices and critical shortage area support

Campus Goal:

Implement staff development programs that promote high expectations, strengthen instructional practices, and address staffing needs in critical shortage areas.

Goal 5: School Climate – Safe and Disciplined Environment

Objective 5.1: Strengthen School Culture, Attendance, and Staff Morale - Increase overall student attendance to **97%** and reduce behavior referrals by **15%** through consistent implementation of expectations, positive reinforcement, and staff wellness initiatives.

Evaluation / Measurement:

- Attendance reports (PEIMS), discipline data, staff/student climate surveys, retention data

Campus Goal:

Implement campus-wide behavior expectations aligned to CHAMPS and restorative practices, provide attendance incentives and parent outreach, recognize student success through Bronco Broadcast and assemblies, implement staff morale initiatives, and provide PD on classroom management, trauma-informed practices, and SEL.

Devine Middle School 2024-2025 Campus Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 3: Inform students of high school courses/programs

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

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

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

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

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

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

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

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

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

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

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

Objective 3: Maintain neat and clean campus facilities

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

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

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

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

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

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



Devine High School 2025–2026 Campus Improvement Goals and Objectives

Goal 1: Parent and Community Involvement

Objective 1.1:

Increase community and parental involvement to strengthen partnerships that support high expectations and student success.

Evaluation / Measurement:

- Documentation of parent and community engagement opportunities and participation.
- Evidence of collaboration through programs, events, and decision-making committees.

Campus Goal:

Maintain or increase partnership programs with community organizations. Actively include parents and community members in decision-making processes to improve the campus.

Goal 2: Student Achievement

All students will be encouraged and supported to reach their full academic potential.

Objective 2.1:

Increase student performance on STAAR End-of-Course (EOC) exams to exceed the state average in all tested areas.

Evaluation / Measurement:

- STAAR EOC results showing increases in the percentage of students and subpopulations achieving *Approaches*, *Meets*, or *Masters* grade-level performance compared to state averages.
-

Objective 2.2:

Reduce the achievement gap among all student populations by at least 10% annually.

Evaluation / Measurement:

- Annual analysis of STAAR EOC data showing improvement across all subpopulations.

Campus Goal:

- Hispanic students will meet or exceed the state average in all STAAR EOC performance categories.
 - Economically disadvantaged, at-risk, and Special Education students will meet or exceed state averages in *Approaches, Meets, and Masters*.
-

Objective 2.3:

Increase College, Career, and Military Readiness (CCMR) performance indicators through expanded CTE program opportunities, student completers, and industry-based certifications (IBCs).

Evaluation / Measurement:

- Annual increase in the number of students completing a CTE program of study.
- Annual increase in the number of students earning an industry-based certification (IBC).
- Growth in the percentage of graduates meeting one or more CCMR indicators as defined by TEA accountability.

Campus Goal:

Expand CTE course offerings, partnerships, and pathways to ensure that every student graduates prepared for postsecondary success through college, career, or military readiness.

Objective 2.4:

Decrease the annual dropout rate to meet or exceed state and federal standards.

Evaluation / Measurement:

- TAPR-reported dropout rate maintained or reduced below the state average of 2.1%.
-

Objective 2.5:

Maintain a high graduation rate and improve student attendance.

Evaluation / Measurement:

- Graduation rates remain at or above state requirements.
- Attendance rate increases annually toward a goal of 97% or higher.

Campus Goal:

- Student absences will not exceed nine per semester.

Goal 3: Curriculum and Instruction

Provide a well-balanced and rigorous curriculum that prepares all students for success beyond high school.

Objective 3.1:

Ensure that TEKS Resource System serves as the guaranteed and viable curriculum for all students, with a focus on alignment, rigor, and backward design.

Evaluation / Measurement:

- Evidence of aligned lesson plans, learning objectives, activities, and assessments demonstrating academic rigor.

Campus Goal:

- All teachers will incorporate rigor and higher-order thinking into instruction to prepare students for college, career, and life success.

Objective 3.2:

Increase the percentage of students enrolled in advanced academic courses.

Evaluation / Measurement:

- Year-over-year increase in advanced course enrollment (AP, Dual Credit, Honors).

Campus Goal:

- The percentage of students enrolled in advanced coursework will increase annually.

Goal 4: Qualified and Effective Personnel

Recruit, develop, and retain highly qualified and effective educators and staff members.

Objective 4.1:

Implement staff development programs that promote high expectations and performance while addressing critical shortage areas.

Evaluation / Measurement:

- Documentation of professional development participation and implementation.
- Decrease in staffing shortages in key instructional areas.

Objective 4.2:

Use data disaggregation and research to inform instructional and administrative practices for continuous improvement.

Evaluation / Measurement:

- Data reports demonstrating instructional adjustments based on analysis.
 - Evidence of improved student outcomes resulting from data-driven practices.
-

Goal 5: School Climate – Safe and Disciplined Environment

Maintain a safe, positive, and disciplined learning environment conducive to academic achievement.

Objective 5.1:

Promote high standards for student behavior, academic achievement, respect, self-discipline, and accountability.

Evaluation / Measurement:

- Reduction or maintenance of low rates of vandalism, suspensions, removals, and expulsions.
- Continued low accident and incident rates.
- Improvement in student academic and behavioral performance tied to proactive campus planning and strategies.

Campus Goal:

Engage district staff, administration, teachers, students, parents, and community representatives in shared decision-making to continually improve school safety and student success.



EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE A. GENERAL PROVISIONS

CHAPTER 4. PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS

Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES. (a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by Acts 2003, 78th Leg., ch. 82, Sec. 1, eff. Sept. 1, 2003.

Amended by:

Acts 2017, 85th Leg., R.S., Ch. 405 (H.B. 136), Sec. 1, eff. June 1, 2017.

Acts 2021, 87th Leg., R.S., Ch. 1005 (H.B. 4509), Sec. 1, eff. June 18, 2021.

Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS. To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Designate Nonbusiness PIA Days

Background Information:

HB 3033, passed during the 88th legislative session in 2023, amends the Public Information Act (PIA) by limiting the number of “nonbusiness” days for school districts. This legislation will greatly reduce response times for PIA requests when Districts are closed for business. It will require Board action to designate nonbusiness PIA days and to update district calendars for purposes of responding to PIA requests. The new law took effect September 1, 2023.

Administrative Consideration:

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

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

Budgetary Consideration:

None.

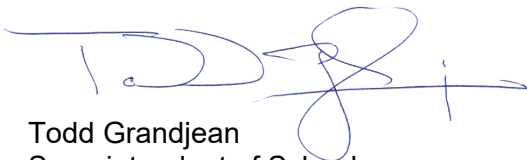
Supporting Documents:

Email from Walsh Gallegos

Recommendation:

Set nonbusiness PIA days as follows: January 2, 2026; March 11, 2026; March 12, 2026; March 13, 2026; November 23, 2026; November 24, 2026; November 25, 2026; December 21, 2026; December 24, 2026; December 31, 2026.

Respectfully Submitted by:



Todd Grandjean
Superintendent of Schools



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Targeted Improvement Plans

Background Information:

To strengthen student outcomes, the Texas Education Agency (TEA) aligns its resources and supports with the Effective Schools Framework (ESF)—a comprehensive model designed to help districts and campuses build strong instructional systems. In accordance with Texas Education Code (TEC) Chapters 39 and 39A, campuses that received a D or F rating in the 2024 or 2025 state accountability ratings are required to develop, submit to TEA, and implement a Targeted Improvement Plan (TIP). Three DISD campuses have been identified for targeted support under the Every Student Succeeds Act (ESSA).

Administrative Consideration:

Each of the identified campuses have developed a TIP with input from the site-based committees to submit for board approval. The district is required to hold a public hearing to notify the public of the campus's insufficient performance, and expected improvements. Once the plan is approved by the board of trustees, the plan must be submitted to TEA for approval.

Budgetary Consideration:

Applying for financial assistance from LASO Cycle 4 Grant

Supporting Documents:

CES TIP

DIS TIP

DLA TIP

Recommendation:

Approve the Targeted Improvement Plans.

Respectfully Submitted by:


Todd Grandjean
Superintendent of Schools

John J. Ciavarra Elementary – Targeted Improvement Plan (TIP) Board Report

Presented by: Mark Raygosa, Principal

Date: November 2025

Purpose: To present the John J. Ciavarra Elementary Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

Background

John J. Ciavarra Elementary was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards.

As a PK–2 campus, Ciavarra Elementary does not administer STAAR assessments. Therefore, the Texas Education Agency determines its accountability rating through a **campus pairing system** with **Devine Intermediate School**, which serves STAAR-tested grades (3–5).

The performance data from the paired campus is used, along with other district data, to determine Ciavarra Elementary’s rating. This pairing ensures that all campuses are evaluated within the TEA’s **multi-faceted accountability system**, which measures:

- **Student Achievement**
School Progress
Closing the Gaps

By presenting this plan, Ciavarra Elementary fulfills the required assurance that all stakeholders—including the Board—are informed and engaged in the improvement process.

Understanding Accountability for Non-STAAR Campuses

- Campuses without STAAR test grades are paired with a district campus that does administer STAAR assessments.
- The paired campus’s performance data is used to assign the accountability rating for the non-tested campus.

- This approach ensures every campus receives an equitable evaluation within the state accountability framework.
- Ciavarra Elementary is paired with **Devine Intermediate School** for accountability purposes for the 2025–2026 school year.
- Ratings are based on performance in the **three domains** of Student Achievement, School Progress, and Closing the Gaps, supported by additional metrics like attendance and early literacy growth.

Summary by Plan Component

1. Student Outcome Goals

The plan sets measurable student achievement and growth goals for the 2025–2026 school year:

| Component | 2024–2025 Baseline | 2025–2026 Goal | Growth Target |
|---|-----------------------------|----------------|---------------|
| Reading (myView / mCLASS / 95%) | 54% at or above grade level | 64% | +10 pts |
| Math (Bluebonnet HQIM / IXL) | 48% at or above grade level | 60% | +12 pts |
| Foundational Literacy (PK–2 Early Reading Indicators) | 62% | 75% | +13 pts |
| TELPAS Growth | 35% | 55% | +20 pts |
| Student Success (Attendance & Behavior) | 92% attendance | 95% | +3 pts |

These goals focus on early literacy and numeracy development, ensuring foundational readiness for STAAR-tested grades at Devine Intermediate.

