

# Notice of Regular Meeting

## The Board of Trustees Devine ISD

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A Regular Meeting of the Board of Trustees of Devine ISD will be held April 20, 2026, 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. Report School Board Continuing Education Hours**

**4**

**5. Administrative Reports and Discussion**

A. Central Office Reports

1. Superintendent's Reports, Todd Grandjean

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

b. 2023 Bond Projects Report

c. Consider and Discuss Intruder Detection Audit Report Findings

d. Safety & Security Report, Michael Gomez

e. Monthly Activity Calendar

f. District Event Calendar

2. Director of HR/Info Mgmt Monthly Report, Dawn Schneider

a. Monthly Report on Personnel, 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 Strategies Campus Sports 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 Center/DAEP Principal Monthly Reports, Jodi Ann Dzierzanowski	
D. Directors' Reports	
1. Monthly report on finances, department acquisitions, travel and student services provided.	
<b>6. Consent Agenda</b>	
A. Minutes of Board Meeting (s)	19
B. Budget Amendment	25
C. Approve request of Athletic and Band Boosters for an increase in scholarship funds.	27
D. Approve donation from the Gene Haas Foundation for Robotics	34
E. Approve Devine Education Foundation Grant Donations	37
<b>7. Action Item(s):</b>	
A. Consider and Take Possible Action to Approve Library Book Order	39
B. Consider and Take Possible Action to Approve the Teacher Incentive Allotment Spending Plan	64
<b>8. Closed Session</b>	
A. Personnel (TGC 551.074)	
1. Personnel Update	
2. Deliberations concerning proposed extension of professional contracts	
3. Consider and discuss superintendent goals	
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 adding staff members as Guardians for the Guardian Program	
2. Consider and Discuss Details of Districtwide Intruder Detection Audit Report Findings (TGC 551.076)	
<b>9. Reconvene from Closed Session</b>	
<b>10. Action Items Discussed in Closed Session</b>	
A. Personnel	
1. Consider and take possible action on proposed extension of professional contracts.	
B. Consider and Take Possible Action to Approve Staff Members as Guardians for the Guardian Program	
<b>11. Adjournment</b>	

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

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

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



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** April 20, 2026

**Agenda Item:** Report Board Continuing Education

**Background Information:**

Since 1986, the SBOE rule has required the board president to make a public announcement each year of the names of those board members who have completed the required continuing education, who have exceeded the required hours, and who are deficient. Due to amended State Board of Education (SBOE) rules, effective August 25, 2014, the board president must include an additional statement that completion of the required annual training is an obligation and expectation of any board member under SBOE rule. The board president must ensure that this information is reflected in the minutes of the meeting and that it is made available to the press.

SB 1566, passed in the 85<sup>th</sup> Legislative Session, changed reporting requirements for board member training. This bill requires reporting to occur the month prior to the election. If a board member is deficient, the minutes of the board meeting must be posted to the district website within 10 days.

**Administrative Consideration:**

This annual report is to include all training completed from May to April.

**Budgetary Consideration:**

None

**Supporting Documents:**

Report of continuing education credits  
School Board Trustee Training Requirements  
Framework for School Board Development (BBD Exhibit)

**Recommendation:**

Report only

**Respectfully Submitted by:**

  
*Todd Grandjean*  
*Superintendent of Schools*

# School Board Continuing Education Record

May 2025– April 2026

	New Board Members Only				Annual			Every Other Year				
Name	Local District Orientation <i>3 hours within 120 days of election</i> <i>Enter date completed</i>	Intro to Texas Education Code Orientation <i>3 hours within 120 days of election</i> <i>Enter date completed</i>	Open Meetings Training <i>Within 90 days of election</i> <i>Enter date completed</i>	Public Information Act Training <i>Within 90 days of election</i> <i>Enter date completed</i>	Cyber-security <i>1 hour</i> <i>Enter date completed</i> <i>(due by June 14)</i>	Continuing Education in Assessed Needs <i>10 hours first year/5 hours each year thereafter</i> <i>Enter hours completed since last election</i>	Team-Building and Assessment <i>3 hours</i> <i>Enter date entire team completed</i>	Evaluating Student Academic Performance Training <i>Within 120 days of election; 3 hours</i> <i>Enter date completed</i> <i>(due fall 2026)</i>	Child Abuse Prevention <i>1 hour</i> <i>Enter date completed</i> <i>(due spring 2027)</i>	School Safety <i>2 hours</i> <i>Enter date completed</i> <i>(due spring 2027)</i>	Post-Legislative Update to TEC <i>(due fall 2027)</i>	Status
Nancy Pepper	NA	NA	5/2008	5/2008	3/18/2026	10	9/08/2026	9/09/2024	1/23/2025	1/06/2025	8/16/2025	Exceeds
Henry Moreno	NA	NA	6/2008	6/2008	3/26/2026	5	9/08/2026	9/09/2024	3/21/2025	3/20/2025	10/15/2025	Exceeds
Keri James	NA	NA	5/2018	5/2018	4/8/2026	13	9/08/2026	9/09/2024	1/21/2025	1/21/2025	8/19/2025	Exceeds
Carl Brown	NA	NA	1/2007	1/2007	3/4/2026	8	9/08/2026	9/9/2024	01/17/2025	1/06/2025	8/19/2026	Exceeds
Chris Davis	NA	NA	5/2019	5/2019	3/17/2026	5.25	9/08/2026	9/09/2024	04/23/2025	4/25/2025	8/19/2025	Exceeds
Alixana Buvinghausen	NA	NA	12/30/2021	12/21/2021	3/16/2026	8	9/08/2026	9/09/2024	4/02/2025	3/03/2025	2/2/2026	Exceeds
Candace Esparza	8/19/2025	6/17/2025	6/12/2025	7/18/2025	6/4/2025	13.25	9/08/2026	6/11/2025	8/19/2025	5/27/2025	8/19/2025	Exceeds
Todd Grandjean	NA	NA	NA	NA	NA	NA	9/08/2026	9/09/2024	NA	NA	NA	NA

## Framework for School Board Development

Preamble: 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 (Education Code 4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as a corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes and provide support for opportunities and experiences through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

1. Vision and Goals — The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:
  - Keeps the district focus on the well-being of all children.
  - Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children.
  - Ensures that the vision aligns with the state's mission, objectives, and goals for education established by law and/or rule.
  - Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes.
  - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences.
  - Uses the vision and goals to drive all deliberations, decisions, and actions.
2. Systems and Processes — The board ensures systems and processes are in place to accomplish the vision and goals. The board:
  - Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals.
  - Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals.
  - Monitors multiple, measurable elements of student progress and achievement throughout the year.

- Incorporates equity when making decisions and evaluating systems and processes.
  - Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management.
  - Approves goals, policies, and programs that ensure a safe and secure learning environment.
  - Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.
  - Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision.
  - Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision.
  - Welcomes and values all people and cultures as important stakeholders in the process for student success.
  - Ensures the district has a system that monitors for sound business and fiscal practices.
  - Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules.
  - Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers.
  - Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
3. Progress and Accountability — The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:
- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures.
  - Ensures progress toward achievement of district goals through systematic, timely, and comprehensive review of relevant reports and student data that illustrate progress toward locally developed student outcome goals.
  - Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.

- Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes.
  - Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability.
  - Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals.
  - Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations.
4. Advocacy and Engagement — The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:
- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community.
  - Regularly reports district progress to families and the community, which could include an online dashboard for the community.
  - Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district.
  - Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
  - Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren.
  - Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community.
5. Synergy and Teamwork — The board's duties are distinct, and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent.
  - Recognizes each individual trustee's duty as a trustee and fiduciary for the entire district.

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(EXHIBIT)

- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision.
- Annually evaluates its performance as a team, with attention given to the district's vision and goals; fulfilling the board's duties, responsibilities, and commitments; and the board's working relationship with the superintendent.
- Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
- Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
- Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent.
- Understands and adheres to laws and local policies and respects the superintendent's responsibility to manage the school district and to direct employees in district and campus matters.
- Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community.
- Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers.

*Adopted by the State Board of Education, January 1996, as authorized by 19 TAC 61.1(a); revised November 20, 2020.*

**Open Meetings Act  
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

*Gov't Code 551.005*

**Public Information  
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act [PIA]). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the PIA. The attorney general may require a board member to complete the course of training if the attorney general determines that the district has failed to comply with a requirement of the PIA. *Gov't Code 552.012(b), (b-1), (c)* [See GBAA regarding public information coordinator training.]

**SBOE-Required  
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

*19 TAC 61.1(k), (l)*

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District  
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new

board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
  - a. Curriculum and instruction;
  - b. Business and finance operations;
  - c. District operations;
  - d. Superintendent evaluation; and
  - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

*19 TAC 61.1(b)(1)*

Education Code  
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

*19 TAC 61.1(b)(2)*

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

*19 TAC 61.1(b)(3)*

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

*19 TAC 61.1(b)(4)*

Additional  
Continuing  
Education (Based  
on Assessed  
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

*First Year*

In a board member's first year of service, he or she shall complete at least 10 hours of continuing education in fulfillment of assessed needs.

*Subsequent  
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

*Board President*

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

*19 TAC 61.1(b)(5)*

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

Evaluating Student  
Academic  
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
  - a. Setting specific, quantifiable student outcome goals; and
  - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achieve-

ment, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

*19 TAC 61.1(b)(6)*

Identifying and  
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

*19 TAC 61.1(b)(7)*

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

*19 TAC 61.3*

Training Provider

*Registered  
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)-(2).

*19 TAC 61.1(c)*

*Authorized  
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

*19 TAC 61.1(d)*

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

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**Note:** For cybersecurity training requirements, see CQB(LEGAL).

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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: April 20, 2026

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 March 26, 2026 and the called board meeting on March 30, 2026.

Respectfully Submitted by:

*Geri Woods*  
Superintendent's Secretary

Approved by:

*Dr. Todd Grandjean*  
Superintendent of Schools

# Minutes of Regular Meeting

## The Board of Trustees

### Devine ISD

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A Regular Meeting of the Board of Trustees of Devine ISD was held on Thursday, March 26, 2026 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:** Michelle Spivey, Shelby Haass, Nathan Roberson, Anton Reicher, Kailyn Rotramel, Kandy Stein, Doug Bull

**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), 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 is present, that this meeting had been duly called, and that notice of this meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. Let the record show that trustees Ali Buvinghausen, Henry Moreno, Chris Davis, Keri James, Carl Brown, Candace Esparza, and Nancy Pepper were present.

#### 2. Pledge of Allegiance and Invocation led by Nancy Pepper.

#### 3. Recognition and Presentations

A. Dr. Grandjean presented a check to Dollars for Scholars board member Michelle Spivey for \$1,134.40. This money was collected by campuses during College Go Get It! Week in February.

