

# 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 May 18, 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. Administer Statement of Elected Officer and Oath of Office to District 3, and District 4 Trustees**
  - 5. Recognize Outgoing Board Member**
  - 6. Closed Session**
    - A. Personnel (TGC 551.074)
      1. Deliberate appointment of a public officer
  - 7. Reconvene from Closed Session**
  - 8. Action Items Discussed in Closed Session**
    - A. Personnel
      1. Reorganization of Board Officers
        - a. Elect School Board President
        - b. Elect School Board Vice-President
        - c. Elect School Board Secretary
    - B. Consider and take possible action to appoint Board Governance Committee Members
- 9. Public Hearing on Accelerated Instruction Program**
- 10. Administrative Reports and Discussion**
  - A. Central Office Reports
    1. Superintendent's Reports, Todd Grandjean
      - a. Monthly Report on Board Priorities: 1. Increase student success and continue a tradition of student achievement 2. Continue successful partnerships with the community, teachers and parents to support our schools and achieve student success 3. Align facilities and technology improvements

with needs and career opportunities	
4. Maintain Highly Qualified teachers and retain staff	
5. Increase trade career opportunities and continue to develop enhanced technology resources for all students	
b. Bond Projects Update	
c. Safety & Security Report, Michael Gomez	
d. Monthly Activity Calendar	
e. 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 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>11. Consent Agenda</b>	
A. Minutes of Board Meeting (s)	4
<b>12. Action Item(s):</b>	
A. Consider and Take Possible Action to Approve Innovative Courses	14
B. Consider and Take Possible Action to Adopt the 2026-2027 Compensation Plan	29
C. Consider and discuss the budget and take possible action to set a date for a third budget workshop, if needed.	
D. Consider and take possible action to set date for public hearing to adopt the budget	41
<b>13. Closed Session</b>	
A. Personnel (TGC 551.074)	
1. Consider and discuss superintendent goals & contract terms	
2. Personnel Update	
B. Considering discipline of a public school child, or complaint or charge against personnel. (551.082)	
<b>14. Reconvene from Closed Session</b>	
<b>15. Action Items Discussed in Closed Session</b>	
A. Personnel	
1. Consider and take possible action on Superintendent's Goals and Contract Terms	

## 16. Adjournment

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*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



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: May 18, 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 April 20, 2026, called board meeting/budget workshop on May 5, 2026, and called board meeting on May 12, 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 Monday, April 20, 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 (arrived at 6:31 p.m.), Chris Davis, Candace Esparza.

**Guests Present:** Shelby Haass, Gina Morales, Joslyn Wilson, Doug Bull, Anton Riecher (The Devine News), LeeAnn McReynolds

**School Officials Present:** Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of HR/Info Mgmt), Kandi Darnell (DMS Principal), Lysandra Reyes (Intermediate Principal), Mark Raygosa (Elementary Principal), JodiAnn Dzierzanowski (DAEP/DLA Principal), Jenni Hagdorn (Special Ed Director), Shannon Ramirez (CFO), Geri Woods (Recording Secretary)

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

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

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

#### 3. Citizen Communication

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

#### 4. Report School Board Continuing Education Hours

Nancy Pepper reported the continuing education hours for each board member. Full report is attached.

#### 5. Administrative Reports and Discussion

##### A. Central Office Reports

- 1. Superintendent's Monthly Reports on board priorities, 2023 Bond Projects, Safety & Security, Monthly/District Calendars
  - a. Consider and Discuss Intruder Detection Audit Report Findings. Dr. Grandjean reported that one of our campuses had findings in their latest Intruder Detection audit. Confidential information will be discussed in closed session.
- 2. Director of HR/Info Mgmt Monthly Report
- 3. Director of Special Education Monthly Reports

##### B. Business Office Monthly Reports and Payment of Bills

##### C. Principals' Reports on Campus Strategies Campus Sports and Activities

- 1. Devine High School Principal's Report
- 2. Devine Middle School Principal's Report
- 3. Devine Intermediate School Principal's Report
- 4. JJ Ciavarra Elementary School Principal's Report

##### D. Directors' Monthly Reports

#### 6. Consent Agenda

Candace Esparza moved and seconded by Alixana Buvinghausen 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 March 26 Regular Board Meeting and March 30, 2026 Called Board Meeting.
- B. Budget Amendment
- C. Approve request of Athletic and Band Boosters for an increase in scholarship funds.
- D. Approve donation from the Gene Haass Foundation for Robotics
- E. Approve Devine Education Foundation Grant Donations

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

- A. Carl Brown moved and seconded by Keri James to approve Library Book Order as presented. This motion passed, 7-0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno, Pepper. Those opposed: 0
- B. Candace Esparza moved and seconded by Alixana Buvinghausen to approve the Teacher Incentive Allotment Spending Plan as presented. 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 6:55 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, 551.076, and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

- A. Personnel (TGC 551.074)
- 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)

Carl Brown left the meeting at 7:23 p.m.