2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, Ciavarra Elementary identified the following root causes:

- Inconsistent instructional alignment between HQIM (myView, Bluebonnet) and TEKS Resource System.
 - Limited Tier 1 fidelity and inconsistent use of progress monitoring tools (mCLASS, IXL).
 - Gaps in phonics and foundational skill instruction across early grades.
 - High variability in teacher experience requiring intensive coaching and modeling.
 - Limited reteach cycles and data-driven intervention during WIN time.
-

3. Turnaround Plan Focus

The campus improvement plan centers on **high-quality instruction, data-driven practices, and targeted intervention**:

- Full implementation of **HQIM**: myView (Reading/Language Arts) and Bluebonnet (Math).
 - **WIN (What I Need)** time structured for targeted reteach and intervention.
 - **Instructional coaching cycles** aligned to TEA's Research-Based Instructional Strategies.
 - Frequent **data checkpoints** through mCLASS, IXL, and formative assessments.
 - Collaborative push-in support between classroom teachers and interventionists.
-

4. Milestones

Key milestones ensure implementation fidelity and continuous progress:

- **November 2025:** HQIM alignment verified through walkthroughs and PLC evidence.
 - **February 2026:** Midyear data review reflects 10% growth in mCLASS composite scores.
 - **April 2026:** 80% of teachers demonstrate proficiency on instructional look-fors.
 - **May 2026:** Campus meets or exceeds targeted reading and math proficiency goals.
-

5. Performance Management

- Biweekly walkthroughs focused on HQIM fidelity and instructional look-fors.
 - Three-week PLC data review cycles to analyze progress and reteach plans.
 - Six-week administrative review meetings to adjust strategies and monitor goals.
 - Documentation of coaching cycles and reflection through Eduphoria Strive and T-TESS.
-

6. Capacity Building and Professional Development

Professional learning strengthens teacher capacity and consistency in instruction:

- **New Teachers:** Coaching, modeling, and mentorship on HQIM and classroom management.
 - **All Teachers:** Collaborative PLCs focused on lesson internalization and data analysis.
 - **Special Populations:** Training on TELPAS, SPED inclusion practices, and linguistic supports.
 - **Leadership Team:** Guided by DCSI and Region 20 School Improvement specialists.
-

7. Resource Allocation

- **Title I Funds:** Support instructional coaching, intervention staffing, and supplemental materials.
 - **Bluebonnet Implementation Grant:** Funds HQIM resources and professional development.
 - **Local Funds:** Sustain IXL, mCLASS, and early literacy/phonics tools.
 - **Strategic Scheduling:** Protects WIN time and PLC collaboration within the master schedule.
-

8. Stakeholder Engagement and Assurances

Stakeholder engagement has guided the plan development:

- **Campus Leadership Team & SBDM** – Reviewed data, root causes, and strategies.
 - **Teachers & Staff** – Contributed through PLC discussions and surveys.
 - **Parents & Community** – Engaged through the November 12, 2025, Parent Engagement Meeting.
 - **Board of Trustees** – Reviewing and acknowledging the TIP to meet TEA assurance requirements.
-

9. Monitoring and Evaluation

The campus will measure effectiveness using:

- Regular mCLASS, IXL, and HQIM progress data.
 - Walkthrough feedback aligned to TIP priorities.
 - Early literacy and numeracy growth across grade levels.
 - Continuous Improvement Platform (CIP) submissions to TEA.
-

10. Next Steps

- Obtain **Board review and acknowledgment** of the Ciavarra Elementary TIP.
 - Submit plan and assurance documentation to TEA by **November 21, 2025**.
 - Continue progress monitoring cycles and teacher coaching supports.
 - Provide midyear and end-of-year updates to the Board and stakeholders.
-

Conclusion

The John J. Ciavarra Elementary Targeted Improvement Plan represents a unified effort to strengthen foundational instruction, improve literacy and numeracy outcomes, and prepare all students for success as they advance to STAAR-tested grades.

By presenting this plan to the Board of Trustees, the campus fulfills TEA's assurance of stakeholder engagement and demonstrates a shared commitment to continuous improvement and student achievement.

Devine Intermediate School – Targeted Improvement Plan (TIP) Board Report

Presented by: Lysandra S. Reyes, Principal

Date: November 2025

Purpose: To present the Devine Intermediate School Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

Background

Devine Intermediate School was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards. As a result, the campus is required to develop and implement a **Targeted Improvement Plan (TIP)**.

The TIP outlines how the campus will address root causes of underperformance, implement evidence-based strategies, and monitor progress toward ambitious student outcome goals in Reading and Math.

This presentation to the Board of Trustees satisfies one of TEA's required assurances — that campus and district stakeholders, including the Board, are engaged in and aware of the plan's content, focus areas, and commitments.

Summary by Plan Component

1. Student Outcome Goals

The plan sets measurable student achievement and Domain III component goals for 2025–2026:

| Component | 2024–2025 Baseline | 2025–2026 Goal | Growth Target |
|--|--------------------|----------------|----------------------|
| ELA/Reading – Meets Grade Level or Above | 37% | 47% | +10 pts |
| Math – Meets Grade Level or Above | 21% | 49% | +28 pts |
| Domain III – Academic Achievement | 0/32 | 19/32 | 60% growth in 1 year |
| Domain III – Growth Status | 1/32 | 21/32 | 65% growth in 1 year |
| Domain III – ELP Status | 0/4 | 2/4 | 40% growth in 1 year |
| Domain III – Student Success Status | 0/16 | 8/16 | 50% growth in 1 year |

These goals reflect the campus’s focus on **improving proficiency and growth**, especially for students performing below grade level or within special populations (EB, SPED, and Economically Disadvantaged).

[Link to Closing the Gaps score card](#)

2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, the campus identified the following key issues:

- **Inconsistent curriculum and varying levels of fidelity with usage and implementation particularly in Math and Reading**
- **Insufficient alignment** between planning, instruction, and assessment.
- **Limited use of progress monitoring tools** to guide intervention and reteaching.
- **Gaps in instructional support** for new and developing teachers.

Root causes were identified through data disaggregation of STAAR, TELPAS, and local assessments, as well as feedback from the Site-Based Decision Making committee.

3. Turnaround Plan Focus

The turnaround framework guiding the TIP is built around **high-quality instruction, progress monitoring, and targeted support**:

- Implement **HQIM** (Bluebonnet Math, TEA-approved resources for RLA).
 - Use **common formative assessments** and IXL diagnostics to identify gaps.
 - Conduct **biweekly coaching cycles** focused on instructional look-fors aligned with TEA's Research-Based Instructional Strategies.
 - Strengthen **intervention systems** using high dosage individualized tutoring and data-driven small groups during Bronco Time intervention blocks.
 - Build staff capacity through **ongoing job-embedded professional learning**.
-

4. Milestones

Each milestone defines specific checkpoints to ensure implementation fidelity and progress toward goals. Key milestones include:

- **By November 2025:** Grade-level teams submit evidence of HQIM lesson alignment; walkthrough data reviewed for fidelity.
- **By February 2026:** Mid-year data review shows increased student progress on IXL and local benchmarks.
- **By April 2026:** 80% of teachers demonstrate proficiency on targeted instructional look-fors.
- **By May 2026:** Campus meets or exceeds targeted STAAR improvement goals.

Milestones are tracked through campus leadership meetings, PLC minutes, and formal TEA reporting.

5. Performance Management

The plan outlines a clear **performance management system** to monitor campus improvement:

- **Administrators and teachers** receive ongoing coaching, data analysis sessions, and professional learning on the campus focus areas.
 - **Observation and feedback rounds** occur biweekly, with evidence captured using a rubric that includes both instructional and HQIM look-fors.
 - The **Leadership Team** meets weekly to review implementation data and adjust supports as needed.
 - **Progress** is reviewed each six weeks to ensure alignment between student outcomes and adult actions.
-

6. Capacity Building and Professional Development

Capacity building efforts are differentiated by staff experience and need:

- **New teachers** receive increased coaching and modeling support.
- **Experienced teachers** engage in peer observations and data-driven instructional leadership.

- **Special populations training** focuses on TELPAS growth, inclusion practices, and scaffolding for EB and SPED learners.
- **Leadership coaching** is provided to campus administrators by the DCSI and Region 20 School Improvement Team.

Job-embedded training and reflection cycles ensure that professional learning translates directly to improved classroom instruction.

7. Resource Allocation

The TIP details how funds and resources will be allocated to support improvement:

- Title I and local funds dedicated to **instructional coaching, tutoring, and assessment tools**.
 - Grant-funded supports (e.g., **Strong Foundations** or **School Improvement funds**) for implementation and professional development.
 - Strategic scheduling to protect **intervention and coaching time** without impacting core instruction.
 - Investment in **data systems** (IXL, Eduphoria, and TEA's Continuous Improvement Platform) for progress tracking.
-

8. Stakeholder Engagement and Assurances

Stakeholder engagement is a central assurance of the TIP process. Devine Intermediate ensured that all major groups were included:

- **Campus Leadership Team** – reviewed and refined plan components.
- **Teachers and staff** – provided feedback through PLC discussions and surveys.
- **Parents and community members** – engaged through SBDM meetings and Title I events.

- **Board of Trustees** – reviewing the plan to meet TEA’s assurance of stakeholder engagement.

This presentation to the Board documents transparency and partnership in executing the improvement plan.

9. Monitoring and Evaluation

The campus will monitor plan effectiveness through:

- **Frequent data analysis** at the student, teacher, and grade-level levels.
 - **Walkthroughs** and look-for checklists aligned to TIP priorities.
 - **TEA submissions** via the Continuous Improvement Platform (CIP).
 - **Adjustments and action steps** based on real-time data to ensure continuous progress.
-

10. Next Steps

- Obtain **Board review and acknowledgment** of the TIP.
 - Submit the plan and assurance documentation to TEA by November 21, 2025.
 - Continue campus and district progress monitoring cycles.
 - Provide periodic updates to the Board and stakeholders on outcomes and milestones.
-

Conclusion

The Devine Intermediate Targeted Improvement Plan represents a collective, data-driven commitment to accelerate learning, improve instruction, and ensure every student achieves success.

By sharing this plan with the Board of Trustees, the campus fulfills the **TEA assurance of stakeholder engagement** and demonstrates a unified focus on continuous improvement.

[Public view of presentation](#)

Learning Academy– Targeted Improvement Plan (TIP) Board Report

Presented by: JodiAnn Dzierzanowski Principal

Date: November 2025

Purpose: To present the Devine Learning Academy Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

Background

The Learning Academy was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards.

As a 9 - 12 campus, DLA does administer STAAR assessments. Therefore, the Texas Education Agency determines its accountability rating through STAAR-tested content

By presenting this plan, DLA fulfills the required assurance that all stakeholders—including the Board—are informed and engaged in the improvement process.

Understanding Accountability for STAAR Campuses

- **Overall Rating** - This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.
 - **Student Achievement** - Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.
 - **School Progress** - School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations
 - **Closing the Gap** - Not Rated
-

Summary by Plan Component

1. Student Outcome Goals

The plan sets measurable student achievement and growth goals for the 2025–2026 school year:

| Component | 2024–2025 Baseline | 2025–2026 Goal | Growth Target |
|---------------------|--------------------|----------------|---------------|
| Overall Rating | 59 out of 100 | 70 | |
| Student Achievement | 59 out of 100 | 70 | |
| School Progress | 42 out of 100 | 70 | |

2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, DLA identified the following root causes:

- High number of Special Education students challenging each STAAR Exams multiple times.
- Higher than normal number of English as a second language students challenging the STAAR Exams.
- Lack of STAAR reviews..

3. Turnaround Plan Focus

The campus improvement plan centers on the students and student needs.

- Instead of having Special Education taking each STAAR every time offered, we will accept scores
 - Cap the number of ESL students accepted.
 - Assign STAAR reviews for a local credit
-

4. Milestones

Key milestones ensure implementation fidelity and continuous progress:

- **December 2025:** First round of STAAR exams
 - **May 2026:** Second round of STAAR exams.
 - **June 2026:** Third round of STAAR exams
-

5. Performance Management

- Not Applicable
-

6. Capacity Building and Professional Development

- Not Applicable
-

7. Resource Allocation

- Not Applicable
-

8. Stakeholder Engagement and Assurances

Stakeholder engagement has guided the plan development:

- **Campus Leadership** – Review data, root causes, and strategies.
 - **Staff** – Contributed through discussions and surveys.
 - **Parents & Community** – Engaged through the November 12, 2025, Parent Engagement Meeting.
 - **Board of Trustees** – Reviewing and acknowledging the TIP to meet TEA assurance requirements.
-

9. Monitoring and Evaluation

The campus will measure effectiveness using:

- Practice exams.
-

10. Next Steps

- Obtain **Board review and acknowledgment** of the DLA TIP.
 - Submit plan and assurance documentation to TEA by **November 21, 2025**.
 - Continue progress monitoring cycles and teacher coaching supports.
 - Provide midyear and end-of-year updates to the Board and stakeholders.
-

Conclusion

The Learning Academy Targeted Improvement Plan represents a unified effort to strengthen foundational instruction, improve literacy and numeracy outcomes, and prepare all students for success as they advance to STAAR-tested grades.

By presenting this plan to the Board of Trustees, the campus fulfills TEA's assurance of stakeholder engagement and demonstrates a shared commitment to continuous improvement and student achievement.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Teacher Incentive Allotment Spending Plan

Background Information:

The Teacher Incentive Allotment (TIA) provides additional funding to recognize and reward effective teachers and to help attract and retain highly effective educators, particularly in high-needs and rural schools. This plan outlines how the district will spend TIA funds in compliance with **Texas Education Code §48.112** and TEA guidance.