#### 4. Citizen Communication

A. Public Comment for Non-Agenda Items. None.  
B. Public Address for Items on the Agenda. None.

#### 5. Administrative Reports and Discussion

##### A. Central Office Reports

1. Superintendent's Monthly Reports on Board Priorities, Bond Projects Update, Safety & Security, Monthly Activity Calendar, and District Event Calendar
2. Director of HR/Info Management Monthly Report and PEIMS Fall 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 Ciavarras Elementary School Principal's Report
5. Devine Learning Academy/DAEP Principal Monthly Reports

##### D. Directors' Monthly Reports

#### 6. Consent Agenda

Carl Brown moved and seconded by Keri James to approve consent agenda as presented. This motion passed, 7-0

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

Those opposed: 0

- A. Minutes of February 16, 2026 Board Meeting
- B. Budget Amendment

- C. Approve Instruction Materials Allotment and TEKS Certification for 2026-27 School Year
- D. Approve Donation from Brown Chevrolet and Brown Dodge for Football Scoreboard
- E. DEF Grant Donation to CES and DIS for Field Day

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

- A. Alixana Buvinghausen moved and seconded by Carl Brown to approve the amended Election Notice and Order of Election as presented. This motion passed, 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 the 2026-2027 Instructional Calendar as presented. This motion passed, 7-0  
Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper  
Those opposed: 0
- C. Having received the School Bus Safety Belt Report on February 16th outlining that of the 23 total busses for the District, 14 have 3-point seat belts, 2 have 2-point lap belts, and 7 have no seat belts, and that the cost to retrofit the 9 busses in question is estimated at approximately \$447,000, Candace Esparza moved and seconded by Alixana Buvinghausen that the Board determine that the District's current budget does not permit the purchase of new school buses or the retrofitting of current school buses with three-point seat belts, for the 9 buses in question. I further move that the Board accept Administrations recommendation to phase in compliance with Section 547.701, Texas Transportation Code by September 1, 2029 through the purchase of 2 new buses annually to replace the fleet over time. This motion passed, 7-0  
Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper  
Those opposed: 0

**8. Closed Session**

Nancy Pepper stated for the record that the Board of Trustees, beginning at 6:59 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed under Texas Government Code Section 551.074 and 551.082 NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

**9. Reconvene from Closed Session**

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

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

**A. Personnel**

- 1. Alixana Buvinghausen moved and seconded by Carl Brown to approve extending administrator contracts as recommended by the Superintendent. This motion passed, 7-0. Recommendation list is attached.  
Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper  
Those opposed: 0

**11. Adjournment**

Henry Moreno moved and seconded by Chris Davis to adjourn. This motion passed, 7-0

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

Meeting adjourned at 7:41 p.m.

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Board President

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Board Secretary



March 26, 2026

Please find this letter in reference to my recommendation of the following professional staff members for employment at Devine ISD for the 2026-2027 school year.

**NON-CERTIFIED (DIRECTOR OF TECHNOLOGY) PROFESSIONAL (12 MONTHS):**

Hinojosa, Jesse

**1 YR/12 MO TERM CERTIFIED ADMINISTRATOR:**

Darnell, Kandi

Gomez, Michael

Ramirez, Shannon

Schneider, Dawn

**1 YR/12 MO PROBATIONARY CERTIFIED ADMINISTRATOR:**

Hagdorn, Jenni

**1 YR/11.5 MO PROBATIONARY CERTIFIED ADMINISTRATOR:**

Raygosa, Mark

Reyes, Lysandra

**1 YR/11.5 MO TERM CERTIFIED ADMINISTRATOR:**

Dzierzanowski, Jodiann

**1 YR/11 MO TERM CERTIFIED ADMINISTRATOR:**

Eads, Evan

Runnels, LeeAnn

**1 YR/11 MO PROBATIONARY CERTIFIED ADMINISTRATOR:**

Alexander, Jessica

Joyer, Mary

Marcum, Justin

**1 YR/11 MO PROBATIONARY LIBRARIAN:**

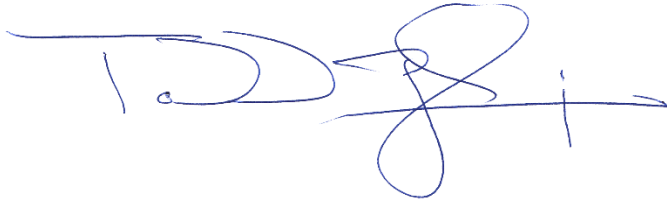
Rotramel, Kailyn

**1 YR/12 MO PROBATIONARY PROFESSIONAL EDUCATOR:**

Bull, Douglas

**1 YR/11.5 MO PROFESSIONAL EDUCATOR/DUAL-BAND DIRECTOR:**

Sanchez, Humberto

A handwritten signature in blue ink, appearing to be 'H. Sanchez', written in a cursive style.

# Minutes of Budget Workshop

## The Board of Trustees

### Devine ISD

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A Budget Workshop of the Board of Trustees of Devine ISD was held on Monday, March 30, 2026 beginning at 6:00 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), Alixana Buvinghausen, Candace Esparza.

**Board Members Absent:** Carl Brown, Chris Davis.

**Guests Present:** Kandy Stein, Shelby Haass, Jesse Hinojosa, Joslyn Wilson, Ronda Shelton.

**School Officials Present:** Dr. Todd Grandjean (Superintendent), Michael Gomez (DHS Principal), Lysandra Reyes (Intermediate Principal), Mark Raygosa (Elementary 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 6:00 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 Ali Buvinghausen, Keri James, Henry Moreno, Candace Esparza, and Nancy Pepper were present.

#### 2. Citizen Communication

A. Public Address for Items on the Agenda  
None.

#### 3. Budget Workshop

A. Budget Presentation and Discussion by Shannon Ramirez  
B. Property Values Discussion by Shannon Ramirez  
C. Consider and Discuss the Possibility of Creating a Second School Resource Officer Position for 2026-2027

Michael Gomez presented information on the need for a 2<sup>nd</sup> SRO officer.

Keri James left the meeting at 6:30 p.m.

#### 4. Consider and Take Possible Action to Approve the Purchase of a Vehicle for use by the School Resource Officer

No action taken.

#### 5. Adjournment

Henry Moreno moved and seconded by Alixana Buvinghausen to adjourn. This motion Passed. 4-0

Those in favor: Buvinghausen, Esparza, Moreno, Pepper

Those opposed: 0; Absent: Carl Brown, Chris Davis

Meeting adjourned at 7:38 p.m.

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Board President

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Board Secretary



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: April 20, 2026

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 expense function 51 \$50,000 for end of year maintenance, including a sand filter for the stadium well, a water line repair at the stadium, and emergency AC repairs.

Total amount against fund balance for the fiscal year: (\$2,850,577).

Supporting Documents:

See attached budget amendment

Recommendation:

Approve the Budget Amendment.

Respectfully Submitted by:

Shannon Ramirez  
Chief Financial Officer

Approved by:

Todd Grandjean  
Superintendent of Schools

**ESTIMATED REVENUES, APPROPRIATED EXPENDITURES  
OTHER RESOURCES AND USES**

**BUDGET FOR 2025-2026**

	199			240			599			98	
	General Fund Current Budget	General Fund Amended Budget	Increase/ (Decrease)	Food Service Current Budget	Food Service Proposed Budget	Increase/ (Decrease)	Debt Service Current Budget	Debt Service Proposed Budget	Increase/ (Decrease)	Memorandum Proposed Budget	
<b>REVENUES:</b>											
5700	Local, Intermediate	\$ 5,051,780	\$ 5,182,704	\$ -	\$ 260,000	\$ 260,000	\$ -	\$ 1,407,526	\$ 1,407,526	\$ -	\$ 6,850,230
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	\$ 23,560,115	\$ -	\$ 1,050,000	\$ 1,050,000	\$ -	\$ 1,621,029	\$ 1,621,029	\$ -	\$ 26,231,144
<b>EXPENDITURES:</b>											
0011	Instruction	\$ 12,716,991	\$ 12,736,991	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,736,991
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	\$ 214,082	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 214,082
0023	School Leadership	\$ 1,260,540	\$ 1,260,540	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,260,540
0031	Guidance & Counseling Services	\$ 1,164,763	\$ 1,160,763	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,160,763
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	\$ 1,179,500	\$ -	\$ -	\$ -	\$ -	\$ 1,179,500
0036	Co-curricular Activities	\$ 1,309,303	\$ 1,309,303	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,309,303
0041	General Administration	\$ 1,017,957	\$ 1,060,857	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,060,857
0051	Plant Maintenance & Operations	\$ 2,751,658	\$ 3,184,358	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,184,358
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	\$ -	\$ 2,544,401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,544,401
0095	Pyml-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	\$ 26,449,192	\$ 50,000	\$ 1,050,000	\$ 1,182,000	\$ -	\$ 1,423,132	\$ 1,423,132	\$ -	\$ 29,054,324
<b>OTHER SOURCES AND USES</b>											
7060	Other Sources (+)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7912	Proceeds from sale of property	\$ -	\$ 38,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7914	Insurance Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8060	Other Uses (-)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Total Other Sources (Uses)	\$ -	\$ 38,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses</b>											
1200		\$ -	\$ (2,850,577)	\$ (50,000)	\$ -	\$ (132,000)	\$ -	\$ 197,897	\$ 197,897	\$ -	\$ (2,823,180)
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	\$ 12,276,340	\$ (2,850,577)	\$ 818,944	\$ 686,944	\$ (132,000)	\$ 1,607,616	\$ 1,607,616	\$ -	\$ 14,532,400



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## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** April 20, 2026

**Agenda Item:** Booster Scholarships 2025-2026

**Background Information:**

The Devine Athletic Booster Club would like to raise its scholarship amount from the allotted \$2,000 to \$4,750 for this year and Band Boosters would like to raise theirs to \$3,000.

**Administrative Consideration:**

DISD GE Regulation, "Scholarship amounts, in the name of the booster club/parent organization, shall be addressed in the name of the organization's bylaws and in an amount not to exceed a total of \$2,000 per organization. The specified amount may be reviewed annually by the Board. Student scholarship criteria shall not include parent membership in the booster club/parent organization".

**Budgetary Consideration:**

There is no budget consideration.

**Supporting Documents:**

GE Regulation

**Recommendation:**

Approve increase in Band and Athletic Booster scholarship amounts for 2025-2026.

**Respectfully Submitted by:**

Shannon Ramirez  
Chief Financial Officer

**Approved by:**

Todd Grandjean  
Superintendent of Schools

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**Note:** For information regarding District acceptance of gifts and solicitations, see CDC(LOCAL).

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Each such organization must submit the following to the superintendent or designee for approval:

1. Monthly meeting minutes and Financial Reports;
2. A list of officers with names and offices for the organization;
3. The constitution and bylaws of the organization;
4. The budget and financial report of the organization, annually.

Such organizations must agree to abide by all applicable UIL, District, and campus rules.

#### **LIAISON**

The faculty sponsor of a student group will serve as the liaison between any organization formed in connection with that student group and the District. If no specific student group is involved, the principal will serve as the liaison.

A current list of officers of each organization will be kept on file in the principal's office of the school involved.

#### **REQUESTS FOR FUNDRAISING ACTIVITIES**

The district liaison/ faculty sponsor of the parent organization or booster club desiring to conduct a fund-raising activity in a District school, including a concession stand, must submit to the superintendent or designee a request containing the following information [see GE(EXHIBIT)]:

1. Purpose of the fundraising;
2. Type of activity;
3. Dates and times of the activity;
4. Name of the person who will be handling the money;
5. Name of the sponsoring organization and representative;
6. The estimated amount of money to be raised; and

7. Whether proceeds from the sale benefit the school or the District.

This request must be submitted at the beginning of the school year or no less than two weeks prior to the proposed activity for all fundraising activities, on or off-campus.

Each request for approval of a fundraising activity must be made separately.

The majority of funds generated on a campus by an approved organization shall be spent on the campus at which they were raised; however, a cap of \$500 per year may be transferred to the next chapter of the organization at the succeeding campus. If another chapter of the organization does not exist at the succeeding campus, a cap of \$500 per year may be donated to the class fund for the grade level that is leaving the chapter. All funds not exhausted at the highest grade level or that organization shall be transferred into the organization's general fund.

Each school will be limited to two major fundraising activities sponsored or conducted by parent organizations or booster clubs per year.

### **SALES CAMPAIGNS**

Community-wide sales campaigns shall be cleared through the superintendent or designee to minimize conflicts over various organizations that might be selling merchandise at the same time. Sales campaigns shall be carefully planned by the booster clubs and parent organizations with input from the principal and/or faculty sponsor.

### **DONATIONS**

The district liaison/ faculty sponsor of the parent organization or booster club desiring to donate money or items for use by the district must complete the appropriate form and submit it to the superintendent or designee.

### **PURCHASES FOR THE SCHOOL**

Before parent groups or other groups working with the school purchase equipment for the schools, including computer hardware and software, they shall notify the principal of their plans. In consultation with the superintendent or designee, the principal shall determine the type or brand of equipment to buy to ensure compatibility with current district equipment.