**9. Reconvene from Closed Session**

The board reconvened in open session at 7:26 p.m.

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

- A. Personnel
  - 1. Keri James moved and seconded by Candace Esparza to approve extending professional contracts as recommended by the superintendent. This motion passed, 6-0. Those in favor: Buvinghausen, Davis, Esparza, James, Moreno, Pepper. Those opposed: 0; Absent: Carl Brown
  - B. Chris Davis moved and seconded by Alixana Buvinghausen to Approve Staff Members as Guardians for the Guardian Program pending completion of all requirements as discussed in closed session. This motion passed, 6-0. Those in favor: Buvinghausen, Davis, Esparza, James, Moreno, Pepper Those opposed: 0; Absent: Carl Brown

**11. Adjournment**

Henry Moreno moved and seconded by Keri James to adjourn. This motion passed, 6-0. Those in favor: Buvinghausen, Davis, Esparza, James, Moreno, Pepper Those opposed: 0; Absent: Carl Brown

Meeting adjourned at 7:27 p.m.

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Board President

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Board Secretary

# 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

## Professional Contract Recommendations for 2026-2027 school year

<b>1 year term contract:</b>	
Theresa Barron	Professional Educator Diagnostician (10.5 mo)
Chase Burnside	Professional Educator LSSP (10.5 mo)
Lori Burnside	Professional Educator SLP (10.5 mo)
Kristin Coleman	Professional Educator LSSP (10.5 mo)
Melissa Cruz	Professional Educator LPC (10.5 mo)
Cassandra Eads	Professional Educator SLP (10.5 mo)
Lisa Guevara	Professional Educator Diagnostician (10.5 mo)
Vanessa Lucero	Professional Educator Diagnostician (10.5 mo)
Lori Ralph	Occupational Therapist – Registered (60 days)
Zachary Robles	professional educator/dual/coach (10 mo)
Elsa De Los Santos	Speech Language Pathologist Assistant (10 mo)
Joslyn Wilson	District Nurse (10 mo)

<b>1 year term professional educator contract (10 mo):</b>			
<b>Elementary</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>High School</b>
Isabel Arevalo	Valerie Blake	Tiffany Balencia	Tammy Bishop
Brittany Briscoe	Kristen Brashear	Shana Beaty	Jose Guardiola
Alison Brown	Lisa Conn	Sarah Boehme	Dawn Hamby
Mary Brown	Molly Dougherty	Gerald Bolgren, III	Christie Kendrick-Ferguson
Jennifer Carroll	Alexandra Escobar	Jennifer Bollman	Betsy Leal
Kari Davis	Lynssi Grubb	Roxanne Freas	Kara Navarro
Gail Duffer	Shy Hershberger	Patricia Garcia	Marta Perret
Melinda DuGosh	Kathryn McKinney	Greg Gerles	Marisol Rangel-Garcia
Kate Fitch	Gensen Morales	Christian Guerra	Javier Reyes
Lauren Garrison	Joe Navarro	Dianna Jeffers	Melissa Simmons
Melissa Gutierrez	Julie Persyn	Bill Lorraine	Nicole Suhr
Jessica Harrold	Bethany Pinckard	Shelly Polasek	Patricia Taitano
Mallory Hicks	Melody Riou	Michele Rumfield	Alejandra Vera
Jennifer Hinnant	Monica Sanchez	Jennifer Toalson	James Wilcox
Sabrina Long	Nikki Taylor	Vanessa Warren	
Silvia Lozano Martinez	Robyn Wheeler		
Megan Martinez			
Carly Parson			
Julie Petrash			
Emily Sadler			
Ronda Shelton			
Lindy Teetsel			
Kelsie Thomas			
Michelle Vinton			
Donna Zapata			
<b>1 year term professional educator contract (10.5 month)</b>			
Julia Hoog	Robin Gibson	Farrah Schueling	Karla Korczynski
<b>1 year term professional educator contract (11 month)</b>			
	Katelyn Blanton	Tracie Carr	Kathryn Fowler
			Vicki Watts
<b>1 year term non-certified professional educator contract (11 month)</b>			
Drew Redding	8		