Administrative Consideration:

Districts should obtain school board approval of the proposed spending plan.

Budgetary Consideration:

Supporting Documents:

DHS Spending Plan for TIA

TIA Guidebook

Recommendation:

Approve the TIA Spending Plan for DHS.

Respectfully Submitted by:


Todd Grandjean
Superintendent of Schools

DEVINE INDEPENDENT SCHOOL DISTRICT
Devine High School
Teacher Incentive Allotment (TIA) Compensation Distribution Plan
Board Submission Draft – 2025

[TIA Statutory Spending Requirements](#)

Districts must spend 90% or more of the allotment on teacher compensation on the campus where the designated teacher works. ***Up to 10% of the allotment may be used by the district to support the local designation system or to support teachers in earning designations.***

For the purpose of compensation, a teacher is defined as student-facing instructional staff. This may include instructional aides and paraprofessionals, classroom inclusion support teachers, and other staff members who primarily work directly with students in an instructional setting

Districts are notified of their annual allotment in late April and must spend all funds by August 31 of the same calendar year. Spending requirements and timelines do not apply to fees reimbursed through TIA.

<https://tiatexas.org/for-districts/components-of-a-system/teacher-compensation-plan/>

Objective

To establish an equitable and transparent method for distributing **Teacher Incentive Allotment (TIA)** funds among district and campus personnel, recognizing the varying levels of responsibility, contribution, and oversight required to implement and sustain the TIA system.

Included Roles

- TIA Compliance and Testing Officer (District TIA Lead)
 - District TIA Portfolio Lead
 - Campus Testing Coordinator
 - Campus Evaluators
 - Instructional Specialist
 - Chief Financial Officer (CFO)
 - District PEIMS Coordinator
 - Payroll Specialist
-

1. **Leadership Accountability:**

The **TIA Compliance and Testing Officer (District TIA Lead)** is responsible for districtwide TIA compliance, data integrity, and alignment with TEA standards—warranting the highest allocation.

2. **Documentation and Evaluation Integrity:**

The **District TIA Portfolio Lead, Campus Testing Coordinator, and Campus Evaluators** oversee documentation, testing, and evaluation systems essential to TIA success.

3. **Support and Oversight Functions:**

The **Instructional Specialist, CFO, District Testing Coordinator, and Payroll Specialist** ensure fiscal accuracy, instructional alignment, and operational efficiency in maintaining program compliance.

Recommended Percentage Distribution

| <u>Position</u> | <u>Number of Roles</u> | <u>Percentage Allocation (Per Role)</u> | <u>Total Allocation</u> |
|--------------------------------------|------------------------|---|-------------------------|
| TIA District Lead | 1 | 25% | 25% |
| District TIA Portfolio Lead | 1 | 10% | 10% |
| Campus Testing Coordinator | 1 | 15% | 15% |
| Campus Evaluators | 3 | 10% each | 30% total |
| Instructional Specialist | 1 | 5% | 5% |
| Chief Financial Officer (CFO) | 1 | 5% | 5% |
| District PEIMS Coordinator | 1 | 5% | 5% |
| Payroll Specialist | 1 | 5% | 5% |
| Total | 10 | 100% | 100% |

Rationale

- **Leadership Oversight (25%)** – The TIA District Lead ensures districtwide compliance, data accuracy, and TEA alignment.
 - **Documentation & Evaluation (55%)** – The District Portfolio Lead, Campus Testing Coordinator, and Campus Evaluators perform vital functions in managing documentation, assessments, and teacher performance evaluations.
 - **Support & Oversight (20%)** – The Instructional Specialist, CFO, District PEIMS Coordinator, and Payroll Specialist provide the fiscal, instructional, and procedural infrastructure necessary for program sustainability.
-

| Name / Title | Signature | Date |
|-------------------------|------------------|-------------|
| Superintendent | _____ | _____ |
| District TIA Lead | _____ | _____ |
| Chief Financial Officer | _____ | _____ |
| Board President | _____ | _____ |



Devine ISD Teacher Incentive Allotment (TIA) Guidebook

School Year 2025-2026

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Introduction

The Devine ISD Teacher Incentive Allotment (TIA) program is designed to reward highly effective teachers and retain top talent in the district. This guidebook outlines requirements, designation criteria, student growth measures, observation expectations, and the district's spending plan.

TIA is aligned with the **Texas Education Agency (TEA)** requirements and supports instructional excellence. For SY25–26, Devine ISD is expanding its TIA-eligible assignments and assessment models to provide more opportunities for recognition.

Designations Overview

Teachers may earn one of three designation levels based on statewide standards:

- **Recognized Teacher:** \$3,000 – \$9,000
- **Exemplary Teacher:** \$6,000 – \$18,000
- **Master Teacher:** \$12,000 – \$32,000

→ Teachers with an **active National Board Certification** automatically qualify for **Recognized** designation.

TEA Performance Standards combine T-TESS evaluations and Student Growth Outcomes to determine designations.

Eligibility Requirements

To qualify for a designation, teachers must:

- Serve in a **PEIMS 087 teaching role** for at least 50% of the school year.
 - Be employed by Devine ISD in the **following school year** to receive payout.
 - Earn at least **Proficient** in all T-TESS observable dimensions.
 - Be evaluated in priority domains:
 - **Domain 2: Instruction**
 - **Domain 3: Learning Environment**
-

Teacher Observation Requirements

Teacher effectiveness is measured through T-TESS observations—one walkthrough & summative evaluation.

- Domains 2 and 3 are weighted most heavily—45%.
 - Dimensions within these domains are scored on a 1–5 scale.
 - Designation thresholds:
 - **Recognized:** ≥ 3.7 (or 74% of possible points)
 - **Exemplary:** ≥ 3.9 (or 78% of possible points)
 - **Master:** ≥ 4.5 (or 90% of possible points)
-

Student Growth Measures (SGMs)

Teachers must meet minimum **student growth outcomes:**

- **Recognized:** $\geq 55\%$ of students meet or exceed growth targets
- **Exemplary:** $\geq 60\%$ of students meet or exceed growth targets
- **Master:** $\geq 70\%$ of students meet or exceed growth targets

Growth Models Used by Devine ISD:

1. **Graduated Percent Increase Model** – growth expectations vary by quintile.
 2. **Flat Rate Model** – uniform percentage growth target.
 3. **Gap Closure Model (Half/Third the Gap)** – growth target based on closing the gap to mastery.
 4. **Individualized Targets** – based on unique student history/data.
 5. **Quartile/Quintile Growth Model** – growth determined by peer quartile averages.
 6. **District Average Growth Model** – targets based on Devine ISD performance averages.
-

Pre-Test/Post-Test & Portfolios Requirements

Category 1: STAAR Released Tests/End of Year STAAR

- 3rd Grade Math & Reading
- 5th Grade Science
- 8th Grade History/Science
- High School EOCs (Biology, U.S. History)

Category 2: District-Created

- 6th & 7th Science, 6th & 7th Social Studies, Algebra II, Chemistry, English III & IV, Geometry, Physics, Pre-Calculus, 4th & 6th PE, 7th Technology Applications
- CIM, Spanish I & II, U.S. Government, World Geography, World History

Category 3: Portfolios

- Art 1, A/V Production 1, FCS, Principles of Cosmetology Design and Color Theory, Theater Arts, Sports & Entertainment Marketing, Pre-K Reading (EC 3-4& Pre K), 8th grade Shop

Category 4: Third-Party Tests-iCEV

- iCEV for Ag (Agricultural Mechanics, Principles of Ag, Veterinary Med Apps)

Category 5: Previous Year STAAR Result/End of Year STAAR

- Previous & End-of-year STAAR results used for 4th–8th Reading & Math, Algebra I, English I, English II

Category 6: Third Party Vendor-*mClass*

- K-2nd Reading (General, Special Education, Reading Interventionist and Dyslexia))

Category 7:

- 2nd grade Math (General & Math Interventionist)

Category 8: Third Party Vendor--*MusicFirst*

- 4th grade Music, MS Band 1

Spending Plan

Campus Level (90% of Allotment Funds)

- 90% to designated teachers (minus deductions).

District Level (10% of Allotment Funds)

- Supports local designation system, including:
 - **TIA Compliance & Evaluation Officer**
 - **TIA Testing Officer**
 - Compensation for PD, instructional coaches, and campus ambassadors

Special Cases

- **Retirees** completing the year: continue receiving payouts.
- **Resignations or contract breaks:** forfeiture unless approved by TIA committee.
- **Redistribution:** funds go to returning teachers in the same department if a designated teacher leaves.

Key Contacts

TIA Compliance & Evaluation Officer

LeeAnn McReynolds

✉ leeann.mcreynolds@devineisd.org

☎ 830-851-0895



Devine ISD

Teacher Incentive Allotment (TIA)

Quick Reference Guide – 2025–2026

💡 What is TIA?

A state program recognizing and rewarding highly effective teachers with **additional compensation**.

🎯 Designation Levels & Payouts

- **Recognized:** \$3,000 – \$9,000
 - **Exemplary:** \$6,000 – \$18,000
 - **Master:** \$12,000 – \$32,000
 - *National Board Certified Teachers automatically qualify as Recognized.*
-

✓ Eligibility

- Must serve in a **PEIMS 087 teaching role** at least 50% of the year.
 - Must remain employed with Devine ISD the following year.
 - Must score at least **Proficient** on all T-TESS observable dimensions.
 - Evaluation priority: **Domain 2 (Instruction) & Domain 3 (Learning Environment)**.
-

Student Growth Measures (SGMs)

Minimum % of students meeting growth:

- Recognized: **55%**
- Exemplary: **60%**
- Master: **70%**

Growth models used: Graduated Percent Increase • Flat Rate • Gap Closure • Individualized • Quartile/Quintile • District Average

Pre-/Post-Test Assessments

- **STAAR Released Tests** (3rd, 5th, 8th, HS EOCs)
 - **District-Created/Gap Closure** (Science, Social Studies, Algebra II, English III & IV, etc.)
 - **Third-Party (iCEV)** for CTE/Ag courses
 - **Consecutive Year STAAR** (4th–8th Reading/Math, Algebra I, English I/II)
-

Portfolios

- Collects 5 artifacts targeting specific skills throughout the year
-


Spending Plan

- **90%** of funds: go back to teachers/staff on the campus.
 - **10%** of funds: supports district-level roles (TIA Officers, PD, calibration, etc.).
-

Contact

TIA Compliance & Evaluation Officer

LeeAnn McReynolds ✉ leeann.mcreeynolds@devineisd.org

 830-851-0895



MASTER

\$12,000 – \$32,000

Highest designation
70%+ of students meet growth
T-TESS avg ≥ 4.5 (90%)



EXEMPLARY

\$6,000 – \$18,000

60%+ of students meet growth
T-TESS avg ≥ 3.9 (78%)



RECOGNIZED

\$3,000 – \$9,000

55%+ of students meet growth
T-TESS avg ≥ 3.7 (74%)



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 17, 2025

Agenda Item: Policy Update 126

Background Information:

To keep our policy current, the Board should consider adopting the local policies suggested by TASB in Update 126. 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 126 includes revisions to legal framework documents based in large part on changes resulting from the 89th Regular Legislative Session. Corresponding changes to local policies offered for consideration address the following topics:
Board meetings and public comments; Prohibition of certain activities by district contractors; Cybersecurity; Artificial intelligence; Threshold for competitive bidding; Designation of multiple-occupancy private spaces; Prohibition on personal services performed by administrators; Employee leave; Reasons for nonrenewal; Employee complaints; Employee conduct; Instructional plans; Review of instructional materials; Special education video/audio monitoring; Parent-teacher conferences; Parent portal; Released time courses; Epinephrine delivery systems and nonprescription medication; Notice to staff of threats; Notification of child abuse/neglect; Parent/student complaints; Video/audio monitoring of common areas; Public complaints; Weapons on district property

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 126.

Recommendation:

Approve the Local Policy Update 126 as recommended by TASB.