Coaches or sponsors shall present a list of desired items to the superintendent and receive approval from the superintendent before submitting the list to a booster club. The superintendent shall have the final authority to determine the items on the list.

Booster clubs and other parent support organizations cannot make purchases in the name of the district. Items shall be purchased in the support organization's name.

Equipment or materials purchased by a booster club/parent organization donation becomes the property of the district and shall be maintained/replaced by the district. Equipment and/or supplies purchased by a booster club/parent organization to generate revenue shall have priority use by the booster club/parent organization.

### **SCHOLARSHIPS**

Scholarship amounts, in the name of the booster club or parent organization, shall be addressed in the name of the organization's bylaws and in an amount not to exceed a total of \$2,000 per organization. The specified amount may be reviewed annually by the board. Student scholarship criteria shall not include parent membership in the booster club or parent organization. Student scholarship checks or deposits shall be made out to the students' respective institutions of higher learning.

### **DISTRICT BOOSTER CLUBS AND PARENT ORGANIZATIONS WILL:**

1. Be voluntary and support student activities of the school;
2. Recognize the authority of the superintendent or designee to approve or disallow any action of a school-related club or organization.
3. Have no authority to direct any school employee in any of his or her duties. Further, booster clubs and parent organizations have no authority to guide, direct, or establish guidelines for any school or student activity. Similarly, booster club officers shall not assume duties that are the responsibility of staff members.

4. Be permitted to use district facilities with prior approval of the appropriate administrator. Other parent groups may use district facilities in accordance with policy GKD.
5. Not attempt to influence District employees in the administration of duties;
6. Comply with administrative regulations, Board policy, and any applicable UIL or other governing association rules when offering money or gifts to the District [see CDC];
7. Pay all taxes and other debts incurred by the organization (food products, meals, soft drinks, and candy are exempted from taxes only if state law is followed);
8. Provide evidence of adequate insurance coverage for activities conducted on school premises (the District cannot provide insurance coverage for the booster club);
9. Assume liability for any and all personal injuries or property damage arising from their activities.
10. Ensure compliance with the following:
  - a. Funds raised by parent organizations on behalf of student groups are to be spent on students exclusively.
    - i. *Exception: a minimal expenditure from a PTOs general fund (not to exceed \$250) may be approved to provide one non-catered lunch or snack per campus served by the organization for teacher appreciation.*
  - b. An individual shall not hold an office as president and/or treasurer simultaneously in more than one booster club/parent organization.
  - c. All meetings of school-related organizations shall be public meetings.
  - d. The district liaison/ faculty sponsor of a booster club or parent organization shall be present at all meetings of the booster club or parent organization.
  - e. Information released or published by booster clubs and parent organizations shall have prior approval by the superintendent or designee.
  - f. Booster clubs and parent organizations are prohibited from using the district's tax ID number.

All parent groups or booster organizations shall submit monthly reports to the superintendent or designee by the first of the month. These reports shall include:

1. Minutes from the previous month's meeting(s). If the group did not meet, they must submit a document which details the reason(s) why the group did not meet.

2. Financial Reports corresponding to the month prior to the previous month.

*Note: on March 1, minutes for February meetings are due and Financial Reports corresponding to the month of January are due, for example.*

Financial Reports include:

- a. Bank statements spanning one month.
- b. a Treasurer's Report detailing deposits, expenditures, and totals corresponding to the dates of the bank statement(s).

These deadlines may be modified by the superintendent or designee in lieu of extenuating circumstances such as local, state, or national disasters.

3. All parent groups or booster organizations shall submit to the superintendent or designee a current copy of the organization's adopted bylaws and a list of officers for the new school year by July 1 of each year.
  - a. Organizational bylaws shall include provisions for disposal of funds and/or property to the district in the case that said organization disbands or ceases to operate.
  - b. These deadlines may be modified by the superintendent or designee in lieu of extenuating circumstances such as local, state, or national disasters.
4. Booster clubs/parent organizations who handle any monies through dues collections, fund-raising, etc., shall have an annual audit. The audit shall be approved by the organization's audit committee or be subject to a district audit. The organization's audit committee shall be comprised of at least three at-large members (non officers). An annual financial statement must be filed with the superintendent and must provide the following information for each fiscal year (July 1- July 1):
  - ii. Beginning cash balance.
  - iii. Total revenue and expenditures by major category.
  - iv. Closing cash balance.

v. Signatures of the audit committee.

This report is due on or before August 1 of each year. The Final Financial Audit must be completed by members of the booster or parent organization who served during the school year that the expenditures and deposits took place. The deadline for financial audits may be modified by the superintendent or designee in lieu of extenuating circumstances such as local, state, or national disasters.



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## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** April 20, 2026

**Agenda Item:** DHS Robotics Donation

**Background Information:**

CDC (Local) Policy states, “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.”

**Administrative Consideration:**

The Gene Haas Foundation is donating \$3,000 to DHS Robotics.

**Budgetary Consideration:**

**Supporting Documents:**

Donation Form

**Recommendation:**

Approve the donation.

**Respectfully Submitted by:**

Shannon Ramirez  
CFO

**Approved by:**

Todd Grandjean  
Superintendent of Schools

**Devine Independent School District  
Donation Form**

The Devine Independent School District Board Policy CDC (Legal) states that: 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: Gene Haas Foundation Organization: \_\_\_\_\_

35

Address: 2800 Sturgis Rd.

City: Oxnard State: CA Zip Code: 93030

Donated to: DHS Robotics (Team #9311 : Warhorse Robotics)

Purpose of Donation: Grant

Value of Donated Property: \$ \_\_\_\_\_

Describe/Itemize Donated Property: \_\_\_\_\_

Donor Imposed Restrictions, if any: \_\_\_\_\_

Donor Signature \_\_\_\_\_ Date \_\_\_\_\_

-----  
**To Be Completed By District Official**

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

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**To Be Completed by Business Office**

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

[ ] Cash    [ ] Check # \_\_\_\_\_ Deposited to account #: \_\_\_\_\_

Fixed Asset Tag #: \_\_\_\_\_ Location: \_\_\_\_\_



March 3, 2026

James Wilcox  
Devine High School  
Devine ISD  
605 W Hondo Ave  
Devine, TX 78016

Dear Team #9311: Warhorse Robotics:

Enclosed is a check from the Gene Haas Foundation (GHF) as a 2025/2026 Competition Team Sponsorship, award date February 24, 2026, in the amount of \$3,000.00.

This includes competitions in which **students design, build, and then compete using a product** such as an automobile, robot, and/or other approved competition teams. Gene Haas Foundation certificates and logos may be downloaded at [ghaasfoundation.org](https://ghaasfoundation.org).

Up to \$200.00 can be used for GHF LOGO Stickers, Hats, and other promotional items may be purchased directly from the scholarship eligible category of our Pro Shop at <https://ghaasfoundation.ourproshop.com/>

Authorized uses of grant funds are:

- Registration fees
- Team clothing
- Costs of materials to build your product
- Small tools
- Travel and meal expenses
- Marketing, etc.

**UNDER NO CIRCUMSTANCES MAY GHF FUNDING BE USED FOR ANY PRODUCT OR SERVICE MANUFACTURED BY HAAS AUTOMATION AND/OR SOLD BY THE HFO NETWORK OF DISTRIBUTORS, INCLUDING THE PURCHASE OF MACHINES, TOOLING, AND SERVICE CALL REQUESTS.**

This grant is subject to the terms set forth in this letter, and by cashing the grant check you indicate that you agree to these terms. It is not necessary to issue a tax receipt for this donation.

Gene Haas Foundation checks are void after 90 days; a stop payment will be placed on all uncashed checks and will not be re-issued as the additional time and resources to reissue grant checks takes funding away from other well-deserving students. By not cashing this check, you will forfeit this grant.

Teams are eligible for an annual sponsorship grant; when applying again, you will need to acknowledge that you agree with our Grant Terms & Conditions including photos of your team during the building process and at your competition events. Additional questions can be answered by visiting our website's Q&A page or inquire by email at [GHF\\_CustomerSupport@haascnc.com](mailto:GHF_CustomerSupport@haascnc.com).

To learn more about competition team eligibility, including when to submit for next year's competition season (submission schedule), please visit our website in May 2026 for updates.

Thank you,

The Gene Haas Foundation Education Team

**2800 STURGIS ROAD • OXNARD CA 93030  
805/278-8520 • GHAASFOUNDATION.ORG**



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** April 2026

**Agenda Item:** Devine Education Foundation Donation

**Background Information:**

Grant approval for Spring 2026

**Administrative Consideration:**

Funds will be used to purchase specified items in each grant application

**Budgetary Consideration:**

Check to DISD for the approved donation. The funds for Teacher Appreciation are for this school year. All the other grants will be funded in the 2026-27 school year.

**Supporting Documents:**

▪ CES Behavior Unit	\$950
▪ CES Counselor	\$696
▪ CES Campus, Picnic Tables	\$6,950
▪ CES PreK, Play Centers	\$4,096
▪ DMS Shop	\$1,465
▪ DMS Art, Drying racks	\$390
▪ DHS Robotics	\$5,000
▪ Stuff the Backpack	\$2,000
▪ Teacher Appreciation Week	\$500
▪ FCCLA Nationals	\$2,085
○ Total	\$24,132

**Recommendation:**

Approve the \$24,132 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

Donated to: Devine ISD

Purpose of Donation: Various grants

Value of Donated Property: \$ 22,047.00

Describe/Itemize Donated Property: Specified in grant documents

Donor Imposed Restrictions, if any: \_\_\_\_\_

Brenda Gardner  
Donor Signature

April 13, 2026  
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: March 26, 2026

Agenda Item: Library Book Order

### Background Information:

EHB Legal states: Each member of the board of a district is entitled to review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district and propose changes to each list described by 33.026(a)(1) before the board votes to approve or reject the list. The board shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public.

### Administrative Consideration:

All books under consideration for purchase have been reviewed, and each title is in full compliance with established board policy. The list of books under consideration has been posted on the website, as required, for more than 30 days.

### Budgetary Consideration:

Already in the budget.

### Supporting Documents:

EHB (Legal/Local) Instructional Resources: Library Materials  
Book descriptions

### Recommendation:

Approve the book order.