<b>Elementary</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>High School</b>
<b>1 year term professional educator contract (12 month)</b>			
			Chad Saunders
			Adrianna Segura
<b>1 year probationary professional educator contract (12 month)</b>			
			Orlando Nava
<b>1 year term professional educator/dual-coach contract (10 Month)</b>			
		Mark Mangold	Jacob Alegria
		Kara Stacy	Lon Cozby
		Michael Sotelo	Bartolomi Oropeza
		Zachary Valenzuela	Julie Oropeza
			Heath Poppe
			Devin Rotramel
			Hannah Thompson
<b>1 year term DOI professional educator/dual-coach contract (10 Month)</b>			
			Joseph Sadler
<b>1 year term professional educator/dual/band director contract (11.5 months)</b>			
		Thomas Settles	
<b>1 year term probationary professional educator/dual/band director contract (11 months)</b>			
			Alexander Olguin
<b>1 year probationary professional educator contract (10 month)</b>			
Christine Aviles	Kristen Bendele	Alyssa Gonzalez	Christina Morales
Ray Casarez	Jean Deleza	Susan Umphres	Linsey Outlaw
Shelby Haass	Abigail Gosling	Dorothy Uzzell	Katherine Rumfield
Christen Keilman	Emory Kinsey		
Rebecca Kelley	Kimberly Lane		
Kyleen Littlefield	Valencia Lowe		
Valeria McCulloch	Crystal Marquez		
Sarah Palacios	Zoe Martin		
Samantha Rodriguez	Tiffany McGinn		
	Elisia Mitchell		
	Sara Nicholson		
	Elisabeth Savage-Alvarez		
<b>1 year probationary professional educator /Dual-Coach contract (10 month)</b>			
Alejandra Mora		Mario DeLeon	Jacob Campsey
		Isabella Gutierrez	Manuel Martinez, III
		Matthew Saenz	Saraya Sierra
			Erica Squire
<b>1 year probationary professional non-certified educator /Dual-Coach contract (10 month)</b>			
			Jacob Sadler
			Jennifer Schott
<b>1 year probationary non-certified professional educator contract (10 month)</b>			
		Jason Mohr	Adrienne Fernandez
		Juliza Pimentel-Flores	Julie Garcia
<b>Non-certified athletic trainer contract (207 days)</b>			
			Ruben Alston

# 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 Tuesday, May 5, 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), Carl Brown, Chris Davis, Candace Esparza, Alixana Buvinghausen

**Guests Present:** Kailyn Rotramel, Joslyn Wilson, Linsey Outlaw, Britny Stricker, Kandy Stein, Shelby Haass, Jessica Alexander

**School Officials Present:** Dr. Todd Grandjean (Superintendent), Michael Gomez (DHS Principal), Kandi Darnell (DMS Principal), Lysandra Reyes (Intermediate Principal), Mark Raygosa (Elementary Principal), JodiAnn Dzierzanowski (DAEP/DLA Principal), Jenni Hagdorn (Special Ed Director), Shannon Ramirez (CFO), Geri Woods (Recording Secretary)

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

Nancy Pepper called this meeting of the Devine Independent School District Board of Trustees to order at 6:00 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 Keri James, Candace Esparza, Henry Moreno, Chris Davis, Carl Brown, Ali Buvinghausen, and Nancy Pepper were present.

#### 2. Citizen Communication

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

#### 3. Budget Workshop

A. Budget Presentation and Discussion by Shannon Ramirez

4. Candace Esparza moved and seconded by Carl Brown to approve the 2026-2027 Salary and Stipend Tables as presented. This motion passed, 7-0

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

Those opposed: 0

#### 5. Consider and Take Possible Action to Adopt the 2026-2027 Compensation Plan

No action taken.

6. Keri James moved and seconded by Henry Moreno to Approve Donation from Band Boosters as presented. This motion passed, 7-0

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

Those opposed: 0

7. Candace Esparza moved and seconded by Alixana Buvinghausen to set May 12, 2026 at 5:00 p.m. to canvass the election as discussed. This motion passed, 7-0

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

Those opposed: 0

#### 8. Adjournment

Henry Moreno moved and seconded by Keri James to adjourn. This motion passed, 7-0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Moreno,

Pepper. Those opposed: 0

Meeting adjourned at 7:01 p.m.

# Minutes of Called Meeting to Canvass Election

## The Board of Trustees

### Devine ISD

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A Called Meeting to Canvass Election of the Board of Trustees of Devine ISD was held on Tuesday, May 12, 2026 beginning at 5:00 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016

**Board Members Present:** Nancy Pepper (President), Keri James (Secretary), Alixana Buvinghausen, Candace Esparza.

**Board Members Absent:** Carl Brown, Chris Davis, Henry Moreno (Vice-President).

**Guests Present:** None.

**School Officials Present:** Dr. Todd Grandjean (Superintendent), 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 5:00 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 Keri James, Candace Esparza, Ali Buvinghouse, and Nancy Pepper were present.

#### 2. Citizen Communication

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

#### 3. CONSIDERATION AND APPROVAL OF A RESOLUTION CANVASSING THE RETURNS AND DECLARING THE RESULTS OF A SCHOOL BOARD ELECTION

The results of the elections were read into the record as shown in the attached document. Keri James moved and seconded by Candace Esparza to adopt a resolution canvassing the returns and declaring the results of a School Board election as presented. This motion passed, 4-0.

#### 4. Issued Certificates of Election for District 3 and District 4

#### 5. Adjournment

Alixana Buvinghausen moved and seconded by Candace Esparza to adjourn. This motion passed, 4-0. Those in favor: Buvinghausen, Esparza, James, Pepper. Those opposed: 0. Absent: Brown, Davis, Moreno.