Respectfully Submitted by:

Todd Grandjean
Superintendent of Schools

Explanatory Notes

TASB Localized Policy Manual Update 126

Devine ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 126 are based almost exclusively on legislation from the 89th Regular Legislative Session. Please note that documents provided in the legal framework are not adopted by the board.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB), House Bills (HB), or House Concurrent Resolutions (HCR) from the 89th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

TASB Policy Service hosted and recorded a webinar to review the content of Update 126. That recorded webinar is available with your Update 126 materials on Policy Online.

AE(LEGAL)

EDUCATIONAL PHILOSOPHY

HB 2 updated the existing goals of education and added an additional two.

AF(LEGAL)

INNOVATION DISTRICTS

The ability for a district to exempt itself from certain laws through a District of Innovation plan was impacted by SB 12, HB 2, and HB 6. SB 571 amended and redesignated the requirements related to termination of a district's designation as a District of Innovation.

AG(LEGAL)

HOME-RULE DISTRICTS

SB 571 amended the language at Education Code 12.0271 and redesignated material from Education Code 22.085 and 22.092. Changes to the legal framework have been made accordingly.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

An Appeal and Revision section has been added to reflect changes in 19 Administrative Code 97.1002.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

A section addressing the Performance of Students Receiving Special Education Services has been added to reflect changes from HB 2.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

The section on Intervention Programs has been amended to reflect changes from HB 2.

AIE(LEGAL)

ACCOUNTABILITY: INVESTIGATIONS

SB 571 added a reason the commissioner is authorized to conduct a special investigation.

B(LEGAL)

LOCAL GOVERNANCE

The section B table of contents has been revised to add the new code BT, Prohibition on Diversity, Equity, and Inclusion Activities.

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

Registration as a Sex Offender has been added under Ineligibility in response to HB 3629, which prohibits an individual who must register as a sex offender from serving as a trustee.

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BBB(LEGAL)

BOARD MEMBERS: ELECTIONS

The board may adopt a resolution to change the length of terms of trustees no later than December 31, 2030, and may change its election date to the November uniform election date in accordance with HB 3546.

BBBA(LEGAL)

ELECTIONS: CONDUCTING ELECTIONS

Electioneering may not be conducted within 20 feet of a parking space designated for curbside voting in accordance with HB 521.

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

Revisions throughout are due to adopted amendments to 19 Administrative Code 61.1 related to board member training.

BBE(LEGAL)

BOARD MEMBERS: AUTHORITY

A section relating to access to information by board members under the Public Information Act has been added pursuant to HB 4310.

BE(LEGAL)

BOARD MEETINGS

SB 413 requires the recording of all board meetings. SB 413 also added language regarding inclusion in board meeting minutes of each board member's vote on any item and a requirement to post on the district's website any resolution adopted by the board. HB 1522 changed the required posting time for board agendas from 72 hours to 3 business days.

BE(LOCAL)

BOARD MEETINGS

Several recommended revisions have been made to this policy on board meetings. SB 12 prompted new language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. This recommended revision appropriately adjusts when the notice of the meeting will be provided to board members.

At Deadline, the recommended revisions are also in response to HB 1522. We offer for your consideration language requiring that agenda items be submitted 10 calendar days before a meeting. This deadline would provide the district sufficient time to compile items and post an agenda by the statutory deadline. If the district would like to adjust the deadline, please contact your policy consultant.

SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy. Please refer to CPC(LOCAL) and your district's record retention procedures.

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.

BEC(LEGAL)

BOARD MEETINGS: CLOSED MEETINGS

Trustees may now address matters of cybersecurity and critical infrastructure facilities in closed meetings, in accordance with HB 3112.

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BED(LEGAL) BOARD MEETINGS: PUBLIC PARTICIPATION

HB 5238 amended the offense of disruption of a meeting to include virtual meetings and electronic disturbances like hacking.

BED(LOCAL) BOARD MEETINGS: PUBLIC PARTICIPATION

Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.

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.

BF(LEGAL) BOARD POLICIES

A Compliance section has been added pursuant to SB 12's requirement that districts must implement and comply with policies the district is required to adopt.

BJA(LEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES

Provisions regarding required certifications to TEA have been added to this policy. Information on the do-not-hire registry are in accordance with HB 2. SB 12 requires board approval of the superintendent's certification relating to diversity, equity, and inclusion prohibitions. A section on Testimony Before the SBOE has also been added pursuant to SB 12.

BJB(LEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

Notice of vacant positions must now be posted five, rather than 10, school days before the date on which a district fills the position according to HB 2.

BT(LEGAL) PROHIBITION ON DIVERSITY, EQUITY, AND INCLUSION ACTIVITIES

This new policy code addresses SB 12's prohibition on diversity, equity, and inclusion activities. Definitions and prohibited activities and certification requirements are included.

C(LEGAL) BUSINESS AND SUPPORT SERVICES

The section C table of contents has been updated to reflect revised subtopics for CJA, now named Background Checks and Required Reporting, and CLE, now named Required Displayed. A new code CQD, on Artificial Intelligence, has also been added.

CBA(LEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

A section has been included to reflect that HB 2 added an allotment for basic costs of \$106 for each student. At New Instructional Facility Allotment, HB 2 and HB 120 add a renovated portion of an instructional facility to the definition of a new instructional facility.

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

HB 103, HB 3526, and SB 843 all relate to bond databases. Extensive revisions throughout comport with these new laws. HB 4395 required the addition of an Electronic Submission and Delivery subsection under Attorney General Review and Approval.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 1522 requires specific notices to be provided when the board will discuss or adopt the budget, and HB 1453 allows districts to approve an interest and sinking (I & S) rate that exceeds the rate to maintain the

Explanatory Notes

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same level of maintenance and operations revenue and pay debt service under specific conditions. Sections have been added to address these requirements. A deletion at Voter-Approval Tax Rate is due to HB 2. SB 1502 restricts a district's ability to approve disaster pennies. At Proposition, SB 1025 requires a proposition that increases a tax to include the statement "THIS IS A TAX INCREASE."

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

Contingent on a constitutional amendment, SB 4 will raise the homestead exemption to \$140,000. SB 23, also contingent on a constitutional amendment, raises the disabled and elderly exemption to \$60,000. HB 2742 amends the requirements around split payments for districts that collect their own taxes and eliminates Tax Code 31.04(c). Other revisions have been made for clarity.

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

SB 2900 repealed the JETI Oversight Committee, so related language in the Governor Action on Application section has been removed. HB 1620 repealed Tax Code 313.007, which was found in the Texas Economic Development Act section.

CE(LLEGAL) ANNUAL OPERATING BUDGET

Language at Authorized Expenditures has been updated to reflect changes from HB 2.

CFEA(LLEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

The Professional or Other Dues section has been amended to address HB 2 changes for salary deductions.

CH(LLEGAL) PURCHASING AND ACQUISITION

SB 1173 changes the competitive procurement threshold from \$50,000 to \$100,000.

Please note: In many districts' CH(LOCAL), the purchasing authority of the superintendent is established. This is a different threshold from what has been changed statutorily. For that reason, CH(LOCAL) is not included in this update. Please review your CH(LOCAL) and, if any revisions are necessary, please contact your policy consultant.

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

HB 210 creates a criminal offense for a vendor to bid or contract with the district if it has a close relationship with a trustee. A new section called Prohibited Activities by Vendors has been created to reflect this change. SB 33 adds to the prohibition against using taxpayer resource transactions for abortion-related expenses.

CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

Language has been added to reflect an exception to the Exception for bona fide disputes between a district and vendor for purposes of prompt payment in construction projects, in accordance with HB 3005.

CJ(LLEGAL) CONTRACTED SERVICES

A section on Severance Pay has been added to address HB 762, which restricts severance agreements for independent contractors. The provisions also apply to employees, as reflected in policy DEA.

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CJ(LOCAL) CONTRACTED SERVICES

Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.

CJA(LEGAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic of this code, previously Criminal History, has been renamed Background Checks and Required Reporting. SB 571 transferred Education Code 22.085 to Chapter 22A and redesignated it as 22A.157. That change is reflected at Disqualifying Conviction and District Responsibility to Ensure Compliance. Extensive new sections on Requirement to Report Service Provider Misconduct and Consent for Release of Records and Preservice Affidavit have been added pursuant to SB 571.

CJA(LOCAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

SB 57 changes at the Responsibilities subsection under Safety and Security Committee reflect the need to recommend accommodations for a student with an IEP or 504 plan. Additional changes from SB 57 are reflected in the Meetings subsection. HB 33 and HB 121 both speak to Sheriff-Led School Safety Meetings, which apply differently depending on the size of the county. A section about Public Information Officer for Emergency Communications has been added based on new requirements in HB 33. A clerical error in a citation as well as codes that were redesignated during the legislative session have been corrected.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

Revisions throughout are in compliance with HB 33, HB 2, and HB 121.

CKC(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

At Emergency Response Map and Walk-Through, the requirement to provide a map to the Department of Public Safety has been included in compliance with HB 121. Changes in the Emergency Operations Plan section are due to changes from HB 33, HB 131, SB 57, and HB 121. SB 57 made significant changes to Education Code 37.1086, as reflected in the Recommendations and Guidelines for Individuals with Disabilities or Impairments section. The requirement to provide information to parents about safe firearm storage three times per year pursuant to HB 121 is in the Safe Firearm Storage section. At Confidential Information under the Texas Disaster Act, the language has been amended to reflect changes from HB 132.

CKD(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES

The Automated External Defibrillators section has been amended to include, amongst other changes, an Inspection subsection that is required under SB 865. The Cardiac Emergency Response Plan has also been amended to meet the requirements of that bill. A section on Airway Clearance Devices has been added pursuant to HB 549.

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CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Retired and reserve police officers are addressed in the Armed Security Officer Required section pursuant to HB 1458. Language regarding the expiration and renewal of good cause exceptions to the armed security officer requirement is included from HB 121. HB 121 also necessitated additional language in the Alternative Standard section.

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Language has been added pursuant to HB 33, which requires law enforcement agencies to have a Public Information Officer for Emergency Communications. Reserve police officers, as allowed in HB 1458, are similarly addressed in a new section. In accordance with HB 33, an Active Shooter Incident subsection has been added under Required Policies, along with a section requiring Access to a Breaching Tool and Ballistic Shield. A section on Donation of Surplus Law Enforcement Equipment to a School District has been included pursuant to HB 1851. Law enforcement agencies are authorized to acquire and possess epinephrine delivery systems, and that section has been updated due to changes in SB 1619. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

Language at Board Regulations has been revised to reflect that uniformed school marshals may now open carry a firearm on campus pursuant to SB 870. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CL(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

HB 2 creates a requirement for districts to report facility usage to TEA.

CLB(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: MAINTENANCE

A section on Fire Safety Inspection Reports has been included to reflect that SB 1177 requires fire safety inspections to include inspections of automated external defibrillators (AEDs) and that fire safety reports be filed at the campus level.

CLE(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents at this code. A section heading for Flags has been added for clarity. SB 10's requirements regarding conspicuously displaying the Ten Commandments have been added.

CLE(LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

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

19 Administrative Code 67.1003(i), which became effective June 8, 2025, relates to district entitlement to state aid regardless of whether the district uses the amount provided during the school year, and has been included here. Extensive additions regarding open education resource instructional materials has

Explanatory Notes

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been added pursuant to 19 Administrative Code 67.1004, which also became effective June 8, 2025. SB 13 allows instructional material and technology allotment funds to be used for costs associated with complying with Education Code 33.023, which is set out more fully in EFB, and is referenced here. Beginning in the 2026-27 school year, districts may not adopt or use instructional material included on the list of rejected instructional materials maintained by the SBOE, and that has been included at Prohibited Expenditures. New provisions regarding commissioner's rules relating to the Instructional Materials and Technology Allotment have been added in accordance with 19 Administrative Code 67.1001, which became effective June 8, 2025. Changes at Requisitions, Use, and Distribution have been made pursuant to HB 2.

CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

A section on Special Transportation Services has been added after HB 2 amended Education Code 48.151(g).