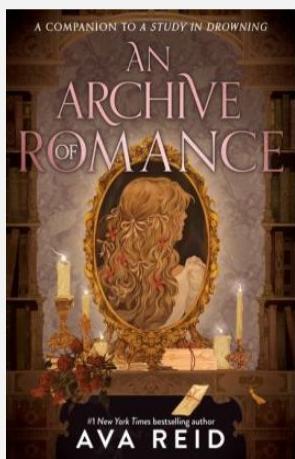
Respectfully Submitted by:

*Kailyn Rotramel*

*Kailyn Rotramel*  
*Library Services Director*

Approved by:

*Dr. Todd Grandjean*  
*Superintendent of Schools*



[View Larger](#)

## An archive of romance (#2516HH7)

by Reid, Ava

[1 review or award](#) | [1 full-text review](#)

**Hardcover** — Harper an imprint of HarperCollins Publishers, 2025

Price: **\$21.99**

**In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From Kirkus: **Ages 14-18**

Description: **226 pages** : color illustrations, 22 cm

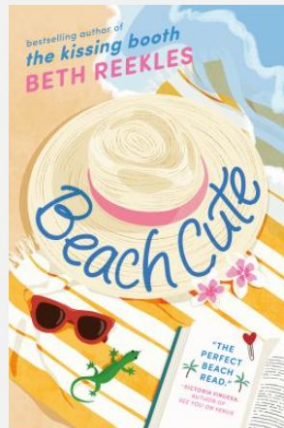
Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List](#) ▾

[Add a note ...](#)



[View Larger](#)

## Beach cute (#2263WE6)

by Reekles, Beth

[2 reviews & awards](#) | [4 full-text reviews](#)

**Paperback** — Delacorte Romance, 2024

Price: **\$12.99**

**In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
LEX 870L

From the publisher: **Age 14**  
From Booklist: **Grades 8-11**; Kirkus: **Ages 14-18**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**

Description: **372 pages** : illustrations, 21 cm

Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List](#) ▾

## Support Your Learning Objectives

### Learning Focus

[Fantasy](#)

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

### Library Classifications

[Man-woman relationships Fiction.](#)

[War Fiction.](#)

[War fiction.](#)

### Common Genres and Topics

[Dark Fantasy \(Young Adult Fiction; Fantasy\)](#)

[Historical \(Young Adult Fiction; Fantasy\)](#)

[Paranormal \(Young Adult Fiction; Romance\)](#)

[Romance \(Young Adult Fiction; Fantasy\)](#)

## Support Your Learning Objectives

### Student Wellbeing

[Change](#)

[Character Education](#)

[Identity](#)

[Overcoming Adversity](#)

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

### Learning Focus

[Coming of Age \(Literary Theme\)](#)

[Romance](#)

40

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

### Library Classifications

[Beaches Fiction.](#)

[Dating Fiction.](#)

[Humorous fiction.](#)

[Humorous stories.](#)

[Resorts Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

[Strangers Fiction.](#)

[Vacations Fiction.](#)



[View Larger](#)

## The boyfriend contract (#2688EH0)

by [Nguyen, Jenn P](#)

**Paperback** — Square Fish, 2025

Price: **\$12.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

From the publisher: **Ages 12-18**

Description: **310 pages; 21 cm**

Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List ▾](#)

[Add a note ...](#)

## Support Your Learning Objectives

*Learning Focus*

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Contracts Fiction.](#)

[Man-woman relationships Fiction.](#)

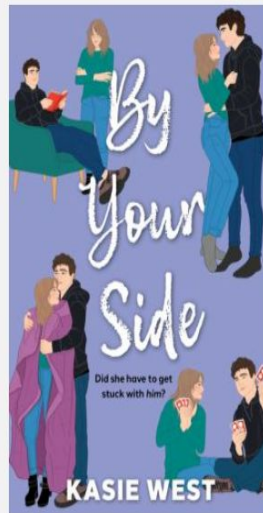
[Romance fiction.](#)

[Romance stories.](#)

[Surfers Fiction.](#)

*Common Genres and Topics*

[Contemporary \(Young Adult Fiction; Romance\)](#)



[View Larger](#)

## By your side (#2517HH3)

by [West, Kasie](#)

[4 reviews & awards](#) | [4 full-text reviews](#)

**Paperback** — Harper, an imprint of HarperCollinsPublishers, 2025

Price: **\$15.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

From Booklist: **Grades 8-11**; Kirkus: **Ages 13-18**, PW: **Ages 13-up**, SLJ: **Gr 7-Up**

Description: **342 pages; 21 cm**

Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List ▾](#)

[Add a note ...](#)

## Support Your Learning Objectives

*Diversity*

[Mental Health](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Character Education](#)

[Overcoming Adversity](#)

[Relationship Skills](#)

41

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Mental Health](#)

[Realistic Fiction](#)

[Relationship Skills](#)

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Dating Fiction.](#)

[High schools Fiction.](#)

[Man-woman relationships Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

*Common Genres and Topics*



## Coldwire (#2259DH5)

by Gong, Chloe

4 reviews & awards | 4 full-text reviews

**Hardcover** — Margaret K. McElderry Books, 2025

Price: **\$21.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**, Interest Level: YA  
From Booklist: **Grades 9-12**; Kirkus: **Ages 14-18**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**

Description: 483 pages : map, 24 cm.

Want |  First Choice

1

Update

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Move to Saved List ▾

## Support Your Learning Objectives

Learning Focus

Dystopian Science Fiction Thriller

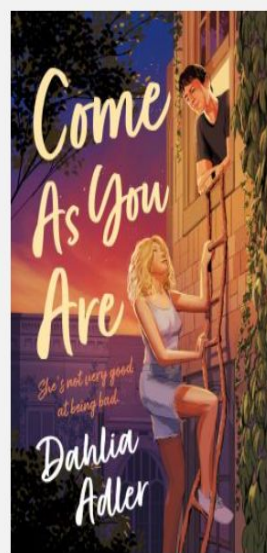
Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

Dystopian fiction. Dystopias Fiction. Military cadets Fiction. Spy stories. Terrorism Fiction. Virtual reality Fiction.

Common Genres and Topics

Dystopian (Young Adult Fiction) Espionage (Young Adult Fiction; Thrillers & Suspense) Romance (Young Adult Fiction; Science Fiction)



## Come as you are : a novel (#2084ZG2)

by Adler, Dahlia

4 reviews & awards | 5 full-text reviews

**Hardcover** — Wednesday Books, 2025

Price: **\$20.00**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From the publisher: **Ages 13-18**  
From Booklist: **Grades 9-12**; Kirkus: **Ages 13-18**; PW: **Ages 13-up**; SLJ: **Gr 7-Up**

Description: 310 pages; 22 cm

Want |  First Choice

1

Update

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Move to Saved List ▾

## Support Your Learning Objectives

Student Wellbeing

Internal Struggle Journey

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

Multicultural Romance School Stories

42

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

Boarding schools Fiction. Friendship Fiction. Romance fiction. Romance stories. School fiction. Schools Fiction. Self-actualization Fiction.

Common Genres and Topics

Juvenile Fiction



## A Cuban girl's guide to tea and tomorrow (Cuban Girl's Guide, Book 1) (#1955VQ2)

by Namey, Laura Taylor

4 reviews & awards | 4 full-text reviews

**Paperback** — Atheneum, an imprint of Simon & Schuster children's Publishing Division, c2020, p2021

Price: **\$13.99**

● **In stock.** Ready to ship.

Dewey: -Fic-, Audience: **Young Adult**; Interest Level: YA  
AR 4.7 UG 11 516015EN; LEX HL680L  
From the publisher: **Grades 7-12**  
From Booklist: **Grades 9-12**; Kirkus: **Ages 13-18**; PW: **Ages 12-up**; SLJ: **Gr 7-Up**  
Description: **308 pages**, 22 cm

Want |  First Choice

Update

[View Larger](#)

### Support Your Learning Objectives

Diversity

[Cultural Studies](#) [Latinx/Hispanic American](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

Student Wellbeing

[Feelings & Emotions](#) [Identity](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

[Hispanic/Latino](#) [Relationship Skills](#) [Romance](#) [Social-Emotional Learning](#)

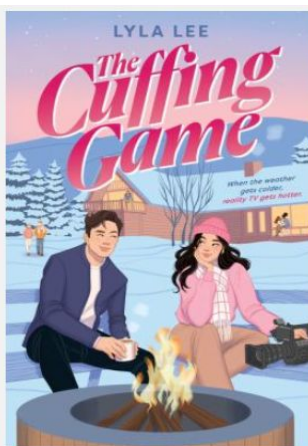
Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

[Cuban Americans Fiction.](#) [Dating Fiction.](#) [England Fiction.](#) [Loss Fiction.](#) [Love Fiction.](#) [Romance fiction.](#) [Tearooms Fiction.](#)

Common Genres and Topics

[Clean & Wholesome \(Young Adult Fiction; Romance\)](#) [Emotions & Feelings \(Young Adult Fiction; Social Themes\)](#)



## The Cuffing Game (#2512RH4)

by Lee, Lyla

3 reviews & awards | 4 full-text reviews

**Hardcover** — Harper, an imprint of HarperCollins Publishers, 2025

Price: **\$19.99**

● **In stock.** Ready to ship.

Dewey: -Fic-, Audience: **Young Adult**; Interest Level: YA  
From Booklist: **Grades 9-12**; Kirkus: **Ages 14-18**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**  
Description: **361 pages**, 22 cm

Want |  First Choice

Update

Remove

[Move to Saved List](#)

### Support Your Learning Objectives

Student Wellbeing

[Character Education](#) [Feelings & Emotions](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

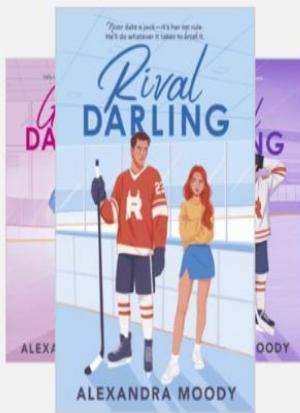
Learning Focus

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

[Dating shows \(Television programs\) Fiction.](#) [Korean Americans Fiction.](#) [Man-woman relationships Fiction.](#) [Romance fiction.](#) [Romance stories.](#)



[View Larger](#)

## Darling Devils Book Series [3-item series] (#A774169)

by [Moody, Alexandra](#)

**Paperback** — Avon

Price: **\$47.97**

● **Contains items available for pre-order.** Some items in this set are not yet available; we'll ship them to you upon release.

Audience: **Young Adult**; Interest Level: **YA**

Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List](#) ▾

## Support Your Learning Objectives

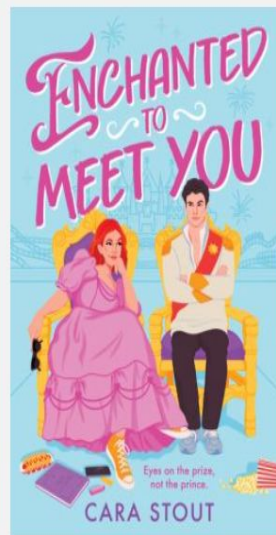
*Learning Focus*

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Dating Fiction.](#) [Hockey players Fiction.](#) [Man-woman relationships Fiction.](#) [Romance fiction.](#) [Romance stories.](#) [Sports fiction.](#) [Teenagers Fiction.](#)



## Enchanted to Meet You (#2357FJ8)

by [Stout, Cara](#)

1 review or award | 3 full-text reviews

**Paperback** — Avon A, 2026

Price: **\$12.99**

● **Special order.** Estimated ship time tbd.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**

From Booklist: **Grades 9-12**; Kirkus: **Ages 13-18**; SLJ: **Gr 9-Up**

Want |  |  First Choice

[Update](#)

[X Remove](#)

[Move to Saved List](#) ▾

## Support Your Learning Objectives

*Diversity*

[Folklore](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Change](#) [Identify](#) [Relationship Skills](#) [Responsible Decision Making](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

44

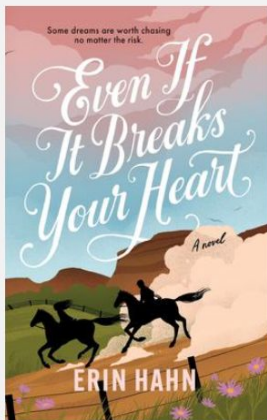
*Learning Focus*

[Coming of Age \(Literary Theme\)](#) [Humor](#) [Relationship Skills](#) [Responsible Decision-making](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Common Genres and Topics*

[Clean & Wholesome \(Young Adult Fiction; Romance\)](#) [Coming Of Age \(Young Adult Fiction\)](#) [Fairy Tales & Folklore \(Young Adult Fiction\)](#)  
[Romantic Comedy \(Young Adult Fiction; Romance\)](#)



[View Larger](#)

## Even if it breaks your heart (#2782LH8)

by [Hahn, Erin](#)

[3 reviews & awards](#) | [4 full-text reviews](#)

**FollettBound Glued** — Wednesday Books, 2024

Price: **\$26.57**

● **In stock.** Ready to ship.