Meeting adjourned at 5:05 p.m.

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Board President

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Board Secretary

**DEVINE ISD SCHOOL BOARD ELECTION**  
**Election Date: May 2, 2026**  
**OFFICIAL RESULTS**

	EARLY VOTING	ELECTION DAY	TOTALS
<b>SINGLE MEMBER DISTRICT 3</b>			
BRITNY STRICKER	25	18	43
KRISTI GENTRY	17	6	23
<b>SINGLE MEMBER DISTRICT 4</b>			
NANCY PEPPER	28	17	45
MATTHEW BALDERRAMA	23	3	26



Devine Independent School District

605 W. Hondo Ave., Devine, Texas 78016

(830) 851-0795 Fax (830) 663-6706
Scott Sostarich, Superintendent

RESOLUTION DECLARING RESULTS OF REGULAR TRUSTEE ELECTIONS

THE STATE OF TEXAS §
COUNTY OF MEDINA §

On this the 12th day of May, 2026, the Board of Trustees of the Devine Independent School District convened with the following members present:

Handwritten signatures: Keri James, Nancy Pepper, Candace Esparza, Alixana Buringhausen

and the following absent:

Handwritten signatures: Carl Brown, Henry Moreno, Chris Davis

constituting a quorum, and among other proceedings had by said Board of Trustees was the following:

There came to be considered the returns of the regular election held on the 2nd day of May, 2026, for the purpose of electing two members to the Board of Trustees and said returns of said election having been duly canvassed by the Board of Trustees, each of the candidates in said election received the following votes:

Table with 3 columns: Name of Candidate, District No., Total Votes Received. Rows include Britny Stricker, Kristi Gentry, Nancy Pepper, Matthew Balderrama.

It is, therefore, found and declared by the Board of Trustees of the Devine Independent School District that the above mentioned trustee election was duly called, that notice of said election was duly posted, and that said election was held in accordance with law, that at said election Britny Stricker (Single Member District #3) and Nancy Pepper (Single Member District #4) were elected to the Board of Trustees of said School Board subject to taking oath of office.

The Resolution Declaring Results of Regular Election being read, it was moved and seconded that same be approved. Thereupon, the question being called for, the following members of said Board voted AYE:

James, Esparza, Buringhausen, Pepper and the following voted NO: NONE.

Handwritten signature: Nancy Pepper
Presiding Officer, Board of Trustees
Devine Independent School District



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: May 18, 2026

Agenda Item: Innovative Courses for 2026-27

Background Information:

EHBJ (LEGAL)

A district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

With the approval of the board, a district may offer, without changes or deletions to content, any state-approved innovative course.

Administrative Consideration:

1. **Methodology for Academic and Personal Success (MAPS)**

PEIMS Code: N1130021

Grade Levels: 9–10

Credit: 1.0

2. **Kinesiology I (KINES1)**

PEIMS Code: N1302104

Grade Levels: 9–10

Credit: 1.0

Budgetary Consideration:

Supporting Documents:

EHBJ (LEGAL) Special Programs: Innovative and Magnet Programs

Kinesiology Course Description

MAPS Course Description


Recommendation:

Respectfully Submitted by:

Approved by:

*Michael Gomez*

Michael Gomez  
DHS Principal

  
Todd Grandjean  
Superintendent of Schools

## Kinesiology I

PEIMS Code: N1302104

Abbreviation: KINES1

Grade Level(s): 9–10

Award of Credit: 1.0

### State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.

Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in *Kinesiology I* that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9 or 10. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
  - (3) This course is designed to introduce students to the basic concepts of Kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.
  - (4) To pursue a career in the health science industry, students should learn to reason,

think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.

- (5) The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment.
  - (6) Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
  - (7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (8) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) express ideas in a clear, concise, and effective manner;
    - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and
    - (C) identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
  - (2) The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to:
    - (A) demonstrate appropriate verbal and written strategies such as correct pronunciation of medical terms and spelling in a variety of health science scenarios;
    - (B) employ increasingly precise language to communicate; and
    - (C) translate technical material related to the health science industry.
  - (3) The student uses verbal and nonverbal communication skills. The student is expected to:
    - (A) identify components of effective and non-effective communication;
    - (B) demonstrate effective communication skills for responding to the needs of individuals in a diverse society;
    - (C) evaluate the effectiveness of conflict-resolution techniques in various situations; and
    - (D) accurately interpret, transcribe, and communicate medical vocabulary

