

**Notice of Regular Meeting
Board of Trustees
Monday, November 17, 2025**

A Regular Meeting of the Board of Trustees will be held on Monday, November 17, 2025, beginning at 6:00 PM, in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND ANNOUNCE A QUORUM**
- 2. INVOCATION**
- 3. PLEDGES OF ALLEGIANCE**
- 4. SPECIAL RECOGNITIONS AND PRESENTATIONS**
- 5. RECOGNITION OF VISITORS/PUBLIC COMMENT 4**
All persons wishing to address the Board at this time MUST complete a registration form by 3:00pm on the day of the meeting.
- 6. PUBLIC HEARING: Financial Integrity Rating System of Texas (F.I.R.S.T.) Report 8**
- 7. ADMINISTRATIVE REPORTS**
 1. Campus and Departmental Reports
 2. Monthly Financial and Investment Reports 20
 3. Curriculum and Special Programs Report
 1. Adult Education Satellite Campus 54
 2. Clyde Driver's Education Class 55
 3. Workforce/RootEd Fall Report
 4. Texas Instructional Materials Committees 2025-2026 56
 5. First Reading Campus Improvement Plan 2025-2026 57
 4. Superintendent Report
 1. Enrollment and Attendance Report
 2. Next Regular Scheduled Meeting: Thursday, January 22, 2026, at 6:15pm
- 8. DISCUSSION ITEMS**
 1. Discussion of SB 11 Requirements--Prayer Time During the School Day 146
 2. Discussion of SB 546 Requirements--Seat Belts on All Buses 147
 3. Discussion of Clyde CISD Employee Health Insurance and Benefits Program
 4. Discussion of Superintendent Appraisal Process/Timeline 149
 5. Discussion of shifting the annual election of board of trustees/members from the uniform May election date to the November general election date.
- 9. ACTION ITEMS**
 1. Consideration and Possible Action on Consent Agenda
 1. Approve Minutes of the Previous Meeting(s)
 2. Approve Monthly Financial and Investment Reports
 3. Approve the West Texas Foodservice Cooperative Interlocal Agreement for 2026-2027
 2. Consideration and Possible Action to Approve TASB Policy Services Update 126--~~SECOND~~
READING

TASB Policy Update includes additions/deletions/revisions to the following Clyde CISD Board Policies:

- BE(LOCAL): BOARD MEETINGS
- BED(LOCAL): BOARD MEETINGS - PUBLIC PARTICIPATION
- CJ(LOCAL): CONTRACTED SERVICES
- CJA(LOCAL): CONTRACTED SERVICES - BACKGROUND CHECKS AND REQUIRED REPORTING
- CLE(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - REQUIRED DISPLAYS
- CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
- CQD(LOCAL): TECHNOLOGY RESOURCES - ARTIFICIAL INTELLIGENCE
- CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY
- CV(LOCAL): FACILITIES CONSTRUCTION
- DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST
- DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES
- DFBB(LOCAL): TERM CONTRACTS - NONRENEWAL
- DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
- DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
- EEP(LOCAL): INSTRUCTIONAL ARRANGEMENTS - LESSON PLANS
- EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
- EHBAF(LOCAL): SPECIAL EDUCATION - VIDEO/AUDIO MONITORING
- EIA(LOCAL): ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS
- FA(LOCAL): PARENT RIGHTS AND RESPONSIBILITIES
- FEF(LOCAL): ATTENDANCE - RELEASED TIME
- FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT
- FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION
- FFF(LOCAL): STUDENT WELFARE - STUDENT SAFETY
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- FO(LOCAL): STUDENT DISCIPLINE
- GF(LOCAL): PUBLIC COMPLAINTS
- GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

3. Consideration and Possible Action to Approve the Purchase of a New Travel Bus 243
4. Consideration and Possible Action to Approve the Purchase of a crew cab pickup truck to be utilized by the district's Agricultural Science and Band departments. 249
5. Consideration and Possible Action to Approve a Budget Amendment to Reallocate Approved Funds to Another Function
6. Consideration and Possible Approval of Fall 2025 Library Reading Materials 250
7. Consideration and Possible Action on Casting Votes for the Jones County CAD Board of Directors Election.