**Built to last.** FollettBound books come with a **lifetime guarantee** — if the binding fails, we'll replace the book.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
AR 4.9 UG 12 554585EN

From the publisher: **Ages 13-18**

From Booklist: **Grades 10-12**, Kirkus: **Ages 14-18**, PW: **Ages 13-up**, SLJ: **Gr 9-Up**

Description: **313 pages**, 22 cm

Want |  |  First Choice

Update

✕ Remove

[Move to Saved List ▾](#)

## Support Your Learning Objectives

*Diversity*

[Rural](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Change](#) [Journey](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Family](#) [Journey \(Literary Theme\)](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Family life Fiction.](#) [Grief Fiction.](#) [Rodeos Fiction.](#) [Romance fiction.](#) [Romance stories.](#)

*Common Genres and Topics*

[Contemporary \(Young Adult Fiction; Romance\)](#) [Farm & Ranch Life \(Young Adult Fiction; Lifestyles\)](#) [Juvenile Fiction](#)

[Romantic Comedy \(Young Adult Fiction; Romance\)](#)



## Falling like leaves (#2258FH3)

by [Wilson, Misty](#)

[3 reviews & awards](#) | [4 full-text reviews](#)

**Hardcover** — Margaret K. McElderry Books, 2025

Price: **\$20.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From Booklist: **Grades 8-12**; Kirkus: **Ages 13-18**; SLJ: **Gr 7-Up**

Description: **339 pages**, 22 cm.

Want |  |  First Choice

Update

✕ Remove

[Move to Saved List ▾](#)

## Support Your Learning Objectives

*Diversity*

[Holidays & Traditions](#) [Rural](#) [Urban](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Friendship Stories](#) [Romance](#) [Rural Life](#) [Seasons](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Autumn Fiction.](#) [Connecticut Fiction.](#) [High school seniors Fiction.](#) [Interpersonal relations Fiction.](#) [New York \(N.Y.\) Fiction.](#) [Romance fiction.](#)  
[Romance stories.](#) [Small cities Fiction.](#)

*Common Genres and Topics*

[Contemporary \(Young Adult Fiction; Romance\)](#)



## The fangirl project (#2609TH2)

by Reekles, Beth

1 review or award | 4 full-text reviews

**Paperback** — Delacorte Romance, 2025

Price: **\$12.99**

**In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From Booklist: **Grades 8-12**; Kirkus: **Ages 13-18**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**

Description: 354 pages; 21 cm

Want |  First Choice

1

Update

Remove

Move to Saved List ▾

## Support Your Learning Objectives

*Student Wellbeing*

[Change](#) [Identity](#) [Internal Struggle](#) [Journey](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Coming of Age \(Literary Theme\)](#) [Realistic Fiction](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[College students Fiction.](#) [Man-woman relationships Fiction.](#) [Romance fiction.](#) [Romance stories.](#)



## Fearful (Powerless, Book 4) (#2280GJ2)

by Roberts, Lauren

**Hardcover** — Simon & Schuster Books for Young Readers, 2025

Price: **\$16.99**

**Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
AR 5.4 UG 8 556401EN

Description: 211 pages; 22 cm

Want |  First Choice

1

Update

Remove

Move to Saved List ▾

## Support Your Learning Objectives

*Diversity*

[Human Rights & Civil Rights](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Overcoming Adversity](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Fantasy](#) [Overcoming Adversity \(Literary Theme\)](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

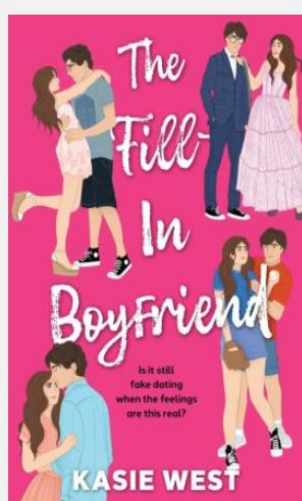
*Library Classifications*

[Fantasy fiction.](#) [Kings, queens, rulers, etc. Fiction.](#)

*Common Genres and Topics*

[Class Differences \(Young Adult Fiction; Social Themes\)](#) [Dark Fantasy \(Young Adult Fiction; Fantasy\)](#) [Juvenile Fiction](#) [Romance \(Young Adult Fiction; Fantasy\)](#)

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## The fill-in boyfriend (#2517JH8)

by West, Kasie

2 reviews & awards | 3 full-text reviews

**Paperback** — HarperTeen, an imprint of HarperCollins Publishers, 2015

Price: **\$15.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From Booklist: **Grades 8-11**; SLJ: **Gr 9-Up**

Description: **344 pages**; **21 cm**

Want |  |  First Choice

Update

✕ Remove

Move to Saved List ▾

### Support Your Learning Objectives

Diversity

Women's Studies

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

Student Wellbeing

Character Education | Feelings & Emotions | Identity | Overcoming Adversity | Relationship Skills

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

Romance

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

High schools Fiction. | Romance fiction. | Teenagers Fiction.

Common Genres and Topics

Clean & Wholesome (Young Adult Fiction; Romance) | Coming Of Age (Young Adult Fiction) | Contemporary (Young Adult Fiction; Romance)



## Finding her edge (#2996DHX)

by Iacopelli, Jennifer

2 reviews & awards | 2 full-text reviews

**Paperback** — G.P. Putnam's Sons, 2025

Price: **\$12.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
LEX 880L

From the publisher: **Age 12**  
From Kirkus: **Ages 12-17**; SLJ: **Gr 8-Up**

Description: **291 pages**; **21 cm**

Want |  |  First Choice

Update

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### Support Your Learning Objectives

Student Wellbeing

Feelings & Emotions | Relationship Skills

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

Family Stories | Relationship Skills | Romance | Social-Emotional Learning | Sports Fiction

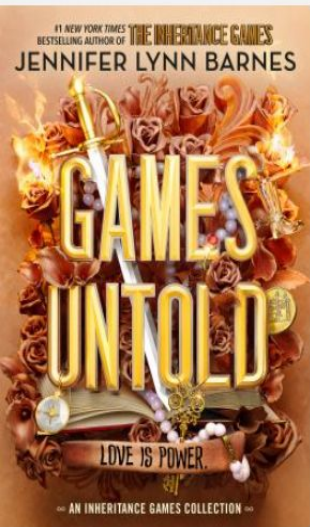
Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

Athletes Fiction. | Ice skating Fiction. | Romance fiction. | Romance stories. | Sports fiction.

Common Genres and Topics

Contemporary (Young Adult Fiction; Romance) | Juvenile Fiction | Siblings (Young Adult Fiction; Family) | Winter Sports (Young Adult Fiction; Sports & Recreation)



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## Support Your Learning Objectives

*Student Wellbeing*

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Mystery](#)

[Relationship Skills](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Family life Fiction.](#)

[Inheritance and succession Fiction.](#)

[Short stories.](#)

[Wealth Fiction.](#)

*Common Genres and Topics*

[Action & Adventure \(Young Adult Fiction\)](#)

[Contemporary \(Young Adult Fiction; Romance\)](#)

[Juvenile Fiction](#)

[Mysteries & Detective Stories \(Young Adult Fiction\)](#)

[Siblings \(Young Adult Fiction; Family\)](#)

[Thrillers & Suspense \(Young Adult Fiction\)](#)

## Games untold (Inheritance Games, Book 5)

(#2615KE2)

by [Barnes, Jennifer Lynn](#); illustrated by [Truman, Lucy](#)

**Hardcover** — Little, Brown and Company, 2024

Price: **\$18.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

AR 5 UG 14 552239EN

From the publisher: **Grades 7 and up**

Description: **434 pages** : illustrations; **22 cm.**

Want |  |  First Choice

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## Give me a sign (#2506EE5)

by [Sortino, Anna](#)

[6 reviews & awards](#) | [4 full-text reviews](#)

**Paperback** — G.P. Putnam's Sons, c2023, p2024

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

AR 4.8 UG 11 551614EN; LEX HL720L

From the publisher: **Age 12**

From Booklist: **Grades 7-10**; Kirkus: **Ages 12-18**; PW: **Ages 12-up**; SLJ: **Gr 7-Up**

Description: **303 pages**; **21 cm**

Want |  |  First Choice

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## Support Your Learning Objectives

*Diversity*

[Physical Disabilities & Special Needs](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Determination](#) [Overcoming Adversity](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Determination \(Literary Theme\)](#) [Diverse Abilities](#) [Overcoming Adversity \(Literary Theme\)](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[American Sign Language Fiction.](#)

[Blind people Fiction.](#)

[Camp counselors Fiction.](#)

[Camps Fiction.](#)

[Deaf people Fiction.](#)

[Interpersonal relations Fiction.](#)

[Romance fiction.](#)

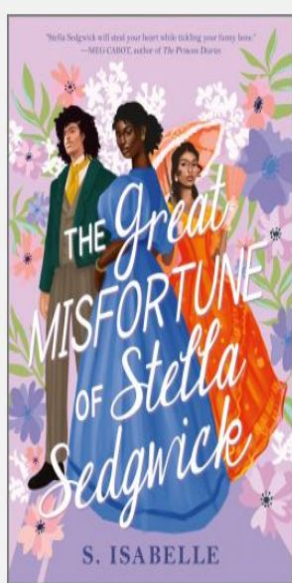
[Romance stories.](#)

*Common Genres and Topics*

[Disability \(Young Adult Fiction\)](#)

[Juvenile Fiction](#)

48



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## The great misfortune of Stella Sedgwick

(#2133KH2)

by Isabelle, S

4 reviews & awards | 4 full-text reviews

**Hardcover** — Storytide, an imprint of HarperCollinsPublishers, 2025

Price: **\$19.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Age 13**

From Booklist: **Grades 7-12**; Kirkus: **Ages 13-18**; PW: **Ages 13-up**; SLJ: **Gr 7-10**

Description: **340 pages**; **22 cm**

Want |  |  First Choice

Update

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### Support Your Learning Objectives

Learning Focus

[Historical Fiction](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

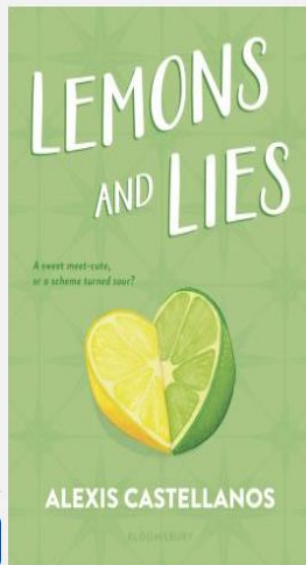
Library Classifications

[Black people England Fiction.](#) [England History 19th century Fiction.](#) [Historical fiction.](#) [Inheritance and succession Fiction.](#) [Romance fiction.](#)

[Romance stories.](#) [Social classes Fiction.](#)

Common Genres and Topics

[Historical \(Young Adult Fiction; Romance\)](#) [Juvenile Fiction](#)



[View Larger](#)

## Lemons and lies (#2406ZJ4)

by Castellanos, Alexis

3 reviews & awards | 3 full-text reviews

**FollettBound Glued** — Bloomsbury, 2025

Price: **\$24.79**

● **10+ in stock.** Ready to ship.

**Built to last.** FollettBound books come with a **lifetime guarantee** — if the binding fails, we'll replace the book.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Age 13**

From Booklist: **Grades 9-12**; Kirkus: **Ages 12-18**; SLJ: **Gr 9-Up**

Description: **328 pages**; **21 cm**

Want |  |  First Choice

Update

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### Support Your Learning Objectives

Student Wellbeing

[Feelings & Emotions](#) [Relationship Skills](#)

49

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Library Classifications

[Man-woman relationships Fiction.](#) [Romance fiction.](#) [Teenagers Fiction.](#)

Common Genres and Topics

[Emotions & Feelings \(Young Adult Fiction; Social Themes\)](#) [Family \(Young Adult Fiction\)](#) [Romantic Comedy \(Young Adult Fiction; Romance\)](#)



## Grumpy darling (Darling Devils, Book 2) (#2344YH5)

by [Moody, Alexandra](#)

**Paperback** — Avon A, 2025

Price: **\$15.99**

**In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

Description: 387 pages; 21 cm.

Want |  First Choice

Update

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Add a note ...