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

School buses are required to be equipped with three-point seat belts by 2029 in accordance with SB 546. Language to that effect has been added, including required reports that must be submitted to TEA if a board determines that the district's budget does not permit the district to purchase a bus equipped with the required seat belts.

COB(LEGAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS

SB 314 applies beginning with the 2026-27 school year, which necessitated a section on Prohibition on Certain Additives.

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

SB 12 creates a deadline for updating board information online and adds annual updating to TEA. Those changes are reflected in the Required Trustee Information subsection. Rule changes also necessitated an update to a citation in the Required Website Postings section. Additional required postings listed come from SB 12 and SB 13.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

HB 150 moves cybersecurity duties from the Department of Information Resources (DIR) to Texas Cyber Command. Both HB 150 and HB 1500 amend the requirements relating to training. HB 1500 also changes who takes cybersecurity training. HB 150 provides a definition of "cybersecurity incident." Finally, HB 5331 affects contracts for cybersecurity insurance.

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

CQD(LEGAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new code includes information relating to artificial intelligence (AI) based on new laws from SB 1964 (regulating the use of AI by governmental entities), HB 149 (regulating the use of AI), and HB 150 and HB 1500 (addressing training related to AI).

Explanatory Notes

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Devine ISD

QCD(LOCAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.

CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Qualifying districts that discontinued participation in TRS-ActiveCare may elect to participate based on HB 3126.

CS(LEGAL) FACILITY STANDARDS

The date of the International Energy Conservation Code is no longer relevant and has been removed.

CSA(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

HB 121 puts an expiration date on the HB 3 good cause exception relating to Safety and Security Requirements for Facilities, so the requirement to renew the exception at least every five years has been included, in addition to a subsection on Security Review. The requirement to have at least one breaching tool and one ballistic shield available for use at each campus has also been included. SB 1620 necessitated a citation adjustment.

SB 8 from the Second Special Session becomes effective December 4, 2025. In addition to providing definitions, it requires districts to designate each multiple-occupancy private space for use only by individuals of one sex and to take every reasonable step to ensure an individual does not enter the wrong private space. SB 8 also provides for investigations by the attorney general, private causes of action, and civil penalties.

CSA(LOCAL) FACILITY STANDARDS: SAFETY AND SECURITY

SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.

CV(LEGAL) FACILITIES CONSTRUCTION

The procurement threshold for contracts has increased to \$100,000. HB 1620 required a citation adjustment. SB 687 adds land surveyors to the statute pertaining to architects and engineers.

CV(LOCAL) FACILITIES CONSTRUCTION

As reflected in CH(LEGAL), the competitive purchasing threshold established in law has changed from \$50,000 to \$100,000. The language at Construction Contracts is recommended for revision here to refer to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.

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.

Please note: The superintendent's authority to approve construction contracts is reflected with a dollar amount in many districts' CV(LOCAL) that matched the previous competitive purchasing threshold. We have not revised the provisions reflecting the superintendent's authority to approve construction contracts. If the board wishes to update the superintendent's authority to approve contracts, please contact your policy consultant.

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DBA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS

Under Notice to Parents, HB 2 requires the superintendent to use, if available, the model notice provided by TEA. HB 2 also prohibits using a District of Innovation plan to exempt from the notice requirement. Teacher certification requirements were impacted heavily by HB 2, which required additional language at Professional Personnel. HB 2 also impacted the School District Teaching Permit section. SB 865 amends the requirement for cardiopulmonary resuscitation (CPR) certifications, which has been updated at CPR and AED Certification.

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Revisions throughout are due to SB 571. New language reflects additional offenses included in the crimes prohibiting employment with the district and removes the victim age requirement.

DBD(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A section on Personal Services Performed by Administrators, often referred to as "moonlighting," has been added to reflect changes from HB 3372.

DBD(LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.

DC(LEGAL) EMPLOYMENT PRACTICES

HB 2 amends Education Code 11.1513 to change the requirement for posting of vacancies from 10 days to five days. HB 2 also requires an employment policy relating to daily rate of pay, which is found in DEC(LOCAL).

DEA(LEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN

The Increase in Basic Allotment and Maintenance of Salary sections have been deleted after HB 2 repealed those provisions. A section on Severance Pay has been added based on HB 762. Under TRS Surcharge for Rehired Retirees, the No Recovery of Costs subsection has been deleted pursuant to HB 2. The Temporary Exception subsection has been deleted as that provision has expired.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Extensive revisions throughout this policy reflect changes from HB 2.

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

A subsection addressing the option for classroom teachers to use noncurrent use of Family Medical Leave has been added pursuant to HB 2. A section on Daily Rate of Pay has also been added pursuant to HB 2.

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

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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.

DF(LEGAL) TERMINATION OF EMPLOYMENT

SB 12 adds sanctions through the State Board for Educator Certification for encouraging a child to withhold evidence. SB 571 renumbered the provisions regarding the do-not-hire registry and expanded the misconduct included. SB 571 also changes the offenses requiring termination, which is reflected here. Based on SB 12, sections addressing Prohibition on DEI and Prohibited Classroom Instruction have also been included.

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

SB 571 renumbered the statute and changed timelines for principals to report misconduct to the superintendent.

DFBB(LOCAL) TERM CONTRACTS: NONRENEWAL

Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.

DFD(LEGAL) TERMINATION OF EMPLOYMENT: HEARINGS BEFORE HEARING EXAMINER

A section on Dismissal of hearings before a hearing examiner has been included to reflect changes in HB 2.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Under Contract Abandonment, a subsection on Sanctions Prohibited has been included pursuant to HB 2. The Good Cause subsection has been removed as the rule it is based on conflicts with provisions in HB 2. Revisions in the Mitigating Factors section are due to rule changes found in 19 Administrative Code 249.17 that were published on May 18, 2025. Revisions in Required Report to SBEC, Investigation, and Report by Principal are due to SB 571.

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation's effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026. [See also FNA(LEGAL), below.]

Also, a section on Right to Engage in Religious Speech or Prayer has been included pursuant to SB 965.

DGA(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: FREEDOM OF ASSOCIATION

HB 2 tasks TEA with providing services for a classroom teacher and prohibits districts from interfering.

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DGBA(LEGAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All of the revisions in this policy reflect applicable changes from SB 12. Substantially similar revisions are being made to the grievance policies at FNG, regarding student and parent complaints, and GF, regarding public complaints.

DGBA(LOCAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All recommended revisions to this local policy on employee complaints stem from the applicable portions of SB 12.

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.

DGC(LEGAL)

EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

SB 920 necessitated a revision related to immunities under Administration of Medication. HB 6 led to the addition of the section on Immunity for Disciplinary Actions.

DH(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT

Provisions regarding Duty to Report have always been in FFG(LEGAL) but have been duplicated here to ensure prominent placement and understanding. Sections on Retaliation Against Grievant and Social Transitioning have been included pursuant to SB 12. In the Low-THC Cannabis section, storage has been added pursuant to HB 46.

DH(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT

The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state. Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.

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.

DHB(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

Substantial revisions throughout this code are required pursuant to SB 571. Revisions relating to Solicitation of a Romantic Relationship are due to rule changes at 19 Administrative Code 249.3.

DHC(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Substantial revisions throughout reflect changes from SB 571.

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DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions at Cybersecurity are due to HB 150. A new section on Artificial Intelligence Training is included in accordance with HB 3512. A new section for Mathematics Achievement Academies is included to reflect changes in HB 2. Information relating to CPR has been included pursuant to SB 865.

DP(LLEGAL) PERSONNEL POSITIONS

Changes relating to school psychologists result from HB 2598. All other revisions are due to SB 571.

EA(LLEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES

Revisions at College, Career, and Military Readiness Plans as well as at Website Posting are due to HB 2.

EEP(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new legal framework document contains the SB 12 legal requirements for Disclosure of Instructional Plans.

EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.

EFA(LLEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

A subsection on Notice of Entitlement to Review Materials has been added pursuant to SB 12. Provisions at Parent Request for Instructional Material Review, including Mandatory Review on Petition by Group of Parents, have been added based on a new rule at 19 Administrative Code 67.69.

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.

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.

EFB(LLEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

The School Library section has been deleted based on the 5th Circuit decision in *Little v. Llano County* and new provisions in SB 13 related to removal of library materials during challenges. The remaining revisions regarding the procurement of library materials are also in response to SB 13.

EHA(LLEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

Changes to Videotape or Recording to include "or contractor" are from SB 12.

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EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

A subsection on Parent Consent within the Human Sexuality Instruction section has been added due to SB 12. A cross-reference to EEP(LEGAL) has been added at Scope and Sequence and Instructional Materials for clarity after SB 12 revisions.

EHAC(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

A change relating to substituting AP courses has been added at Personal Financial Literacy, pursuant to HB 27. Nutrition and Wellness information has also been included, based on SB 25.

EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

Removal of the definitions of dyslexia and related disorders and changes at Screening, Testing, and Identification and at Talking Book Program Notification are all based on HB 2.

EHBA(LEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

HB 2 prompted new language related to specialized technical assistance at Interventions and Sanctions as well as the removal of a parenthetical at State-Supported Living Center referring to state schools.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

SB 2 prompted the addition of a Students Not Enrolled in District section, which contains full and individual initial evaluation requirements. The language at Psychological Examinations was repealed by HB 2 and has been removed. A new section at Children with Visual Impairments and revisions at Eligibility and Reevaluations and at Visual and Auditory Impairments are also due to HB 2.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Language at Intellectual Disability and Developmental Delay Information has been added as a result of HB 1188. All other revisions have been made pursuant to HB 2.

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

HB 2 prompted revisions at Residential Placement as well as at Grant for Community-Based Support Services.

EHBAF(LEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The term "contractor" has been added at Parent Consent Not Required due to SB 12. The definition of "self-contained" has been deleted and that term has been replaced with "special educational classroom" throughout in accordance with HB 2. A definition of "special education classroom or other special education setting" has been added.

EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.

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EHBC(LLEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The Use subsection under Compensatory Education Allotment has been deleted due to HB 2, which repealed Education Code 48.104(k). The provision on Virtual School Network has also been deleted, as it was repealed by SB 569. Amendments at At-Risk Student are due to SB 991. The Accelerated Instruction Program section has been deleted due to the repeal of Education Code 28.006(g) and (g-1) by HB 2.

EHBCA(LLEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 2 prompted the addition of language at High-Impact Tutoring Providers.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Revisions at Exceptions and Waivers under the Bilingual and ESL Programs section are due to HB 2.

EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

Revisions at Certification Subsidy are due to HB 2. A section on Applied Sciences Pathway Program has been added pursuant to HB 20.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Revisions throughout are due to HB 2.

EBBH(LLEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS

Revisions throughout are pursuant to HB 2.

EBBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

A section on Gifted and Talented Week has been added pursuant to HCR 64.

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

A note referencing the Texas Virtual School Network (TXVSN) has been removed pursuant to a repeal by SB 569. Language added at the FAST Program section is from HB 2, and other revisions to that section are due to SB 1786.

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

Substantial additions to this legal framework document have been made related to Virtual and Hybrid Courses due to SB 569. Provisions related to the TXVSN have been removed, also due to SB 569.

EIA(LLEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

SB 12 prompted amended language at Progress Reports and Conferences.

EIA(LOCAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishon-

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esty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

SB 2314 prompted amendments at High School Diploma as well as an additional section on Direct Admissions Data Sharing Election. Revisions in the Endorsements section are due to HB 2.

EK(LLEGAL) TESTING PROGRAMS

Amended language at Benchmark Assessment Instruments is due to terminology changes found in SB 1418. College Preparation Assessments revisions were prompted by HB 2.

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions at Accountability Testing are due to rule changes found at 19 Administrative Code 101.4002.

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

Substantial revisions throughout are due to HB 2.

EKD(LLEGAL) TESTING PROGRAMS: MATHEMATICS ASSESSMENT

The Mathematics Diagnosis section has been removed since Education Code 28.007 was repealed by HB 2. A section on Mathematics Instruments has been added based on the same bill.