8. Consideration and Possible Action on Casting Votes for the Shackelford County CAD Board of Directors Election.
9. Consideration and Possible Action on Casting Votes for the Taylor County CAD Board of Directors Election.
10. Consideration and Possible Action on Casting Votes for the Callahan CAD Board of Directors Election.
10. **CLOSED SESSION**
 1. Discuss Personnel Matters (Texas Govt Code 551.074)
 2. Discuss School Safety and Security Measures (Texas Govt Code 551.076)
 3. Consult with Legal Counsel (Texas Govt Code 551.071)
11. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
 1. Consideration and Possible Action to Approve Professional Employment
 2. Consideration and Possible Action to Approve Updates to the Clyde CISD Safety and Security Program, as Discussed in Closed Session
12. **BOARD REQUESTS**
13. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See TASB Policy BEC(LEGAL)]

On Tuesday, November 11, 2025, at 4:30 PM, a copy of this agenda was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Clyde, TX 79510, and posted to the District's internet website.

Bryan W. Allen, Superintendent (For the Board of Trustees)

Board Operating Procedures for Public Comment

Speaker Signup

Individuals who wish to provide public comment or testimony to the Board at the designated time during a Board meeting must sign up in advance of the Board meeting by email (contact@clydeisd.org) or in-person at the Clyde CISD Administration Offices. Signup will open 72-hours prior to the posted Board meeting and close at 3:00pm on the day of the meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.

If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.

Topic of Public Comment

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

Time for Public Comment

Generally, the Board will conduct public comment at the beginning of its Board meetings.

However, in the interest of time and the orderly conduct of public business, the Board reserves the right to:

- Increase or decrease the per-speaker time limit to address the Board.
- Move comment on non-agenda topics to the end of the meeting.
- Take items in a different order than shown on the meeting notice.
- Proceed first with agenda items for which no speakers have registered to provide comment.
- Recommend that comments involving the performance of individual District employees or officers be made through the grievance policy.
- Require that comments involving personally identifiable student information be made through the grievance policy.
- Continue a meeting or an agenda item to another day in order to allow adequate time for public comment.
- Make other reasonable adjustments to the timing of public comment in accordance with law.

The Board delegates to its presiding officer the authority to make reasonable adjustments to the timing and conduct of public comment in accordance with law. [See BDAA]

The presiding officer will announce these adjustments in an open meeting.

Per-Speaker Time Limit

A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5) the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given one (1) additional minute as additional time to address the Board.

Written Comments to the Board

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline.

Written submissions to the Board are subject to public disclosure in accordance with the law.

Public Comment Signup Sheet

Public comment at regular Board meetings will be conducted in accordance with BED(LOCAL) and the Board's procedures on public comment.

At meetings other than regular Board meetings, public comments are limited to items on the posted meeting notice and agenda. At regular meetings, comments on other topics may be allowed as time permits. Public comments should be limited to topics relevant to District business.

In lieu of or in addition to speaking at an open meeting, a member of the public may also submit written comments to the Board regarding District business as follows:

Written comments to the Board may be submitted to the superintendent, either via email, USPS mail or in-person, before the public comment deadline. Anonymous submissions will not be addressed.

The following guidelines apply to public comment:

1. Individuals must sign up in advance by email (contact@clydeisd.org) or in-person at the Clyde CISD Administration Offices. Signup will open 72 hours prior to the posted Board meeting time and close at 3:00pm on the day of the Board meeting. When an individual signs up, the individual must sign up using the form provided by the district. The individual must also indicate whether the comment pertains to an item on the Board agenda and, if so, which item or items. An individual who will be accompanied by a translator must notify the District at the time of signup.
2. If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.
3. The period reserved for public comment at a Board meeting will generally occur at the beginning of the meeting. However, in the interest of time and the orderly conduct of public business, the presiding officer may make adjustments in accordance with the Board's adopted procedures on public comment.
4. A speaker will be given up to five (5) minutes to address the Board. If, however, the total number of speakers seeking to address the Board at a meeting exceeds five (5), the per-speaker time limit may be reduced. In no event will a speaker be given less than one minute to address the Board. A speaker who wishes to address multiple agenda items may be given more time to address the Board in accordance with the Board's adopted procedures.
5. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for the meeting.
6. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns for employees, students or their parents, and the general public. [See DGBA, FNG, and GF] Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact the superintendent's office at (325) 893-4222. If the subject of a speaker's comment involves a pending grievance, the speaker should seek resolution

through the grievance process and address the Board only at the appropriate stage of that process.

7. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters on the agenda in closed session, including matters involving individual District staff members and individual students. If a speaker's comment concerns one of these subjects, the speaker should address the concern through the District's complaint policies.
8. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please provide the information requested below if you wish to address the Board during the public comment period:

Name: _____

Telephone or
other contact
information: _____

Will you be accompanied by a translator?