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

### Learning Focus

Romance

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

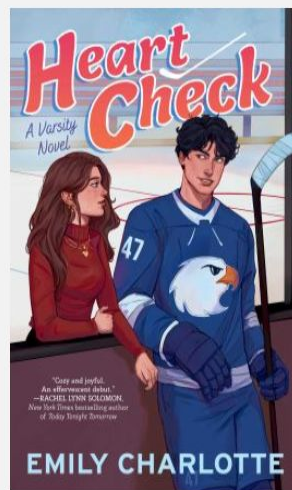
### Library Classifications

Dating Fiction. Figure skaters Fiction. Hockey players Fiction. Man-woman relationships Fiction. Romance fiction. Romance stories. Sports fiction.

Teenagers Fiction.

### Common Genres and Topics

Clean & Wholesome (Young Adult Fiction; Romance) Coming Of Age (Young Adult Fiction) Contemporary (Young Adult Fiction; Romance)



## Heart check : a varsity novel (#2258MH4)

by [Charlotte, Emily](#)

4 reviews & awards | 4 full-text reviews

**Hardcover** — Margaret K. McElderry Books, 2025

Price: **\$20.99**

**Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA

From Booklist: **Grades 9-12**; **Kirkus**: **Ages 14-18**; **PW**: **Ages 14-up**; **SLJ**: **Gr 8-10**

Description: 294 pages; 22 cm

Want |  First Choice

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## Support Your Learning Objectives

### Learning Focus

Hockey

Romance

School Stories

Sports

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

### Library Classifications

High schools Fiction.

Hockey players Fiction.

Jewelry making Fiction.

Romance fiction.

Romance stories.

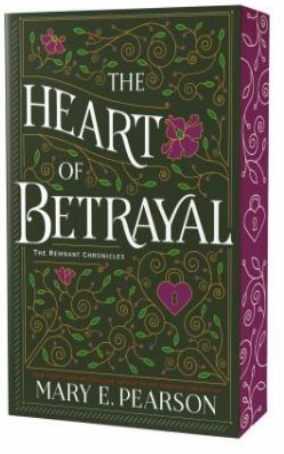
School fiction.

Schools Fiction.

Teenagers Fiction.

### Common Genres and Topics

Juvenile Fiction



[View Larger](#)

## The heart of betrayal (#2975FF0)

by [Pearson, Mary E](#)

[7 reviews & awards](#) | [5 full-text reviews](#)

**Paperback** — Square Fish, 2025

Price: **\$14.99**

● **In stock.** Ready to ship.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**

**AR 5.5 UG 17 177105EN; LEX HL780L**

From the publisher: **Ages 14-18**

From Booklist: **Grades 9-12; Kirkus: Ages 14-17; SLJ: Gr 9-Up**

Description: **473 pages** : map, 21 cm.

Want |  First Choice

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[View Larger](#)

## Hearts overboard (#2259WE9)

by [Dean, Becky](#)

[3 reviews & awards](#) | [3 full-text reviews](#)

**Paperback** — Delacorte Romance, 2024

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**  
**LEX HL660L**

From the publisher: **Age 12**

From Booklist: **Grades 7-10; Kirkus: Ages 12-18; SLJ: Gr 8-Up**

Description: **360 pages** : map, 21 cm

Want |  First Choice

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## Support Your Learning Objectives

*Diversity*

[Women's Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Identity](#)

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Fantasy](#)

[Identity \(Literary Theme\)](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Fantasy fiction.](#)

[Fantasy.](#)

[Magic Ficiton.](#)

[Man-woman relationships Fiction.](#)

[Princesses Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

*Common Genres and Topics*

[Dystopian \(Young Adult Fiction\)](#)

[Fantasy \(Juvenile Fiction\)](#)

[Juvenile Fiction](#)

[Love & Romance \(Juvenile Fiction\)](#)

[Romance \(Young Adult Fiction; Fantasy\)](#)

[Royalty \(Juvenile Fiction\)](#)

## Support Your Learning Objectives

*Student Wellbeing*

[Internal Struggle](#)

[Journey](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Internal Struggle \(Literary Theme\)](#)

[Journey \(Literary Theme\)](#)

[Realistic Fiction](#)

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Alaska Fiction.](#)

[Interpersonal relations Fiction.](#)

[Ocean travel Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

*Common Genres and Topics*

[Juvenile Fiction](#)

[New Experience \(Young Adult Fiction; Social Themes\)](#)

[Romance \(Young Adult Fiction\)](#)

[Travel & Transportation \(Young Adult Fiction\)](#)



[View Larger](#)

## Hearts overboard (#2259WE9)

by [Dean, Becky](#)

3 reviews & awards | 3 full-text reviews

**Paperback** — Delacorte Romance, 2024

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -Fic-, Audience: **Young Adult**; Interest Level: YA  
LEX HL660L

From the publisher: **Age 12**

From Booklist: **Grades 7-10**; Kirkus: **Ages 12-18**; SLJ: **Gr 8-Up**

Description: **360 pages** : map; 21 cm

Want |  |  First Choice

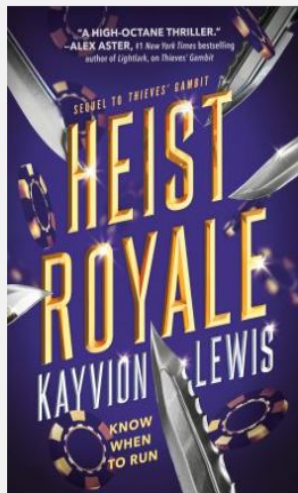
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[Add a note ...](#)

[See the 3 formats no longer available ...](#)



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## Heist royale (Thieves' Gambit, Book 2) (#2996ZHx)

by [Lewis, Kayvion](#)

1 review or award | 1 full-text review

**Paperback** — Nancy Paulsen Books, 2025

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -Fic-, Audience: **Young Adult**; Interest Level: YA  
AR 5.2 UG 11 555898EN; LEX HL730L

From the publisher: **Age 12**

From Kirkus: **Ages 13-18**

Description: **302 pages**; 21 cm

Want |  |  First Choice

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## Support Your Learning Objectives

*Student Wellbeing*

[Internal Struggle](#) [Journey](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Internal Struggle \(Literary Theme\)](#) [Journey \(Literary Theme\)](#) [Realistic Fiction](#) [Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Alaska Fiction.](#) [Interpersonal relations Fiction.](#) [Ocean travel Fiction.](#) [Romance fiction.](#) [Romance stories.](#)

*Common Genres and Topics*

[Juvenile Fiction](#) [New Experience \(Young Adult Fiction; Social Themes\)](#) [Romance \(Young Adult Fiction\)](#) [Travel & Transportation \(Young Adult Fiction\)](#)

## Support Your Learning Objectives

*Learning Focus*

[Adventure](#) [Romance](#) [Thriller](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

52

*Library Classifications*

[Contests Fiction.](#) [Robbers and outlaws Fiction.](#) [Romance fiction.](#) [Romance stories.](#) [Thrillers \(Fiction\)](#)

*Common Genres and Topics*

[Action & Adventure \(Young Adult Fiction\)](#) [Juvenile Fiction](#) [Romance \(Young Adult Fiction\)](#) [Thrillers & Suspense \(Young Adult Fiction\)](#)



[View Larger](#)

## House of quiet (#2608KH0)

by [White, Kiersten](#)

[4 reviews & awards](#) | [4 full-text reviews](#)

**Hardcover** — Delacorte Press, 2025

Price: **\$19.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Age 12**

From Booklist: **Grades 9-12**; Kirkus: **Ages 12-adult**; SLJ: **Gr 8-Up**

Description: **296 pages**; **24 cm**

Want |  |  First Choice

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## How to be the best third wheel (#1643KZ4)

by [De Villa, Loridee](#)

**FollettBound Glued** — Wattpad Books, c2022, p2021

Price: **\$21.94**

● **Special order.** Estimated ship time tbd.

**Built to last.** FollettBound books come with a **lifetime guarantee** — if the binding fails, we'll replace the book.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Grades 7-9**; **Ages 12-14**

Description: **330 pages**; **21 cm**

Want |  |  First Choice

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[Add a note ...](#)

## Support Your Learning Objectives

### Learning Focus

[Dark Fantasy](#)

[Fantasy](#)

[Horror](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags](#)

### Library Classifications

[Ability Fiction.](#)

[Fantasy fiction.](#)

[Fantasy.](#)

[Missing persons Fiction.](#)

[Sisters Fiction.](#)

### Common Genres and Topics

[Juvenile Fiction](#)

## Support Your Learning Objectives

### Student Wellbeing

[Overcoming Adversity](#)

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

### Learning Focus

[Romance](#)

53

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

### Library Classifications

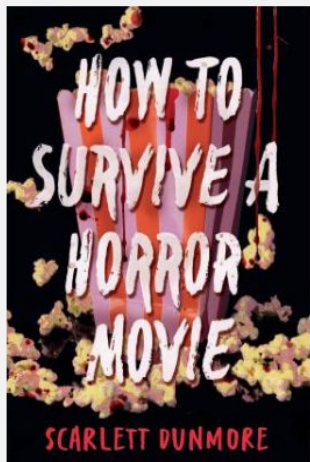
[Best friends Fiction.](#)

[Romance fiction.](#)

[Teenage girls Fiction.](#)

### Common Genres and Topics

[Clean & Wholesome \(Young Adult Fiction; Romance\)](#)



[View Larger](#)

## How to survive a horror movie (#2475LH8)

by [Dunmore, Scarlett](#)

[2 reviews & awards](#) | [3 full-text reviews](#)

**Hardcover** — Union Square & Co., 2025

Price: **\$19.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Grades 9 and up**

From Kirkus: **Ages 14-18**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**

Description: **342 pages**; **22 cm**

Want |  |  First Choice

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### Support Your Learning Objectives

*Student Wellbeing*

[Overcoming Adversity](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Horror](#) [Mystery](#) [School Stories](#) [Violence](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Boarding schools Fiction.](#) [Ghost stories.](#) [Ghosts Fiction.](#) [Horror fiction.](#) [Horror films Fiction.](#) [Horror stories.](#) [School fiction.](#) [Schools Fiction.](#)

[Serial murders Fiction.](#) [Thrillers \(Fiction\)](#)

*Common Genres and Topics*

[Juvenile Fiction](#)



[View Larger](#)

## How we play the game (#1786QV0)

by [Nedd, Alexis](#)

[4 reviews & awards](#) | [4 full-text reviews](#)

**Hardcover** — Bloomsbury, 2025

Price: **\$20.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Age 14**

From Booklist: **Grades 9-12**; Kirkus: **Ages 13-18**; PW: **Ages 14-up**; SLJ: **Gr 8-Up**

Description: **294 pages**; **22 cm**

Want |  |  First Choice

[Update](#)

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### Support Your Learning Objectives

*Diversity*

[Cultural Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Identity](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Games & Gaming](#) [Multicultural](#) [Romance](#)

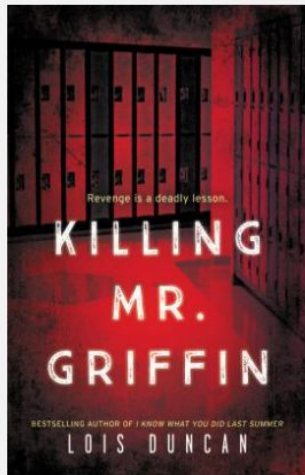
Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Competition \(Psychology\) Fiction.](#) [Dating Fiction.](#) [eSports \(Contests\) Fiction.](#)

*Common Genres and Topics*

[Contemporary \(Young Adult Fiction; Romance\)](#) [Diversity & Multicultural \(Young Adult Fiction\)](#) [Humorous \(Young Adult Fiction\)](#)



[View Larger](#)