EL(LLEGAL) CAMPUS OR PROGRAM CHARTERS

The Failure to Discharge or Refuse to Hire section has been amended based on SB 571.

EMB(LLEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

Revisions throughout are due to SB 12.

F(LLEGAL) STUDENTS

The section F table of contents has been revised to update the subtopic name for policy code FOB from Out-of-School Suspension to Suspension since that code now houses provisions on in-school and out-of-school suspension. In addition, the subtopic for policy code FNCE has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

A section on Right to Select School has been added pursuant to HB 2495. A statement prohibiting boards from adopting rules or policy regulating home schools has been added due to HB 2674. All other revisions have been made because of SB 12, including the addition of a Policy on Parental Engagement section. A district's policy on parental engagement must provide for an internet portal through which parents may submit comments to administrators and the board, require the board to prioritize public comments by presenting those comments at the beginning of the meeting, and require board meetings to be held outside of typical work hours.

FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES

This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.

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FD(LLEGAL)

ADMISSIONS

A section on Parental Child Safety Placement has been added pursuant to SB 226. The section on Foreign Military Force Parent has been added due to HB 2757.

FEA(LLEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

Revisions and citation changes at Accelerated, Intervention, and Compensatory Programs are due to HB 2. Under Excused Absences for Compulsory Attendance Determinations, attending a released time course has been added pursuant to SB 1049. SB 207 made clear that Health-Care Appointments includes appointments with mental health professionals, which has been added. HB 367 added specific requirements relating to Serious or Life-Threatening Illness and the form that the district must use for this purpose.

FEB(LLEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

A new section on Emergency or Crisis has been added pursuant to SB 569.

FED(LLEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 4504 from the 2023 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citation relating to expunction of records.

FEF(LLEGAL)

ATTENDANCE: RELEASED TIME

This new legal framework document reflects the requirements around released time courses in SB 1049.

FEF(LOCAL)

ATTENDANCE: RELEASED TIME

This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.

FFA(LLEGAL)

STUDENT WELFARE: WELLNESS AND HEALTH SERVICES

Substantial revisions throughout are due to SB 12.

FFAC(LLEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 9 permits employees, including nurses, to administer nonprescription medication to a student without receiving additional documentation from that student's health care provider if the parent consents. Revisions at Administering Medication reflect those changes. SB 1619 required adding a definition of epinephrine delivery system and replacing "epinephrine auto-injector" with "epinephrine delivery system" throughout the policy. New Concussion Response Policy and Academic Accommodations sections were added in response to SB 2398. A citation error has been corrected at Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements.

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.

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Please note: Contact your policy consultant if this policy needs adjustments to address provisions regarding athletic trainers, epinephrine, or respiratory distress medication.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A new item 6 at Threat Assessment and Safe and Supportive Schools Team has been added due to HB 2. Revisions to the General Team Composition subsection under Membership have been made pursuant to HB 6. All other revisions are due to HB 121.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

Additional text at Higher Education Counseling has been included due to HB 2. The citation adjustment at Automatic Admission is due to rule redesignation to 19 Administrative Code 78.2001.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

Changes have been made at Consent to Examinations, Tests, and Treatment and a cross-reference to materials regarding parental consent for psychological and psychiatric exams, tests, and treatment has been added in response to changes made by SB 12.

FFF(LEGAL) STUDENT WELFARE: STUDENT SAFETY

A section on Notice of Suspected Criminal Offense has been added due to SB 12. All other revisions and additions have been made pursuant to SB 571.

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Definition changes are due to HB 1106, HB 1151, and SB 571. Reports of suspected abuse or neglect must now be made within 24, rather than 48, hours pursuant to SB 571. SB 571 additionally defined the law enforcement agencies to which such a report may be made at Abuse and Neglect Involving School Personnel and Those Responsible for Care. A section on Civil Liability has been included due to HB 4623. Citation changes at SBEC Disciplinary Action have been made pursuant to SB 571. The new 24 hour reporting requirement from SB 571 is also reflected in the Reporting Policy section.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child. The revision to item 1 at Making a Report also comes from SB 571.

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.

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FFH(LLEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

A section on Civil Liability has been added pursuant to HB 4623.

FL(LLEGAL)

STUDENT RECORDS

A section on Vital Statistics Records has been added due to changes in HB 229. Under Disclosure with Consent, a reference to FFA has been added for clarity in light of SB 12 requirements. SB 12 also prompted changes relating to Access by Parents. A new section on My Texas Future Admissions Data Sharing has been added to reflect changes in SB 2314. A section on Records Requests Under Education Savings Account Program has been added pursuant to SB 2.

FM(LLEGAL)

STUDENT ACTIVITIES

A cross-reference to FFAC has been included to ensure clarity around the rules surrounding concussions from SB 2398. Revisions in Parental Notice and Consent are due to SB 12. SB 401 prompted additional information at Participation by Homeschooled Students.

Please note: Information and a survey was emailed to districts in July regarding homeschool student participation in UIL activities. Districts that responded they were opting out of permitting homeschool students to participate in UIL activities received a draft of FD(LOCAL) with that opt-out language; a cross reference to FD(LOCAL) was placed at FM(LOCAL) for those same districts. Please contact your policy consultant if you have questions.

FNA(LLEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

The word "encouraged" has been deleted under Prayer at School Activities pursuant to SB 11. A section on Designated Time for Prayer and Religious Reading has been included in alignment with SB 11.

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation's effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026.

FNAB(LLEGAL)

STUDENT EXPRESSION: USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

A section on Student Clubs has been added pursuant to SB 12.

FNCD(LLEGAL)

STUDENT CONDUCT: TOBACCO USE AND POSSESSION

Revisions to this code are due to SB 2024.

FNCE(LLEGAL)

STUDENT CONDUCT: PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

Extensive revisions throughout are due to HB 1481. In addition, the subtopic for this policy code has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FNCG(LLEGAL)

STUDENT CONDUCT: WEAPONS

SB 1596 repealed short-barrel firearms as a prohibited weapon in the Penal Code, so that provision has been deleted.

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FNG(LEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

A section on Notice to Teacher or Employee has been added pursuant to HB 2. The provisions at Disruption have been removed at this code but remain in BED(LEGAL). All other revisions are due to SB 12.

FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Substantial revisions to this student and parent complaint policy are recommended to reflect requirements in SB 12 and other legal requirements reflected in the legal framework at this code.

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.

FO(LEGAL)

STUDENT DISCIPLINE

Requirements relating to discipline for first-time vape offenses and information about parental involvement policies for school disciplinary placements have been added pursuant to HB 6. A section on Determination of Antisemitism has been added due to SB 326. Substantial revisions in the section on Campus Behavior Coordinators and the Parent Involvement Policy are due to HB 6. A section called No Restriction of Recess or Physical Activity has been added pursuant to SB 25. Inclusion of contractors in Video-tapes and Recordings is due to SB 12.

FO(LOCAL)

STUDENT DISCIPLINE

Minor edits are recommended to the language regarding Video and Audio Monitoring that make such monitoring permissive and clarify what should happen when video and audio recording equipment is in use.

FOA(LEGAL)

STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

Extensive revisions throughout this legal framework are due to HB 6.

FOB(LEGAL)

STUDENT DISCIPLINE: SUSPENSION

Revisions throughout are due to HB 6, including changes regarding both in- and out-of-school suspension, necessitating a change to the policy subtopic name.

FOC(LEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 1422 changed the victim age relating to the crime of voyeurism from younger than 14 to younger than 18. All other revisions are pursuant to HB 6.

FOD(LEGAL)

STUDENT DISCIPLINE: EXPULSION

The section on Consideration of Virtual Education as Alternative to Expulsion is included pursuant to SB 569. All other revisions are due to HB 6.

FODA(LEGAL)

EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

A citation adjustment has been made at Court-Ordered Placement after HB 6 repealed Education Code 37.007(d).

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FOE(LLEGAL) STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT

A subsection called Single Incident has been added under Emergency Placements due to changes from HB 6.

FOF(LLEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

HB 6 amended Education Code 37.001(b-1), and a slight revision under ARD Committee Required has been made as a result.

FP(LLEGAL) STUDENT FEES, FINES, AND CHARGES

The section on TXVSN has been retitled Hybrid or Virtual Course with language revised in accordance with SB 569. Attorney general guidance regarding Authorized Fees has also been added.

GBA(LLEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

In the Information That Must Be Disclosed section, a subsection on Personal Services Contract has been added pursuant to HB 3372. A citation at Student Victim Information has been revised based on SB 571. Employee Victims has been amended based on revisions in SB 2601. Language has been added at Cybersecurity Information pursuant to HB 3112. HB 150 Cyber Command revisions prompted language and citation changes in the Texas VIRT Information section. SB 1540 adds election officials to the list of individuals who have the option to restrict access to some personal information. Additional language is included in Board Member and Employee Personnel Information due to SB 370.

GBAA(LLEGAL) ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Changes throughout are due to HB 4219.

GC(LLEGAL) PUBLIC NOTICES

A section on Digital Newspaper has been added due to SB 1062.

GF(LLEGAL) PUBLIC COMPLAINTS

Revisions throughout are the result of SB 12.

GF(LOCAL) PUBLIC COMPLAINTS

All recommended revisions to this local policy on public complaints stem from the applicable portions of SB 12.

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.

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Additional language at Refusal of Entry or Ejection of Unauthorized Persons has been included pursuant to SB 2929.

GKA(LOCAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Language regarding handguns is recommended for revision due to SB 706.

Explanatory Notes

TASB Localized Policy Manual Update 126

Devine ISD

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.

GNB(LLEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS

The revisions relating to special education service group and dyslexia are due to HB 2.

GRAA(LLEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES

Citation revisions are due to HB 6 and to correct a formatting issue.



(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact us:

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

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

Meeting Place and Time

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the third Monday of each month at 6:30 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is the ~~seventh~~10th calendar day before regular meetings and the ~~seventh~~10th calendar day before special meetings.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least ~~72 hours~~three business days prior to the scheduled ~~time~~date of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

~~Voting~~ Record Vote

Voting on any item shall be ~~by voice~~ a record vote ~~or~~ by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded upon that member's request in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall be carefully recorded by the Board 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 Board President and the Board Secretary.

~~The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.~~ [See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time

limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

~~Public comment shall occur at the beginning of the meeting.~~

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed three minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may ~~make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting~~ adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

Employment Assistance Prohibited

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

Prohibited Classroom Instruction or Activities

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

Prohibition on Diversity, Equity, and Inclusion

A contract is subject to termination if the District contractor intentionally or knowingly:

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

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

CONTRACTED SERVICES

~~CRIMINAL HISTORY~~BACKGROUND CHECKS AND REQUIRED REPORT-
ING

CJA
(LOCAL)

Emergencies

In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the [Department of Information Resources Texas Cyber Command](#); and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach and Cybersecurity Incident Notifications Upon discovering or receiving notification of a breach of system security or a [security](#) [cybersecurity](#) incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities [and provide any other notices](#) in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the artificial intelligence (AI) training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the AI training requirements.

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

**Designation and Use
of Private Spaces**

The Board shall ensure that the Superintendent, or appropriate staff as determined by the Superintendent, designates private spaces in accordance with law.

The Superintendent shall develop administrative regulations to ensure compliance with law and policy regarding the use of private spaces in District facilities.

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above ~~\$50,000~~ **the competitive purchasing threshold established in law**. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above ~~\$50,000~~ **\$50,000**, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent ~~or designee~~.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

~~Disclosure—~~
~~General Disclosure —~~
General Standard

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Specific Disclosures

Substantial Interest

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

Annual Financial
Management
Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

Gifts

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

Endorsements

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Sales

An employee shall not use his or her position with the District to attempt to sell products or services.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Private Tutoring

An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

**Personal Services
Performed by an
Administrator**

An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.

An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Daily Rate of Pay

The “daily rate” of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions

relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed three consecutive workdays.

Local Leave

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations.