- Yes (if known, please provide the name of the translator: _____)
- No

Does the topic or topics on which you wish to address the Board appear on the current agenda?

- Yes
- No

If Yes, please indicate the topic or topics on the agenda about which you wish to address the Board:

If No, please list any topics on which you would like to comment that are not on the agenda for the meeting:



CLYDE C.I.S.D.

SCHOOL FIRST

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

2024-25 RATING

BASED ON 2023-24 SCHOOL YEAR DATA

What is School FIRST and what is its purpose?

School FIRST is a financial accountability rating system which holds Texas Public school districts accountable for the quality of their financial management practices.

School FIRST is designed to encourage Texas public schools to manage their financial resources better in order to provide the maximum allocation possible for direct instructional purposes.

School FIRST is a tool which creates transparency and discloses the quality of local management and decision making processes the school district uses concerning the financial resources the school district receives.



Reporting Requirements

- **School district must prepare and distribute an annual financial management report**
- **Hold Public hearing to provide an opportunity for comment on the report**

Indicators and Ratings

DISTRICT RATINGS

2024-25 Ratings Based on School Year Data 2023-24		2023-24 Ratings Based on School Year Data 2022-23	
# of indicators	21	# of indicators	21
Ratings:	Points:	Ratings:	Points:
A – Superior	90 - 100	A – Superior	90 - 100
B – Above Standard	80 – 89	B – Above Standard	80 – 89
C – Meets Standard	60 – 79	C – Meets Standard	60 – 79
F - Substandard	0 – 59	F – Substandard	0 – 59



#	Indicator Description	2023-24	2022-23
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district’s fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole and was it free of any instances of material weakness in internal controls over financial reporting?	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?	Yes	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other governmental agencies ?	Yes	Yes

5	Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero ?	Yes	N/A
6	Was the average change in fund balances over 3 years less than a 25% decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?	Yes	Yes
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt ?	10	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)?	10	10
10	<i>Indicator not being evaluated.</i>	10	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency ?	10	10
12	What was the correlation between future debt requirements and the district's assessed property value?	10	10

13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	4	10
14	Did the school district not have a 15% decline in students to staff ratio over 3 years (total enrollment to total staff)?	10	10
15	Was the school district's ADA within the allotted range of the district's biennial projection(s) submitted to TEA?	5	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school districts AFR result in a total variance of less than 3% of all expenditures by function?	Yes	Yes
17	Did the external independent auditor report the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, and federal funds and free from substantial doubt about the school district's ability to continue as a going concern?	Yes	Yes
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	0	0
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5

20	Did the school district’s administration and school board members discuss any changes and/or impact to local, state, and federal funding at the board meeting within 120 days before the district adopted its budget?	Yes	Yes
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship ?	Yes	Yes



Reporting Requirements

- Superintendent's current employment contract is published on the school district's website.



● Reimbursements Received by the Superintendent and Board Members for the Fiscal Year 2024

2023-24	Supt	Place 1	Place 2	Place 3	Place 4	Place 5	Place 6	Place 7
Meals	199.32	56.00	56.00	56.00	56.00		72.00	56.00
Lodging		289.57						
Trans/Parking			90.93				146.13	
Fuel/mileage	915.03		321.60	326.96	294.80		511.59	326.96
Other/Conf Dues	6,170.12							
Total	\$7,284.47	\$345.57	\$468.53	\$382.96	\$350.80	\$	\$729.72	\$382.96



● Outside Compensation and/or Fees Received by Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2024 - **None Reported.**

● Gifts received by the Executive Officer(s) and Board Members (and First-Degree Relatives, if any) in Fiscal Year 2024 (with total economic value of \$250 or more) – **None Reported.**

● Business Transactions Between School District and Board Members for Fiscal Year 2024 – **None.**



Questions?

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT MONTHLY INVESTMENT PORTFOLIO