## Killing Mr. Griffin (#1280WZ6)

by Duncan, Lois

11 reviews & awards | 1 full-text review

**Paperback** — Little, Brown, and Company, 2020

Price: **\$12.99**

**In stock.** Ready to ship.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**

**AR 4.8 UG 8 772EN; LEX 720L; F&P Z**

From the publisher: **Grades 7 and up**

From SLJ: **Gr 8-Up**

Description: **248 pages; 22 cm**

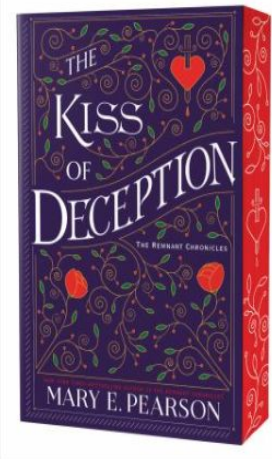
Want |  First Choice

1

Update

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## The kiss of deception (#2454VG5)

by Pearson, Mary E

10 reviews & awards | 6 full-text reviews

**Paperback** — Square Fish, 2025

Price: **\$14.99**

**In stock.** Ready to ship.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**

**AR 5.5 UG 17 167708EN; LEX 830L**

From the publisher: **Ages 14-18**

From Booklist: **Grades 9-12; Kirkus: Ages 14-17; PW: Ages 14-up; SLJ: Gr 9-Up**

Description: **489 pages ; maps; 22 cm.**

Want |  First Choice

1

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## Support Your Learning Objectives

*Student Wellbeing*

[Change](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Change \(Literary Theme\)](#)

[Horror](#)

[Thriller](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Detective and mystery fiction.](#)

[Murder Fiction.](#)

[Teachers Fiction.](#)

*Common Genres and Topics*

[Coming Of Age \(Young Adult Fiction\)](#)

[Horror \(Young Adult Fiction\)](#)

[Juvenile Fiction](#)

[Mysteries & Detective Stories \(Juvenile Fiction\)](#)

[Mysteries & Detective Stories \(Young Adult Fiction\)](#)

[School & Education \(Juvenile Fiction\)](#)

[Violence \(Young Adult Fiction; Social Themes\)](#)

## Support Your Learning Objectives

*Student Wellbeing*

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Fantasy](#)

[Relationship Skills](#)

[Romance](#)

55

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Deception Fiction.](#)

[Fantasy fiction.](#)

[Fantasy.](#)

[Princesses Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

*Common Genres and Topics*

[Epic \(Young Adult Fiction; Fantasy\)](#)

[Fantasy \(Juvenile Fiction\)](#)

[Juvenile Fiction](#)

[Love & Romance \(Juvenile Fiction\)](#)

[Royalty \(Juvenile Fiction\)](#)



## The kissing booth (Kissing Booth, Book 1)

(#0858MJ0)

by Reekles, Beth

1 review or award | 4 full-text reviews

**Paperback** — Ember, c2012, p2013

Price: **\$13.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

AR 4.4 UG 13 164210EN; LEX HL600L

From the publisher: **Age 14**

From Booklist: **Grades 9-12**; Kirkus: **Ages 14+**; PW: **Ages 14-up**; SLJ: **Gr 9-Up**

Description: **442 pages**; **22 cm**

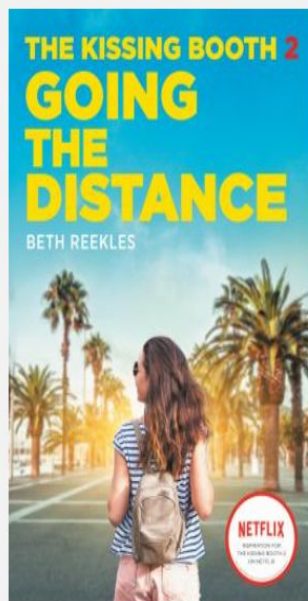
Want |  |  First Choice

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## Going the distance : the kissing booth 2 (Kissing Booth, Book 2) (#1282CY5)

by Reekles, Beth

**Paperback** — Ember, 2020

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

AR 4.9 UG 11 511769EN; LEX HL700L

From the publisher: **Age 14**

Description: **330 pages**; **21 cm**

Want |  |  First Choice

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### Support Your Learning Objectives

Diversity

[Gender Studies](#)

[Women's Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

Student Wellbeing

[Feelings & Emotions](#)

[Overcoming Adversity](#)

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Library Classifications

[Interpersonal relations Fiction.](#)

[Man-woman relationships Fiction.](#)

[Teenagers Fiction.](#)

Common Genres and Topics

[Emotions & Feelings \(Young Adult Fiction; Social Themes\)](#)

[Friendship \(Young Adult Fiction; Social Themes\)](#)

[Girls & Women \(Juvenile Fiction\)](#)

[Juvenile Fiction](#)

[Love & Romance \(Juvenile Fiction\)](#)

[Romance \(Young Adult Fiction\)](#)

### Support Your Learning Objectives

Student Wellbeing

[Character Education](#)

[Overcoming Adversity](#)

[Relationship Skills](#)

56

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Library Classifications

[Interpersonal relations Fiction.](#)

[Long-distance relationships Fiction.](#)

[Love Fiction.](#)

[Man-woman relationships Fiction.](#)

[Romance fiction.](#)

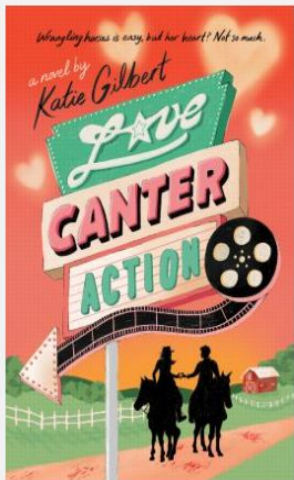
[Teenagers Fiction.](#)

Common Genres and Topics

[Contemporary \(Young Adult Fiction; Romance\)](#)

[Dating & Sex \(Young Adult Fiction; Social Themes\)](#)

[Friendship \(Young Adult Fiction; Social Themes\)](#)



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## Love, canter, action (#2521SG2)

by Gilbert, Katie

1 review or award | 1 full-text review

**Paperback** — Union Square & Co., 2025

Price: **\$13.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
LEX HL700L

From the publisher: **Grades 9 and up**

From SLJ: **Gr 9-Up**

Description: 282 pages; 22 cm

Want |  First Choice

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## Love in the Spotlight Book Series [2-item series]

(#A731567)

by Shiloh, Toni

**Paperback** — Bethany House, a division of Baker Publishing Group

Price: **\$34.98**

● **In stock.** Ready to ship.

Audience: **Adult**; Interest Level: **AD**

Want |  First Choice

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## Support Your Learning Objectives

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[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

[Actors and actresses Fiction.](#)

[Dating Fiction.](#)

[Horsemanship Fiction.](#)

[Man-woman relationships Fiction.](#)

[Romance fiction.](#)

[Romance stories.](#)

Common Genres and Topics

[Juvenile Fiction](#)

## Support Your Learning Objectives

Library Classifications

57

[Christian fiction.](#)

[Man-woman relationship Fiction.](#)

[Romance fiction.](#)



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## Love & lattes (#2475BF9)

by [Reekles, Beth](#)

[3 reviews & awards](#) | [3 full-text reviews](#)

**Paperback** — Delacorte Romance, c2023, p2024

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**  
**LEX 880L**

From the publisher: **Age 14**

From Booklist: **Grades 9-12**; Kirkus: **Ages 15-adult**; PW: **Ages 12-up**

Description: **372 pages**; **22 cm**

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## Support Your Learning Objectives

*Student Wellbeing*

[Character Education](#) [Overcoming Adversity](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

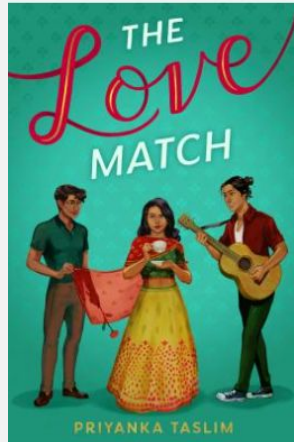
*Learning Focus*

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Internship programs Fiction.](#) [Man-woman relationships Fiction.](#) [Rich people Fiction.](#) [Romance fiction.](#) [Romance stories.](#)



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## The love match (#2604BA2)

by [Taslim, Priyanka](#)

[5 reviews & awards](#) | [4 full-text reviews](#)

**Hardcover** — Salaam Reads, 2023

Price: **\$19.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**  
**AR 6.2 UG 14 556274EN**; **LEX 920L**

From Booklist: **Grades 9-12**; Kirkus: **Ages 12-18**; PW: **Ages 12-up**; SLJ: **Gr 7-Up**

Description: **386 pages**; **22 cm**

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## Support Your Learning Objectives

*Diversity*

[Asian American](#) [Cultural Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Change](#) [Feelings & Emotions](#) [Identity](#) [Journey](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Asian American](#) [Family](#) [Identity \(Literary Theme\)](#) [Journey \(Literary Theme\)](#) [Romance](#)

58

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Bengali Americans Fiction.](#) [Dating Fiction.](#) [Family life Fiction.](#) [Love Fiction.](#) [Romance fiction.](#)

*Common Genres and Topics*

[Asian American & Pacific Islander \(Young Adult Fiction\)](#) [Emotions & Feelings \(Young Adult Fiction; Social Themes\)](#) [Juvenile Fiction](#)  
[Romantic Comedy \(Young Adult Fiction; Romance\)](#)



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## Love unmasked (#2117TH2)

by Dean, Becky

[2 reviews & awards](#) | [2 full-text reviews](#)

**Paperback** — Delacorte Romance, 2025

Price: **\$12.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
LEX HL680L

From the publisher: **Age 12**

From Kirkus: **Ages 14-18**; SLJ: **Gr 8-Up**

Description: **372 pages**; **21 cm**

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## Meet Me Under the Lights (#2079UJ7)

by Miller, Cassie

[2 full-text reviews](#)

**Paperback** — Viking Books for Young Re, 2026

Price: **\$13.99**

● **Available for pre-order.** This item is scheduled for release on **March 3, 2026**.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: YA  
From Booklist: **Grades 8-12**; Kirkus: **Ages 12-18**

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## Support Your Learning Objectives

*Student Wellbeing*

[Internal Struggle](#) [Journey](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Romance](#)

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*Library Classifications*

[Masks Fiction.](#) [Romance fiction.](#) [Romance stories.](#) [School field trips Fiction.](#) [Secrecy Fiction.](#) [Teenage girls Fiction.](#) [Venice \(Italy\) Fiction.](#)

*Common Genres and Topics*

[New Experience \(Young Adult Fiction; Social Themes\)](#) [Parents \(Young Adult Fiction; Family\)](#) [Romance \(Young Adult Fiction\)](#)

## Support Your Learning Objectives

*Diversity*

[Rural](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Bullying](#) [Social Awareness](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics](#)

*Learning Focus*

[Baseball & Softball](#) [Romance](#) [Rural Life](#) [Social Issues](#) [Sports](#)

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## Mint to be (#2388SH9)

by [Cicatelli-Kuc, Katie](#)

[1 review or award](#) | [1 full-text review](#)

**Paperback** — Scholastic Inc., 2025

Price: **\$10.99**

● **10+ in stock.** Ready to ship.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

AR 4.4 UG 8 556907EN

From Kirkus: **Ages 12-17**

Description: **291 pages**; **21 cm**

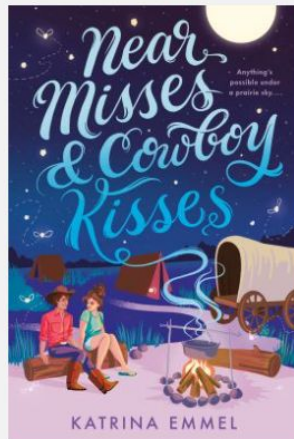
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## Near misses & cowboy kisses (#2688RE0)

by [Emmel, Katrina](#)

[3 full-text reviews](#)

**FollettBound Glued** — Delacorte Romance, 2024

Price: **\$22.62**

● **10+ in stock.** Ready to ship.