- using appropriate technology.
- (4) The student implements the leadership skills necessary to function in a democratic society. The student is expected to:
    - (A) identify traits of a leader;
    - (B) demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building; and
    - (C) demonstrate the ability to effectively conduct and participate in meetings.
  - (5) The student discusses various careers in kinesiology-related fields, the diversity of knowledge that characterizes the field of kinesiology, and how societal changes have increased the demand for kinesiology graduates. The student is expected to:
    - (A) compare the educational requirements for associate's, bachelor's, and master's degrees';
    - (B) differentiate between a certification, registration, and licensure;
    - (C) describe kinesiology-related careers by including a definition of the career, three duties, educational requirements, and employment opportunities; and
    - (D) explain what changes in society have increased Kinesiology employment.
  - (6) The student explains the importance of early exposure to physical activity for optimal growth, motor development, and physical literacy. The student is expected to:
    - (A) define kinesiology and explain its importance of human motion;
    - (B) define growth, motor development, and physical literacy and outline the various stages of development;
    - (C) describe the various factors affecting optimal growth, motor development, and physical literacy across the life cycle; and
    - (D) demonstrate an understanding of individual differences in growth and motor development and how they affect the design of movement-based activities.
  - (7) The student examines the skeletal framework and its movements as the foundation for all movement. The student is expected to:
    - (A) classify joints according to structure and explain the relationship between a joint structure and its capacity for movement;
    - (B) identify the factors, including joint structure, age and gender, and muscle size that contribute to joint range of motion (ROM) and stability;
    - (C) explain a joint's range of motion, evaluate the range, and describe desirable procedures for changing when indicated;
    - (D) define the orientation positions and planes of the body and the axes of motion, including sagittal, transverse, frontal; and
    - (E) demonstrate and name fundamental movement patterns using correct movement terminology.
  - (8) The student investigates the structure and function of the muscular system. The student is expected to:

- (A) describe the structure and properties of the whole muscle, fast and slow twitch muscle fibers, and the myofibril;
  - (B) define the roles a muscle may play such as agonist, antagonist, and synergist and explain the interdependence between them and their roles in a specified movement;
  - (C) define the types of muscular contraction, including concentric, eccentric, and static, and name and demonstrate each type of action; and
  - (D) analyze the force-velocity and length-tension relationships of muscular contraction and explain the significance of these relationships in static and dynamic movements.
- (9) The student investigates the structure and function of the muscular system and describe the neuromuscular basis of human motion. The student is expected to:
- (A) define and describe the functions of the basic structures of the nervous system;
  - (B) explain how graduations in strength of muscle contraction and precision of movement occur;
  - (C) define the receptors that are important in musculoskeletal movement;
  - (D) explain how the various receptors function and describe the effect each has on musculoskeletal movement;
  - (E) describe reflex action and enumerate and differentiate among the reflexes that affect musculoskeletal action; and
  - (F) demonstrate a basic understanding of volitional movement by describing the nature of the participation of the anatomical structures and mechanisms involved.
- (10) The student investigates the structure and function of the shoulder region. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the shoulder region;
  - (B) define and demonstrate the movements possible in the joints of the shoulder region;
  - (C) define and locate the muscles and muscle groups of the shoulder region, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the arm and trunk with respect to joint and muscle actions; and
  - (E) describe the common injuries of the shoulder region.
- (11) The student investigates the structure and function of the elbow, forearm, wrist, and arm. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the elbow, forearm, wrist, and hand;
  - (B) define and demonstrate the movements possible in the joints of the elbow, forearm, wrist, and hand regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the elbow, forearm,

- wrist, and hand, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the forearm, hand, and fingers with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the forearm, elbow, wrist, and fingers.
- (12) The student investigates the structure and function of the hip region. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the pelvic girdle and hip joint;
  - (B) define and demonstrate the movements possible in the pelvic girdle and hip joint, regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the pelvis and hip, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the pelvis and thigh with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the pelvis, hip, and thigh.
- (13) The student investigates the structure and function of the knee, ankle, and foot. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the knee, ankle, and foot;
  - (B) define and demonstrate the movements possible in the knee, ankle, and foot, regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the knee, ankle, and foot, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the knee, ankle, and foot with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the knee, ankle, and foot.
- (14) The student investigates the structure and function of the spinal column and thorax. The student is expected to:
- (A) locate, and describe the structure and ligamentous reinforcements of the articulations of the spinal column and thorax;
  - (B) define and demonstrate the movements possible in the joints of the spinal column and thorax including the muscles and muscle groups regardless of starting position;
  - (C) analyze the fundamental movements of the spinal column and thorax with respect to joint and muscle actions; and
  - (D) describe the common injuries of the spinal column and thorax.
- (15) The student examines the fundamental principles of biomechanics, take measurements, and perform calculations. The student is expected to:

- (A) compare the terms mechanics and biomechanics and explain the difference;
  - (B) define the terms kinematics, kinetics, statics, and dynamics, and state how each relates to the structure of biomechanics of study; and
  - (C) solve problems that identify different units of measurement related to kinesiology.
- (16) The student demonstrates knowledge of the skeletomuscular and neuromuscular mechanisms involved in the standing position. The student is expected to:
- (A) identify the physiological functions of the skeletomuscular and neuromuscular systems in regard to standing posture;
  - (B) discuss the role of genetics and lifestyle choices on the effects of our skeletomuscular and neuromuscular systems in relation to standing posture;
  - (C) distinguish the factors that affect stability and energy cost of the erect position; and
  - (D) analyze the posture of individuals of different ages and body builds using static and dynamic movements such as overhead squat assessment.
- (17) The student describes the fundamentals of human motion. The student is expected to:
- (A) identify the kinds of motion experienced by the human body and describe the factors that cause and modify motions;
  - (B) create a scenario that uses the terms that describe linear and rotary motion: position, displacement, distance, speed, velocity, and acceleration; and
  - (C) describe the relationship between linear and rotary movement and explain the significance of this relationship to human motion.
- (18) The student demonstrates knowledge of a selected motor skill, breaking down into component phases and identifying starting and ending points. The student is expected to:
- (A) identify the muscle groups active in a variety of motor skills;
  - (B) analyze the joint actions and planes of motion for a selected motor skill by observing and recording via video dynamic movement patterns;
  - (C) explain the skill acquisition process and describe the stages of learning a skill;
  - (D) describe the types of feedback and their roles in skill learning; and
  - (E) design a learning environment using effective practice methods.

**Recommended Resources and Materials:**

Hamilton, N., Luttgens, K. (2002). *Kinesiology: Scientific Basis of Human Motion*. (Tenth Edition). New York, NY. McGraw-Hill.

Klavora, P. (2016). *Scientific Foundations of Kinesiology: Studying Human Movement and*

Klavora, P. (2019). Foundations of Kinesiology: Studying Human Movement and Health 3rd Edition. Toronto, ON: Kinesiology Books Publisher.

Klavora, P. (2019). Introduction to Kinesiology: A Biophysical Perspective 2nd Edition. Toronto, ON: Kinesiology Books Publisher

Peter Kloavora has online resources available from his three textbooks. Once the instructor or student logs in they have access to worksheets, power points, and study guides.

Hamilton, N., Lutgens, K. (2002). Kinesiology: Scientific Basis of Human Motion. (Tenth Edition). New York, NY. McGraw-Hill.

### Recommended Course Activities:

- Skeletal Muscle Model
  - Have the students create a model of the skeletal muscle and label each structure
  - Students will write a paragraph describing how a skeletal muscle works
- Muscle placement
  - Teacher will provide the students with a copy of the human skeleton and a copy of major muscles, that can be cut out.
  - The students will cut out the muscles and place them properly on the skeleton.
  - They will label the muscles and provide the origin and insertion for each muscle provided.
- Muscle movement
  - Students will create a 3D muscle model of the arm with supplies provided by the teacher.
  - Students will label the humerus, ulna, radius, biceps, and triceps. They will also label which muscle is agonist and which one is antagonist.
  - They will write a paragraph explaining how the muscles work together to move the arm.
- Muscle Fatigue
  - Students will pair up and each group will have a stopwatch.
  - One student will perform up to 3 exercises such as wall sits, calf raises, and push ups. Each exercise will be done continuously for 5 minutes. After each exercise, the student will record how their muscles felt at each minute.
  - They will also answer questions about what muscles were being used for each exercise and questions about lactic acid buildup.
- Create a Plan
  - Each student will be given some type of sports injury
  - The student will need to identify the muscle/tendons/ligaments injured. They will then create a rehabilitation exercise plan for the injury.
  - Students will need to show different exercises that need to be done as the athlete gradually gets stronger.

The activities mentioned above relate to the course because they cover the basic anatomy and

## Kinesiology I

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physiology of the skeletal muscle and body mechanics. They will be able to observe the movement of muscles, fatigue muscles, and injured muscles.

### Suggested methods for evaluating student outcomes:

- Daily Assessments
- An exit question about the lesson that was taught
- Quizzes
- Weekly Assessments
- Chapter Tests
- Projects

### Teacher qualifications:

An assignment for Kinesiology I is allowed with one of the following certificates:

- Health Science: Grades 6-12.
- Health Science Technology Education Certification 8-12 with a background in kinesiology.
- Vocational Health Occupations.
- Vocational Health Science Technology.