AS OF OCTOBER 31, 2025

	CD AMOUNT	CASH BALANCE 9/30/2025	NET CHANGES	CASH BALANCE 10/31/2025	INCOME & ACCRUED	INTEREST	MATURITY DATE	AVG MONTHLY INTEREST RATE
GENERAL OPERATING FUND								
Cash - First Financial Checking		\$6,164,905.60	\$257,713.92	\$6,422,619.52	\$18,371.44			3.42%
Investment Account-MMA		\$960,472.24	\$2,976.60	\$963,448.84	\$2,976.60			3.42%
TOTAL		\$7,125,377.84		\$7,386,068.36				
INTEREST & SINKING FUND								
Cash - First Financial Checking		\$10,378.18	4,590.28	14,968.46	\$44.56			3.42%
Texas-Range Investment Pool		\$2.36	\$0.01	\$2.37				4.14%
TOTAL		\$10,380.54		14,970.83				
TEXAS-RANGE INVESTMENT POOL								
Texas-Range Daily - General Operating		\$1,070,148.79	\$3,766.73	\$1,073,915.52	\$3,766.73			4.14%
TOTAL		\$1,070,148.79		1,073,915.52				
TEXSTAR								
General Fund		\$2,045,045.92	\$7,150.30	\$2,052,196.22	\$7,150.30			4.11%
Interest & Sinking		\$1,012,460.09	\$3,539.98	\$1,016,000.07	\$3,539.98			4.11%
TOTAL		\$3,057,506.01		\$3,068,196.29				
LOGIC								
General Fund		\$507,679.13	\$1,828.95	\$509,508.08	\$1,828.95			4.24%
Interest & Sinking		\$253,839.58	\$914.49	\$254,754.07	\$914.49			4.24%
TOTAL		\$761,518.71		\$764,262.15				
EDUCATION FOUNDATION								
Cash - First Financial Checking		\$14,966.10	\$998.12	\$15,964.22	\$3.62			0.25%
FIRST FINANCIAL BANK CD	\$50,000.00	\$50,000.00	0.00	\$50,000.00			12/18/2025*	4.00%
First Bank Texas		\$5,617.36	\$152.50	\$5,769.86				
Raymond James CD	\$25,000.00	\$27,809.48	\$12.02	\$27,821.50	\$139.28		3/12/2027*	4.15%
*Interest will be paid at maturity								
TOTAL		\$98,392.94		\$99,555.58				

CD's	Net Change	Interest
\$75,000.00	\$283,643.90	\$38,735.95
\$12,406,968.73		

TOTAL CASH & INVESTMENTS

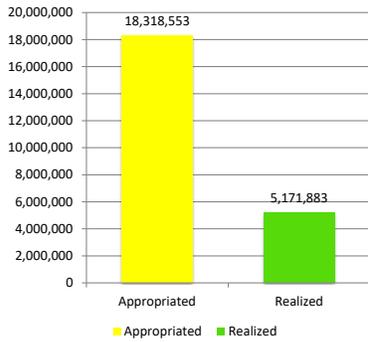
This report is in compliance with the investment strategies as established in the District's investment policy and the reporting requirements as mandated by the Public Funds Investment Act (Chapter 225G) as amended.