**Built to last.** FollettBound books come with a **lifetime guarantee** — if the binding fails, we'll replace the book.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**

LEX 870L

From the publisher: **Age 12**

From Kirkus: **Ages 12-18**; **PW: Ages 12-up**; **SLJ: Gr 7-10**

Description: **277 pages**; **22 cm**

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## Support Your Learning Objectives

*Diversity*

[Holidays & Traditions](#) [Rural](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Friendship Stories](#) [Holiday Stories](#) [Relationship Skills](#) [Romance](#) [Rural Life](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Christmas Fiction.](#) [Friendship Fiction.](#) [Interpersonal relations Fiction.](#) [Man-woman relationships Fiction.](#) [Romance fiction.](#) [Romance stories.](#)

[Teenagers Fiction.](#)

## Support Your Learning Objectives

*Diversity*

[Rural](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Learning Focus*

[Humor](#) [Romance](#) [Rural Life](#)

60

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

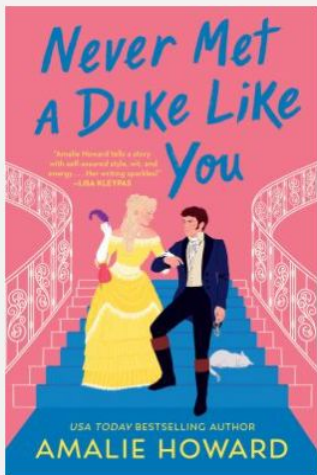
*Library Classifications*

[Cowboys Fiction.](#) [Nebraska Fiction.](#) [Outdoor recreation Fiction.](#) [Romance fiction.](#) [Romance stories.](#)

*Common Genres and Topics*

[Clean & Wholesome \(Young Adult Fiction; Romance\)](#) [Contemporary \(Young Adult Fiction; Romance\)](#) [Juvenile Fiction](#)

[Romantic Comedy \(Young Adult Fiction; Romance\)](#)



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## Never met a duke like you (#2565CB2)

by Howard, Amalie

3 reviews & awards | 4 full-text reviews

**Paperback** — Forever, 2023

Price: **\$16.99**

● **Special order.** Estimated ship time tbd.

Dewey: 813; Audience: **Adult**; Interest Level: **AD**

Description: 370 pages; 21 cm.

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## Never vacation with your ex (#2936EC3)

by Wibberley, Emily

4 reviews & awards | 4 full-text reviews

**Paperback** — Viking, c2023, p2024

Price: **\$12.99**

● **Special order.** Estimated ship time tbd.

Dewey: -Fic-; Audience: **Young Adult**; Interest Level: **YA**  
LEX 770L

From the publisher: **Age 12**

From Booklist: **Grades 9-12**; Kirkus: **Ages 13-18**; PW: **Ages 12-up**; SLJ: **Gr 8-Up**

Description: 327 pages; 22 cm

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## Support Your Learning Objectives

Diversity

[Cultural Studies](#)

[Gender Studies](#)

[Women's Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

Library Classifications

[Dating services Fiction.](#)

[England Social life and customs 19th century Fiction.](#)

[Inheritance and succession Fiction.](#)

[Man-woman relationship Fiction.](#)

[Nobility Fiction.](#)

[Romance fiction.](#)

Common Genres and Topics

[Feminist \(Fiction\)](#)

[Historical \(Fiction\)](#)

[Humorous \(Fiction\)](#)

[Romantic Comedy \(Fiction; Romance\)](#)

[Victorian \(Fiction; Romance; Historical\)](#)

## Support Your Learning Objectives

Student Wellbeing

[Change](#)

[Journey](#)

[Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

Learning Focus

[Family](#)

[Journey \(Literary Theme\)](#)

[Romance](#)

61

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

Library Classifications

[Dating Fiction.](#)

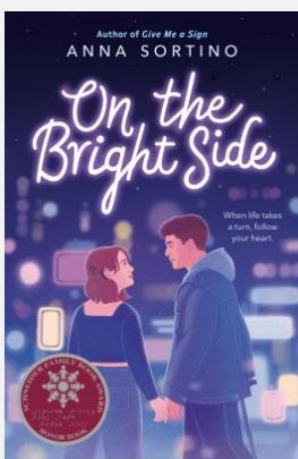
[Family life Fiction.](#)

[Romance fiction.](#)

[Vacations Fiction.](#)

Common Genres and Topics

[Juvenile Fiction](#)



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## On the bright side (#2751VGX)

by [Sortino, Anna](#)

5 reviews & awards | [3 full-text reviews](#)

**Paperback** — Putnam / G.P. Putnam's Sons, 2025

Price: **\$12.99**

● **In stock.** Ready to ship.

Dewey: -**Fic-**; Audience: **Young Adult**; Interest Level: **YA**

From the publisher: **Age 12**

From Kirkus: **Ages 12-18**; **PW: Ages 12-up**; **SLJ: Gr 8-Up**

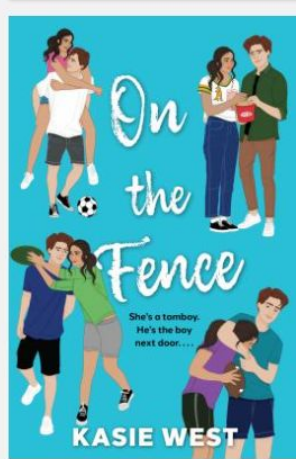
Description: 305 pages; 21 cm

Want |  |  First Choice

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## On the fence (#2517LH2)

by [West, Kasie](#)

3 reviews & awards | [3 full-text reviews](#)

**Paperback** — Harper, an imprint of HarperCollins Publishers, 2026

Price: **\$15.99**

● **Available to order.** Estimated to ship in 2-4 weeks.

Dewey: -**Fic-**; Audience: **Young Adult**; Interest Level: **YA**

From Booklist: **Grades 8-11**; **PW: Ages 13-up**; **SLJ: Gr 8-Up**

Description: 295 pages; 21 cm

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## Support Your Learning Objectives

*Diversity*

[Physical Disabilities & Special Needs](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Determination](#) [Overcoming Adversity](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Determination \(Literary Theme\)](#) [Diverse Abilities](#) [Overcoming Adversity \(Literary Theme\)](#) [Romance](#)

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*Library Classifications*

[Adjustment Fiction.](#) [Deaf people Fiction.](#) [High schools Fiction.](#) [Multiple sclerosis Fiction.](#) [People with disabilities Fiction.](#) [Romance fiction.](#)

[Romance stories.](#) [School fiction.](#) [Schools Fiction.](#)

*Common Genres and Topics*

[Juvenile Fiction](#)

## Support Your Learning Objectives

*Diversity*

[Mental Health](#) [Women's Studies](#)

Improve how students view and accept themselves and others — [explore all Diversity Topics ...](#)

*Student Wellbeing*

[Change](#) [Character Education](#) [Identity](#) [Internal Struggle](#) [Overcoming Adversity](#) [Relationship Skills](#)

Help students understand emotions, show and feel empathy, and make responsible decisions — [explore all Student Wellbeing Topics ...](#)

*Learning Focus*

[Coming of Age \(Literary Theme\)](#) [Grief & Loss](#) [Identity \(Literary Theme\)](#) [Mental Health](#) [Relationship Skills](#) [Romance](#) [Strong Female Protagonist](#)



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## Floating World Duology Book Series [2-item series]

(#A741015)

by [Oh, Axie](#)

**Hardcover** — Feiwel and Friends

Price: **\$39.98**

● **In stock.** Ready to ship.

Audience: **Young Adult**; Interest Level: YA

Want |  |  First Choice

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## Support Your Learning Objectives

*Learning Focus*

[Fantasy](#)

[Folklore](#)

[Romance](#)

Discover materials to support teaching key skills, text structure, and writing styles — [explore all Follett Tags ...](#)

*Library Classifications*

[Ability Fiction.](#)

[Fantasy fiction.](#)

[Fantasy.](#)

[Romance fiction.](#)

[Romance stories.](#)



## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: April 20, 2026

Agenda Item: Revise 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:

The District's previously approved Teacher Incentive Allotment (TIA) spending plan was returned by the Texas Education Agency (TEA) for revisions due to updates to TIA guidelines. TEA indicated that the plan included payments from the administrative portion (10%) to individuals who are not eligible to receive those funds under the revised guidelines. The revised spending plan removes those payments and aligns the use of the administrative portion with TEA requirements. The updated plan is being presented for Board consideration and approval.

Budgetary Consideration:

Supporting Documents:

Revised DHS Spending Plan for TIA

Recommendation:

Approve the Revised TIA Spending Plan for DHS.

Respectfully Submitted by:

  
Todd Grandjean  
Superintendent of Schools

# DEVINE INDEPENDENT SCHOOL DISTRICT

Devine High School

2025–2026 Teacher Incentive Allotment (TIA) Compensation Distribution Plan

Board Submission Draft #2

---

## 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.

---

## 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.

# 90% Allocation (Teacher Compensation)

---

## Designated Teacher Payout Summary

Scenario	Timing	Payout Eligibility	Payment Timing	Notes
<b>Retirement (End of Year)</b>	Completes school year	Eligible for prior year + current year allotment	May of retirement year	Includes final year earnings
<b>Contract Completion / Voluntary Departure</b>	After contract ends	Eligible for prior year + final year allotment	May of departure year	Standard payout
<b>Resignation/Retirement Before End of Year</b>	Before school year ends	Not eligible	N/A	Unless qualifying life event approved
<b>Late Resignation (After Deadline)</b>	After 50-day notice deadline	Not eligible	N/A	Considered contract violation
<b>Post–Winter Roster Departure</b>	After Class Roster Winter Submission	Not eligible (forfeited)	N/A	Funds redistributed to eligible teachers

---

## Post–Winter Roster Redistribution Plan

For designated teachers who leave the district after the Class Roster Winter Submission in October, (i.e., teachers who generated an allotment but are no longer employed by the district):

Situation	Action Taken	Compliance Requirement
Teacher generated allotment but departs	Funds retained by district	Must remain on same campus
Redistribution of funds	Paid to returning teachers (087)	Same department prioritized
All redistributed funds	Applied to teacher compensation	Must meet 90% rule by August 31

---

**\*Note: All compensation from the TIA allotment is automatically TRS eligible. TRS has limits (10% or \$10,000 increase per year) on eligible salary increases in the last 3-5 years prior to retirement. More information on this can be obtained by contacting your TRS Benefit Counselor.)**

# 10% Allocation (Program Support & Implementation)

---

## Included Roles & Uses

- TIA Compliance and Testing Officer
  - District TIA Portfolio Lead
  - TIA Professional Development, Testing, and Data Management Systems
- 

## Distribution Principles

### Leadership Accountability

The TIA Compliance and Testing Officer (District TIA Lead) ensures districtwide compliance, data integrity, and alignment with TEA requirements.

### Documentation & Portfolio Integrity

The District TIA Portfolio Lead oversees submission processes and ensures accuracy of all required documentation.

### Program Sustainability & Capacity Building

Professional development, testing systems, and data management tools support long-term success, accuracy, and scalability of the TIA program.

---

## Percentage Distribution

Category	% Allocation	Max	Total Allocation
TIA District Lead/Testing Officer	50%	\$8,000	50%
District TIA Portfolio Lead	10%	\$1,500	10%
TIA Professional Development, Testing & Data Systems	40%		40%
<b>Total</b>			<b>100%</b>

---

# Rationale

## Leadership Oversight (50%)

Ensures compliance, oversees implementation, and maintains alignment with TEA standards.

## Portfolio Management (10%)

Ensures accurate submission of all required TIA portfolio components and supports campuses.

## Program Support & Sustainability (40%)

Supports:

- Professional development for teachers and administrators
- Assessment and testing systems
- Data tracking and reporting tools
- Compliance monitoring systems

---

# Approval Signatures

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