Each employee in a position normally requiring more than 216 days of service in a school year shall earn additional local leave days in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

**Catastrophic Sick
Leave Pool**

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a catastrophic sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the catastrophic sick leave pool.

The Superintendent shall develop regulations for the implementation of the catastrophic sick leave pool that address the following:

1. Procedures to request the establishment of a catastrophic sick leave pool;
2. The maximum number of days an employee may donate to a catastrophic sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a catastrophic sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's catastrophic sick leave pool in

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Family and Medical Leave

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, **except as provided below.**

Note:— See DECA(LEGAL) for provisions addressing

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

Twelve Month FMLA Exception Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Annual Payment for
Unused Leave**

Each employee may request annual payment for unused local leave to a maximum of two days per school year.

An employee who wishes to receive payment for unused leave must submit his or her written request in accordance with administrative procedures.

The employee shall receive payment for each day of unused local leave at a rate established by the Board.

Days for which the employee received payment shall not be available to that employee for use in the District.

The rate established by the Board shall be in effect until a new rate is adopted. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated local leave if the employee uses no more than a total of ten leave days during the school year immediately preceding retirement.

The employee shall receive payment for each day of accumulated local leave days at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Incentive for Early
Notice of
Resignation or
Retirement**

A contract employee who submits his or her early notice of resignation or retirement on the date established by the Superintendent and prior to the regular March Board meeting shall be eligible to receive an early notice incentive award.

The rate of this early notice incentive award shall be established annually by the Board.

**Neutral Absence
Control**

With the exception of leaves of absence for military duty or as otherwise allowed by law, no authorized leave of absence, by itself or in combination with other periods of leave, may last longer than 180 days in a 12-month period or nine months in an 18-month period. Any employee who, for any reason or combination of reasons, misses a total of 180 days of work in a 12-month period or a total of nine months of work in an 18-month period shall be subject to termination due to unavailability for work, subject to the provisions below.

A medical clearance showing that the employee is physically able to perform the essential functions of his or her position shall be required in order for the employee to return to work.

Contract Employees

In the event that a contract employee fails to immediately return to work upon medical certification of the employee's ability to perform essential job functions, with or without reasonable accommodations, such failure to return to work, regardless of the type of leave, shall be considered good cause for termination. For termination procedures and rights of contract employees, see DF series and DCE.

**Noncontract
Employees**

A noncontractual employee who fails to return to duty upon such medical release showing that the employee is physically able to perform the essential functions of his or her position, with reasonable accommodations, shall be deemed to have voluntarily resigned his or her employment with the District effective immediately upon the expiration of the maximum leave period and shall be offered health benefits according to COBRA.

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.
15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, [with or without reasonable accommodation](#).
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
26. Falsification of records or other documents related to the District's activities.
27. Falsification or omission of required information on an employment application.
28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

29. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.
30. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.
31. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.
32. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
33. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
34. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]
35. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.
- ~~34-36.~~ Any reason constituting good cause for terminating the contract during its term.

Recommendations
from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

Superintendent's
Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

Notice of Proposed
Nonrenewal

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

Request for Hearing

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing Procedures

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

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

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

6. Closing arguments may be made by each party.

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

Board Decision

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

No Hearing

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

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the DIA series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the DIA series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the DIA series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

~~Guiding Principles~~ Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District administrator](#) who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

~~Direct
Communication with
Board Members~~
~~Employees shall not
be prohibited from
communicating with
a member of the
Board regarding
District operations~~
~~Formal Process
communication
between an
employee and a
Board member
would be
inappropriate
because of a
pending hearing or
appeal related to the
employee~~
Filing
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

| | |
|---|---|
| Notice of Complaint | A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint. |
| Freedom from Retaliation | Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint. |
| Whistleblower Complaints | Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG] |
| Complaints Against Supervisors | Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee . Complaint forms . Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee. |
| Direct Communication with Board Members | Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee. |
| General Provisions Filing | Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax , or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline. |
| Scheduling Conferences Hearings | The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the employee fails to appear at a scheduled conference hearing, the District may hold the conference hearing and issue a decision in the employee's absence. |
| Response At Levels One and Two, "response" Decision | A "decision" shall mean a written communication to the employee from the appropriate administrator. Responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be |

provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

~~Days~~

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

~~Representative~~ Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~ the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

~~Consolidating~~
~~Complaints~~

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of ~~events that have been or could have been addressed in a previous complaint.~~

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

~~Untimely Filings~~

~~All time limits shall be strictly followed unless modified by mutual written consent.~~

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the~~

~~dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness~~related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted ~~in writing~~ on a form provided by the District.

Copies of any documents that support the complaint should be ~~attached to~~included with the complaint form. If the employee does not have copies of these documents, ~~they~~copies may be presented at the Level One ~~conference~~hearing. After the Level One ~~conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference~~hearing, the employee may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect ~~may~~shall be ~~dismissed but may be refiled with all the required information if the refiling is within the designated time for filing~~re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a ~~conference or~~hearing under this policy at which the substance of the employee's complaint is discussed. The

employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

~~Complaint forms must be filed:~~

~~8. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired, the employee may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received,~~ within ~~ten~~decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator-~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~ ~~The employee may re-~~quest ~~hearing officer and provide~~ a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the employee at Level One.
3. ~~The~~if the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~tor ~~hearing officer~~ in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One.~~ At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. ~~The Superintendent or designee may set reasonable time limits for the conference~~hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~hearing officer shall provide the employee a ~~written response~~decision within ~~ten~~20 calendar days following the ~~conference.~~ ~~The written response shall set forth the basis of the decision~~hearing. In reaching a decision, the ~~Superintendent or designee~~hearing officer may consider the Level One record, any additional information provided ~~at~~prior to the Level Two ~~conference~~hearing, and any other relevant documents or informa-

tion the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the employee at Level Two.

~~3.4.~~ The decision issued at Level Two and any attachments.

4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels. members.~~

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

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

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

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

Violations of Standards of Conduct

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

Weapons Prohibited

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

Exceptions

No violation of this policy occurs when:

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

Electronic Communication

Use with Students

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

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

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

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

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

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

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

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

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

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

[See BT(LEGAL)]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exceptions

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

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

EMPLOYEE STANDARDS OF CONDUCT

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(LOCAL)

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

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

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

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

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

**Instructional Plan
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

*Formal Request for
Reconsideration*

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain **self-contained** special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The **Superintendent** is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a **self-contained** special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the **tenth** 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items ~~2-42-4~~, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards each grading period on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all students after the ~~third~~third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, ~~the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD],~~ and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, ~~or~~

information from students, or the use of an artificial intelligence de-
tection tool selected by the District.

PARENT RIGHTS AND RESPONSIBILITIES

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Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for
Released Time
Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Emergency Basis

The District shall purchase certain nonprescription medications to administer to students only on an emergency basis and in accordance with:

1. Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
2. Parental consent given on the emergency treatment form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by

a physician licensed to practice medicine in the state of Texas.

Opioid Antagonist

This provision shall be applicable to every campus.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Maintenance, Availability, Training, and Reporting

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

STUDENT WELFARE
CRISIS INTERVENTION

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(LOCAL)

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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

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

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

For purposes of this policy, misconduct is defined as an ~~educa-~~
~~tor's~~ individual's alleged abuse or commission of an otherwise un-
lawful act with ~~the~~ student or involvement in a romantic relation-
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

Notice of Suspected Criminal Offense

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

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

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 4824 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, [as defined in law](#);
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications [and on the District's website](#).

Guiding Principles
Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other [appropriate campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

[If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:](#)

After Informal Process

- [Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or](#)
- [Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.](#)

[\[See Formal Process, below\]](#)

No Prior Informal Process

[If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable](#)

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

| | |
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| Notice of Complaint | A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint. |
| Freedom from Retaliation | Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint. |
| General Provisions Filing | Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline. |
| Scheduling Conferences Hearings | The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If a student or parent-complainant fails to appear at a scheduled conference hearing, the District may hold the conference hearing and issue a decision in the student's or parent's complainant's absence. |
| Response At Levels One and Two, "response" Decision | <p>A "decision" shall mean a written communication to the student or parentcomplainant from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.</p> <p>The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.</p> <p>A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p> |

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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| Days | <p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p> |
| Representative | <p>“Representative” shall mean any person who or organization that is designated by the student or parentcomplainant to represent the student or parentcomplainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parentcomplainant may designate a representative through written notice to the District at any level of this process. If the student or parentThe representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled conference orhearing, the District may reschedule the conference orhearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p> |
| Consolidating Complaints | <p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p> |
| Untimely Filings | <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p> |
| Costs Incurred | <p>Each party shall pay its own costs incurred in the course of the complaint.</p> |
| Complaint and Appeal Forms | <p>Complaints and appeals under this policy shall be submitted in writingon a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the student or parentcomplainant does not have copies of these documents, copies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</p> |

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| | <p>ments existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p> |
| Record | <p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p> |
| Remand | <p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p> |
| Assignment of Hearing Officer | <p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p> |
| Level One | <p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</p> |

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Investigation

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~ tor hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date,

time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- 3.4. The decision issued at Level Two and any attachments.
- 4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~ complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may re-~~

~~quest that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the ~~student complainant~~ or ~~parent or the student's~~ the complainant's representative, any presentation from the administration, and questions from ~~the~~ Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting.~~ If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at ~~Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

STUDENT DISCIPLINE

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2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment ~~shall~~may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

~~Guiding Principles~~ Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any~~

~~level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~Hearin
gs

The District shall make reasonable attempts to schedule ~~confer-
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-
trict may hold the ~~conference~~hearing and issue a decision in the
~~individual's~~complainant's absence.

Response
At Levels One and
Two,
"response"Decision

A "decision" shall mean a written communication to the ~~individual-
complainant~~ from the appropriate administrator. ~~Responses may
be hand-delivered, sent by electronic communication to the individ-
ual's email address of record, or sent by U.S. Mail to the individ-
ual's mailing address of record. Mailed responses that provides an~~
explanation of the basis of the decision, an indication of each docu-
ment that supports the decision, and any relief or redress to be
provided. A decision shall be issued on the merits of the concern
raised in the complaint notwithstanding any procedural errors or
the type of relief or redress requested.

The decision shall also include information regarding the filing of
an appeal in accordance with this policy. After a hearing at Level
Three, the decision shall include information on submitting an ap-
peal to the commissioner.

A decision may be hand-delivered, sent by electronic communica-
tion to the complainant's email address of record, or sent by U.S.
Mail to the complainant's mailing address of record. Mailed deci-
sions shall be timely if they are postmarked by U.S. Mail on or be-
fore the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted.
In calculating timelines under this policy, the day a document is
filed is "day zero." The following business day is "day one."~~

Representative

"Representative" shall mean any person who or organization that is
designated by ~~an individual~~a complainant to represent the ~~individu-
al~~complainant in the complaint process.

The ~~individual~~complainant may designate a representative through
written notice to the District at any level of this process. ~~If the indi-
vidual~~The representative may participate in person or by telephone
conference call. If the complainant designates a representative
with fewer than three **business** days' notice to the District before a
scheduled ~~conference or~~hearing, the District may reschedule the
~~conference or~~hearing to a later date, if desired, in order to include
the District's counsel. The District may be represented by counsel
at any level of the process.