 Rhonda Neal
 CFO

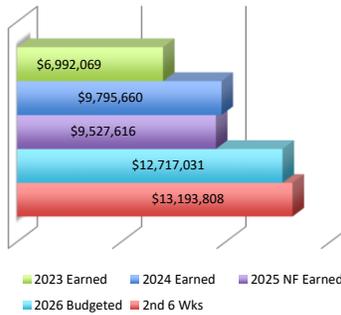

 Bryan Allen
 Superintendent

CLYDE CISD FINANCE AT A GLANCE - Oct 2025

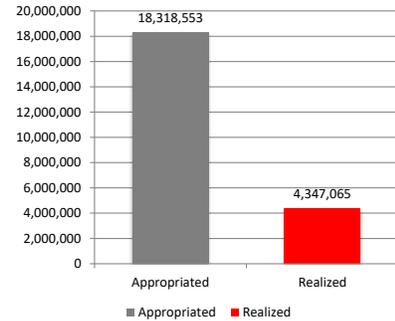
Realized Revenues



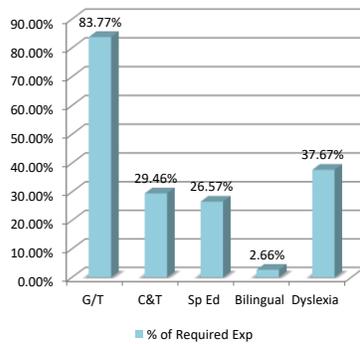
State Revenue Comparison



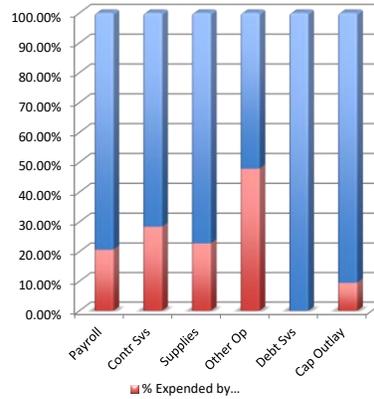
Realized Expenditures



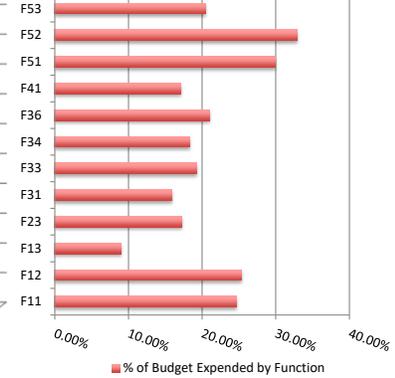
Mandated Program Expenditures



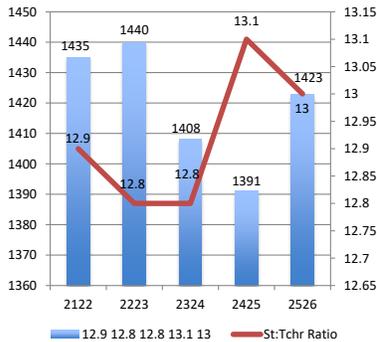
Exp Object Status



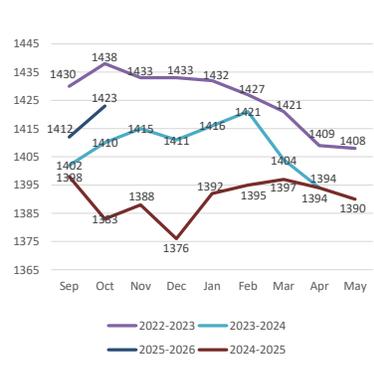
Exp Function Status



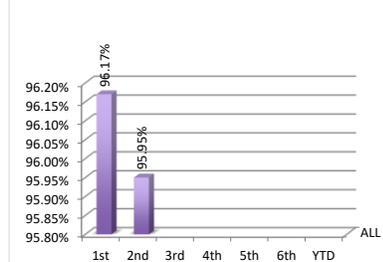
Enrollment & Student:Teacher Ratio Trends