### Additional information:

## Methodology for Academic and Personal Success

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-10

Award of Credit: 1.0

### State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

### Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

- (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) Interpersonal skills and communication. The student analyzes their personality traits for strengths and challenges, demonstrates effective communication, and provides peer feedback. The student is expected to:
- (A) synthesize and discuss research and self-analysis to establish individual strategies for academic and personal success;
  - (B) identify personal strengths and challenges through a personality traits assessment;
  - (C) evaluate how individual traits may impact interactions and communication with others;
  - (D) explain the importance of effective communication skills in academic and personal contexts;
  - (E) differentiate occasions for appropriate use of informal, standard, and technical language;
  - (F) analyze the accuracy and appropriateness of a message prior to and after communicating;
  - (G) evaluate one's own and others' verbal and nonverbal communication and listening skills in a variety of group settings;
  - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of various learned concepts; and
  - (I) assess the effectiveness of one's own and others' presentations by using appropriate rubrics.
- (2) Goal setting and planning. The student sets goals and develops action plans to achieve those goals. The student is expected to:
- (A) create a personal mission statement that exhibits their core values and non-negotiable principles;
  - (B) identify a balanced set of academic and personal goals, including both short-term and long-term goals;
  - (C) formulate and document academic and personal goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART);
  - (D) rank academic and personal goals based on their urgency and importance using methods such as task prioritization matrices and time management quadrants;
  - (E) identify the various tasks and resources needed to achieve an academic or personal goal; and
  - (F) track and evaluate the levels of progress made toward reaching established goals.
- (3) Personal responsibility and mindset. The student reviews campus expectations and understands internal and external factors that help build resilience and navigate personal responsibilities by examining mindsets, managing emotions, and navigating change. The student is expected to:
- (A) analyze existing campus policies for context and intent;
  - (B) identify campus policies that may be challenging and design a plan for personal compliance;
  - (C) identify and understand the concept of personal responsibility and its potential impact on life choices;

- (D) define self-control and research effective strategies for emotional regulation;
  - (E) discuss how internal traits and external factors can affect personal resilience;
  - (F) identify personal resilience tools;
  - (G) define attitude and explore the potential effects of attitude on human interactions;
  - (H) compare the positive and negative effects of growth mindsets and fixed mindsets;
  - (I) identify external factors and resources that build resilience;
  - (J) recognize and explain primary causes of stress and identify healthy stress management skills;
  - (K) define change and research the necessary steps to successfully adapt to change;
  - (L) analyze a difficult situation, comparing possible actions, reactions, and their consequences;
  - (M) identify social contexts and how to respond appropriately by adapting behavior to match situational norms; and
  - (N) demonstrate peaceful conflict resolution skills in both oral and written communication.
- (4) Organization and resource management. The student understands ways to manage time and resources and creates organizational systems to manage academic and personal responsibilities. The student is expected to:
- (A) prioritize and schedule important tasks and events to demonstrate an understanding of time management skills;
  - (B) define and discuss responsibility and accountability in managing time and other resources;
  - (C) identify personal strengths and weaknesses in time management and organizational skills;
  - (D) research and apply various tools and methods of organization; and
  - (E) choose and personalize an organizational system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study skills and academic success. The student understands the learning cycle, develops study skills, and uses effective strategies for increased academic success. The student is expected to:
- (A) identify key traits that contribute to academic achievement;
  - (B) compare the benefits of various study strategies and techniques;
  - (C) compare the benefits of various test-taking strategies and techniques;
  - (D) identify distractors that diminish effective study time and provide solutions;
  - (E) create a diagram of academic support, including people and educational resources, that can be consulted for academic success;
  - (F) explain how daily attendance, preparation, and engagement impact academic success;
  - (G) memorize academic information using a variety of memory techniques;
  - (H) create accurate student-generated learning artifacts such as notes, summaries, and paraphrases by actively listening;
  - (I) engage with academic resources through learning strategies including annotating, reviewing, and questioning;

- (J) engage with academic resources through study strategies such as skimming, note-taking, outlining, and using study-guide questions;
  - (K) evaluate a test-taking strategy's effectiveness by completing a post-assessment reflection in oral or written form;
  - (L) record ongoing personal academic achievement levels for all courses; and
  - (M) formulate and discuss steps for maintaining or improving academic success.
- (6) Character development. Students will explore and analyze a range of positive character traits such as responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:
- (A) define character;
  - (B) compare and discuss positive and negative character traits;
  - (C) identify positive and negative responses for failure and success;
  - (D) evaluate personal strategies for responding to failure and success, identifying specific weaknesses and strengths;
  - (E) compare the effects of positive and negative influences on personal actions and beliefs;
  - (F) identify the areas of life in which personal responsibility may be exercised or increased;
  - (G) identify and explain key principles that contribute to ethical behavior and integrity; and
  - (H) assess the ethical considerations and potential consequences of participating in different forms of civil engagement.
- (7) Leadership. The student understands leadership qualities, evaluates their own leadership abilities, and participates in group projects as leaders. The student is expected to:
- (A) define the role of leadership;
  - (B) analyze and define the characteristics of an effective leader, including the interpersonal skills required for leadership;
  - (C) identify and evaluate strengths and weaknesses of personal leadership abilities and determine a personal leadership preference;
  - (D) analyze how others' emotions and perspectives could affect group dynamics.
  - (E) identify the purpose and benefit of delegation;
  - (F) assess others' motivations and strengths and apply them to group roles to accomplish established goals;
  - (G) collaborate with peers to brainstorm ideas, problem-solve, and reach consensus;
  - (H) communicate effectively with group members, providing constructive feedback and resolving conflicts; and
  - (I) evaluate the results of peer contributions to group projects by using appropriate rubrics.
- (8) Academic exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (A) identify and evaluate personal strengths and interests in learning and scholarship;
  - (B) identify high school courses related to career choices in the student's interest area;