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| Consolidating Complaints | <p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p> |
| Untimely Filings | <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p> |
| Costs Incurred | <p>Each party shall pay its own costs incurred in the course of the complaint.</p> |
| Complaint and Appeal Forms | <p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the individualcomplainant does not have copies of these documents, theycopies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p> |
| Record | <p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p> |
| Remand | <p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the re-filing is within the designated time for filingre-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p> |

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One

Complaint forms must be filed:

- ~~3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~ **Investigation**

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, ~~he or she~~ the complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The individual may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~individual~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- 3.4. The decision issued at Level One and any attachments.
- 4.5. All other documents relied upon by the Level One ~~administrator~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be lim-~~

~~ited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~individual a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference.~~ The written response shall set forth the basis of the ~~decision.~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided ~~at~~ prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~individual~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ within ~~ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board.~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual~~ At least five business days before the Board or Board committee meeting, the Superintendent

shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- ~~3-4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4-5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the Board meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual complainant or his or her the complainant's representative, any presentation from the administration, and questions from the Board members with re-

sponses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

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

Exceptions

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

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Devine ISD

| Code | Type | Action To Be Taken | Note |
|-------------|-------------|---------------------------|---------------------------|
| ATTN | (NOTE) | No policy enclosed | See explanatory note |
| AE | (LEGAL) | Replace policy | Revised policy |
| AF | (LEGAL) | Replace policy | Revised policy |
| AG | (LEGAL) | Replace policy | Revised policy |
| AIA | (LEGAL) | Replace policy | Revised policy |
| AIB | (LEGAL) | Replace policy | Revised policy |
| AIC | (LEGAL) | Replace policy | Revised policy |
| AIE | (LEGAL) | Replace policy | Revised policy |
| B | (LEGAL) | Replace table of contents | Revised table of contents |
| BBA | (LEGAL) | Replace policy | Revised policy |
| BBB | (LEGAL) | Replace policy | Revised policy |
| BBBA | (LEGAL) | Replace policy | Revised policy |
| BBD | (LEGAL) | Replace policy | Revised policy |
| BBE | (LEGAL) | Replace policy | Revised policy |
| BE | (LEGAL) | Replace policy | Revised policy |
| BE | (LOCAL) | Replace policy | Revised policy |
| BEC | (LEGAL) | Replace policy | Revised policy |
| BED | (LEGAL) | Replace policy | Revised policy |
| BED | (LOCAL) | Replace policy | Revised policy |
| BF | (LEGAL) | Replace policy | Revised policy |
| BJA | (LEGAL) | Replace policy | Revised policy |
| BJB | (LEGAL) | Replace policy | Revised policy |
| BT | (LEGAL) | ADD policy | See explanatory note |
| C | (LEGAL) | Replace table of contents | Revised table of contents |
| CBA | (LEGAL) | Replace policy | Revised policy |
| CCA | (LEGAL) | Replace policy | Revised policy |
| CCG | (LEGAL) | Replace policy | Revised policy |
| CCGA | (LEGAL) | Replace policy | Revised policy |
| CCGB | (LEGAL) | Replace policy | Revised policy |
| CE | (LEGAL) | Replace policy | Revised policy |
| CFEA | (LEGAL) | Replace policy | Revised policy |
| CH | (LEGAL) | Replace policy | Revised policy |
| CHE | (LEGAL) | Replace policy | Revised policy |
| CHF | (LEGAL) | Replace policy | Revised policy |

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Devine ISD

| Code | Type | Action To Be Taken | Note |
|------|---------|--------------------|----------------------|
| CJ | (LEGAL) | Replace policy | Revised policy |
| CJ | (LOCAL) | Replace policy | Revised policy |
| CJA | (LEGAL) | Replace policy | Revised policy |
| CJA | (LOCAL) | Replace policy | Revised policy |
| CK | (LEGAL) | Replace policy | Revised policy |
| CKA | (LEGAL) | Replace policy | Revised policy |
| CKC | (LEGAL) | Replace policy | Revised policy |
| CKD | (LEGAL) | Replace policy | Revised policy |
| CKE | (LEGAL) | Replace policy | Revised policy |
| CKEA | (LEGAL) | Replace policy | Revised policy |
| CKEB | (LEGAL) | Replace policy | Revised policy |
| CL | (LEGAL) | Replace policy | Revised policy |
| CLB | (LEGAL) | Replace policy | Revised policy |
| CLE | (LEGAL) | Replace policy | Revised policy |
| CLE | (LOCAL) | Replace policy | Revised policy |
| CMD | (LEGAL) | Replace policy | Revised policy |
| CNA | (LEGAL) | Replace policy | Revised policy |
| CNC | (LEGAL) | Replace policy | Revised policy |
| COB | (LEGAL) | Replace policy | Revised policy |
| CQA | (LEGAL) | Replace policy | Revised policy |
| CQB | (LEGAL) | Replace policy | Revised policy |
| CQB | (LOCAL) | Replace policy | Revised policy |
| CQD | (LEGAL) | ADD policy | See explanatory note |
| CQD | (LOCAL) | ADD policy | See explanatory note |
| CRD | (LEGAL) | Replace policy | Revised policy |
| CS | (LEGAL) | Replace policy | Revised policy |
| CSA | (LEGAL) | Replace policy | Revised policy |
| CSA | (LOCAL) | Replace policy | Revised policy |
| CV | (LEGAL) | Replace policy | Revised policy |
| CV | (LOCAL) | Replace policy | Revised policy |
| DBA | (LEGAL) | Replace policy | Revised policy |
| DBAA | (LEGAL) | Replace policy | Revised policy |
| DBD | (LEGAL) | Replace policy | Revised policy |
| DBD | (LOCAL) | Replace policy | Revised policy |

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| Code | Type | Action To Be Taken | Note |
|-------|---------|--------------------|----------------------|
| DC | (LEGAL) | Replace policy | Revised policy |
| DEA | (LEGAL) | Replace policy | Revised policy |
| DEAA | (LEGAL) | Replace policy | Revised policy |
| DEC | (LEGAL) | Replace policy | Revised policy |
| DEC | (LOCAL) | Replace policy | Revised policy |
| DF | (LEGAL) | Replace policy | Revised policy |
| DFBA | (LEGAL) | Replace policy | Revised policy |
| DFBB | (LOCAL) | Replace policy | Revised policy |
| DFD | (LEGAL) | Replace policy | Revised policy |
| DFE | (LEGAL) | Replace policy | Revised policy |
| DG | (LEGAL) | Replace policy | Revised policy |
| DGA | (LEGAL) | Replace policy | Revised policy |
| DGBA | (LEGAL) | Replace policy | Revised policy |
| DGBA | (LOCAL) | Replace policy | Revised policy |
| DGC | (LEGAL) | Replace policy | Revised policy |
| DH | (LEGAL) | Replace policy | Revised policy |
| DH | (LOCAL) | Replace policy | Revised policy |
| DHB | (LEGAL) | Replace policy | Revised policy |
| DHC | (LEGAL) | Replace policy | Revised policy |
| DMA | (LEGAL) | Replace policy | Revised policy |
| DP | (LEGAL) | Replace policy | Revised policy |
| EA | (LEGAL) | Replace policy | Revised policy |
| EEP | (LEGAL) | ADD policy | See explanatory note |
| EEP | (LOCAL) | ADD policy | See explanatory note |
| EFA | (LEGAL) | Replace policy | Revised policy |
| EFA | (LOCAL) | Replace policy | Revised policy |
| EFB | (LEGAL) | Replace policy | Revised policy |
| EHA | (LEGAL) | Replace policy | Revised policy |
| EHAA | (LEGAL) | Replace policy | Revised policy |
| EHAC | (LEGAL) | Replace policy | Revised policy |
| EHB | (LEGAL) | Replace policy | Revised policy |
| EHBA | (LEGAL) | Replace policy | Revised policy |
| EHBAA | (LEGAL) | Replace policy | Revised policy |
| EHBAB | (LEGAL) | Replace policy | Revised policy |

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| Code | Type | Action To Be Taken | Note |
|-------------|-------------|---------------------------|---------------------------|
| EHBAC | (LEGAL) | Replace policy | Revised policy |
| EHBAF | (LEGAL) | Replace policy | Revised policy |
| EHBAF | (LOCAL) | Replace policy | Revised policy |
| EHBC | (LEGAL) | Replace policy | Revised policy |
| EHBCA | (LEGAL) | Replace policy | Revised policy |
| EHBE | (LEGAL) | Replace policy | Revised policy |
| EHBF | (LEGAL) | Replace policy | Revised policy |
| EHBG | (LEGAL) | Replace policy | Revised policy |
| EBBH | (LEGAL) | Replace policy | Revised policy |
| EBBK | (LEGAL) | Replace policy | Revised policy |
| EHDD | (LEGAL) | Replace policy | Revised policy |
| EHDE | (LEGAL) | Replace policy | Revised policy |
| EIA | (LEGAL) | Replace policy | Revised policy |
| EIA | (LOCAL) | Replace policy | Revised policy |
| EIF | (LEGAL) | Replace policy | Revised policy |
| EK | (LEGAL) | Replace policy | Revised policy |
| EKB | (LEGAL) | Replace policy | Revised policy |
| EKC | (LEGAL) | Replace policy | Revised policy |
| EKD | (LEGAL) | Replace policy | Revised policy |
| EL | (LEGAL) | Replace policy | Revised policy |
| EMB | (LEGAL) | Replace policy | Revised policy |
| F | (LEGAL) | Replace table of contents | Revised table of contents |
| FA | (LEGAL) | Replace policy | Revised policy |
| FA | (LOCAL) | ADD policy | See explanatory note |
| FD | (LEGAL) | Replace policy | Revised policy |
| FEA | (LEGAL) | Replace policy | Revised policy |
| FEB | (LEGAL) | Replace policy | Revised policy |
| FED | (LEGAL) | Replace policy | Revised policy |
| FEF | (LEGAL) | ADD policy | See explanatory note |
| FEF | (LOCAL) | ADD policy | See explanatory note |
| FFA | (LEGAL) | Replace policy | Revised policy |
| FFAC | (LEGAL) | Replace policy | Revised policy |
| FFAC | (LOCAL) | Replace policy | Revised policy |
| FFB | (LEGAL) | Replace policy | Revised policy |

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| Code | Type | Action To Be Taken | Note |
|------|---------|--------------------|----------------|
| FFB | (LOCAL) | Replace policy | Revised policy |
| FFEA | (LEGAL) | Replace policy | Revised policy |
| FFEB | (LEGAL) | Replace policy | Revised policy |
| FFF | (LEGAL) | Replace policy | Revised policy |
| FFF | (LOCAL) | Replace policy | Revised policy |
| FFG | (LEGAL) | Replace policy | Revised policy |
| FFG | (LOCAL) | Replace policy | Revised policy |
| FFH | (LEGAL) | Replace policy | Revised policy |
| FL | (LEGAL) | Replace policy | Revised policy |
| FM | (LEGAL) | Replace policy | Revised policy |
| FNA | (LEGAL) | Replace policy | Revised policy |
| FNAB | (LEGAL) | Replace policy | Revised policy |
| FNCD | (LEGAL) | Replace policy | Revised policy |
| FNCE | (LEGAL) | Replace policy | Revised policy |
| FNCG | (LEGAL) | Replace policy | Revised policy |
| FNG | (LEGAL) | Replace policy | Revised policy |
| FNG | (LOCAL) | Replace policy | Revised policy |
| FO | (LEGAL) | Replace policy | Revised policy |
| FO | (LOCAL) | Replace policy | Revised policy |
| FOA | (LEGAL) | Replace policy | Revised policy |
| FOB | (LEGAL) | Replace policy | Revised policy |
| FOC | (LEGAL) | Replace policy | Revised policy |
| FOD | (LEGAL) | Replace policy | Revised policy |
| FODA | (LEGAL) | Replace policy | Revised policy |
| FOE | (LEGAL) | Replace policy | Revised policy |
| FOF | (LEGAL) | Replace policy | Revised policy |
| FP | (LEGAL) | Replace policy | Revised policy |
| GBA | (LEGAL) | Replace policy | Revised policy |
| GBAA | (LEGAL) | Replace policy | Revised policy |
| GC | (LEGAL) | Replace policy | Revised policy |
| GF | (LEGAL) | Replace policy | Revised policy |
| GF | (LOCAL) | Replace policy | Revised policy |
| GKA | (LEGAL) | Replace policy | Revised policy |
| GKA | (LOCAL) | Replace policy | Revised policy |

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Devine ISD

| Code | Type | Action To Be Taken | Note |
|-------------|-------------|---------------------------|----------------|
| GNB | (LEGAL) | Replace policy | Revised policy |
| GRAA | (LEGAL) | Replace policy | Revised policy |