- (C) research printed materials, online resources, and in-person opportunities to create a summary of possible postsecondary pathways;
  - (D) select a university, college, community college, trade school, internship, or military branch based on prior research and develop a plan to enter or start the selected postsecondary pathway; and
  - (E) identify and discuss important components of postsecondary admission materials such as an application, entrance essay, letter of recommendation, and resume.
- (9) Career exploration. The student explores and analyzes personal strengths, weaknesses, and interests in order to establish a plan for success that continues throughout high school into postsecondary education, an internship, a training program, or a military branch. The student is expected to:
- (A) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
  - (B) explain the impact of career choice on lifestyle, including budget;
  - (C) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
  - (D) research and discuss careers available with and without a college/university degree using print and online resources as well as personal interviews;
  - (E) analyze employability skills necessary for success in the workplace such as interpersonal skills, communication skills, and critical thinking skills;
  - (F) investigate and complete pre-employment materials in the student's area of interest such as an application, resume, and personal references; and
  - (G) identify the skills necessary for a job interview and participate in a mock job interview.

**Recommended Resources and Materials:**

N/A

**Recommended Course Activities:**

Students may interact with course activities that include:

- taking personal, academic, and career inventories that align strengths and interests with future goals.
- participating in structured listening and speaking opportunities to build personal and professional communication skills.
- setting SMART goals and checking in periodically to assess progress and make revisions.
- designing effective study spaces that meet their learning needs.
- researching possible careers and creating projected pathways to employment.
- creating compelling resumes that highlight students' soft and hard skills.
- examining their academic and personal growth through routine personal reflection and assessment.

**Suggested methods for evaluating student outcomes:**

Students may be evaluated on an ongoing basis through:

- class discussions
- completion of individual and group activities
- daily quizzes
- unit projects
- individual and group presentations
- unit tests, and/or reflections
- long-range individual and group activities
- digital portfolios

**Teacher qualifications:**

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

**Additional information:**

No training or additional costs required

# Administrative Guidelines – Employee Compensation Plan

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**DEVINE ISD**

**2026-2027**

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## **Compensation Policy**

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

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

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

## **Description of Pay Systems**

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

The district pay plan includes:

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

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

## **Job Description**

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

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

## **Duty Calendars**

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

## **Pay Cycles**

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

- **Semi-monthly.** Employees are paid twice per month on the 15th and the 30th.

## **Exemption Status**

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

## **Job Classification**

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

## **Classification of New Positions**

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

## **Job Reclassification**

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

## **Procedures for Job Reclassification**

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

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

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

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

## **Salary Adjustments for Job Reclassification**

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

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

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

## **General Pay Increases and Eligibility**

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

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

### Employees on Salary Schedules

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

**Annual Increase Example:**

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

### Employees on Pay Ranges

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

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

## Placement of New Hires

### Salary Placement – Schedules for Teachers

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

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

### Salary Placement – Career and Technical Education Teachers

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

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

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

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

1 for 1 credit up to 10 years	= 10 years	
1 for 2 credit for years 11 and 12	= 1 year	
		= 11 years of credit

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

### **Salary Placement – Exempt and Nonexempt**

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

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

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

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

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

## Reassignments

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

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

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

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

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

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

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

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

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

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

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

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

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

**Contract employees.** A reduction in pay as a result of a demotion will not be made during the current contract year, unless mutually agreed to by the employee and the district in writing and in consultation with a school attorney. Demotions that become effective during the contract term may result in a pay

reduction for the following school year provided notice of the reduction is given to the employee before the penalty-free resignation date (i.e., 45 days before the first day of instruction for the next school year). Pay reductions for contract employees are made at the direction of the superintendent and may follow the same guidelines as pay reductions for noncontract employees.

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

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

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

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

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

## **Reinstatement Following Break in Service**

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

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

## **Extracurricular Stipends**

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

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

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

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

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

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

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

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

## Request for Job Classification Review

### General Guidelines: Job Classification Review

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

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

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

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

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

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

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

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

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





## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: May 18, 2026

Agenda Item: Set date for hearing to adopt the budget

Background Information:

The Texas Education Agency mandates that every school in the State of Texas must have approved a budget by June 29 if the district uses a July 1 fiscal year start date. The president of the board of trustees must call a public meeting of the board of trustees, giving ten days public notice in a newspaper, for the adoption of the district's budget and tax rate.

Administrative Consideration:

CE(Local and Legal)

Financial Accountability System Resource Guide

Budgetary Consideration:

Supporting Documents:

Recommendation:

Set June 15, 2026 for budget hearing date.

Respectfully Submitted by:

Approved by:

Shannon Ramirez  
Director of Finance

Superintendent of Schools