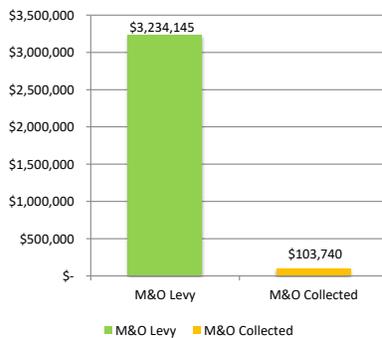
Enrollment Comparison by Month



Attendance Rate by 6 Weeks



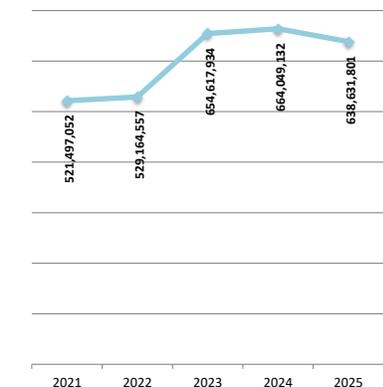
Tax Collections Vs Levy-M&O



Tax Collections Vs Levy-I&S



Property Value Trends



Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5749.01-000-600000	10-16-2025	006222			CHROMEBOOK USAGE FEES	.00	-50.00
00-5749.01-000-600000	10-16-2025	006224			PAYCHECK GARNISHMENT -	.00	-113.97
00-5719.00-000-600000	10-09-2025	006227			LATE FILING FEES - CURRENT TAX	.00	-11.30
00-5711.00-000-600000	10-06-2025	006228			CURRENT TAXES - LEVY	.00	-10,777.84
00-5719.00-000-600000	10-06-2025	006228			CURRENT TAXES -INTEREST	.00	-2,221.54
00-5712.00-000-600000	10-06-2025	006228			DELINQUENT TAXES - LEVY	.00	-1,401.62
00-5719.00-000-600000	10-06-2025	006228			DELINQUENT TAXES - INTEREST	.00	-728.28
Totals for Net Receipt 006228 - TAXES SEPT						.00	-15,129.28
00-5749.01-000-600000	10-02-2025	006230			CHROMEBOOK USAGE FEES	.00	-25.00
00-5749.01-000-600000	10-03-2025	006231			OVERPAYMENT REFUND - WEX	.00	-57.53
00-5752.09-000-600000	10-01-2025	006233			VOLLEYBALL	.00	-446.00
00-5752.09-000-600000	10-06-2025	006234			HS VOLLEYBALL	.00	-32.00
00-5752.02-000-600000	10-07-2025	006235			JH FOOTBALL	.00	-7.00
00-5752.01-000-600000	10-07-2025	006235			VARSITY FOOTBALL	.00	-249.00
00-5752.09-000-600000	10-07-2025	006235			HS VOLLEYBALL	.00	-502.00
Totals for Net Receipt 006235 - STRIPES DEPOSIT						.00	-758.00
00-5752.02-000-600000	10-09-2025	006237			JH FOOTBALL	.00	-10.00
00-5752.01-000-600000	10-09-2025	006237			VARSITY FOOTBALL	.00	-64.00
00-5752.09-000-600000	10-09-2025	006237			HS VOLLEYBALL	.00	-12.00
Totals for Net Receipt 006237 - STRIPES DEPOSIT						.00	-86.00
00-5752.02-000-600000	10-08-2025	006238			JH FOOTBALL	.00	-22.00
00-5752.01-000-600000	10-08-2025	006238			VARSITY FOOTBALL	.00	-211.00
00-5752.09-000-600000	10-08-2025	006238			HS VOLLEYBALL	.00	-392.00
Totals for Net Receipt 006238 - STRIPES DEPOSIT						.00	-625.00
00-5752.02-000-600000	10-09-2025	006239			JH FOOTBALL	.00	-10.00
00-5752.01-000-600000	10-09-2025	006239			VARSITY FOOTBALL	.00	-64.00
00-5752.09-000-600000	10-09-2025	006239			HS VOLLEYBALL	.00	-12.00
Totals for Net Receipt 006239 - STRIPES DEPOSIT						.00	-86.00

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.02-000-600000	10-13-2025	006240			JH FOOTBALL	.00	-576.00
00-5752.01-000-600000	10-13-2025	006240			JV FOOTBALL	.00	-4.00
00-5752.10-000-600000	10-13-2025	006240			JH VOLLEYBALL	.00	-12.00
00-5752.01-000-600000	10-13-2025	006240			VARSITY FOOTBALL	.00	-194.00
Totals for Net Receipt 006240 - STRIPES DEPOSIT						.00	-786.00
00-5752.01-000-600000	10-14-2025	006241			VARSITY FOOTBALL	.00	-2,738.00
00-5752.09-000-600000	10-14-2025	006241			HS VOLLEYBALL	.00	-40.00
Totals for Net Receipt 006241 - STRIPES DEPOSIT						.00	-2,778.00
00-5752.10-000-600000	10-15-2025	006242			JH VOLLEYBALL	.00	-235.00
00-5752.01-000-600000	10-15-2025	006242			VARSITY FOOTBALL	.00	-354.00
00-5752.09-000-600000	10-15-2025	006242			HS VOLLEYBALL	.00	-390.00
Totals for Net Receipt 006242 - STRIPES DEPOSIT						.00	-979.00
00-5752.01-000-600000	10-19-2025	006257			JV FOOTBALL	.00	-16.00
00-5752.02-000-600000	10-21-2025	006258			JH FOOTBALL	.00	-10.00
00-5752.01-000-600000	10-21-2025	006258			VARSITY FOOTBALL	.00	-42.00
Totals for Net Receipt 006258 - STRIPES DEPOSIT						.00	-52.00
00-5752.02-000-600000	10-22-2025	006259			JH FOOTBALL	.00	-2.00
00-5752.01-000-600000	10-22-2025	006259			VARSITY FOOTBALL	.00	-96.00
Totals for Net Receipt 006259 - STRIPES DEPOSIT						.00	-98.00
00-5752.02-000-600000	10-23-2025	006260			JH FOOTBALL	.00	-10.00
00-5752.01-000-600000	10-23-2025	006260			VARSITY FOOTBALL	.00	-102.00
Totals for Net Receipt 006260 - STRIPES DEPOSIT						.00	-112.00
00-5752.02-000-600000	10-26-2025	006261			JH FOOTBALL	.00	-138.00
00-5752.01-000-600000	10-26-2025	006261			JV FOOTBALL	.00	-27.00
00-5752.PO-000-600000	10-26-2025	006261			UIL REGION 1-2 AD2 PLAYOFFS	.00	-4.00
00-5752.01-000-600000	10-26-2025	006261			VARSITY FOOTBALL	.00	-70.00
00-5752.09-000-600000	10-26-2025	006261			HS VOLLEYBALL	.00	-8.00
Totals for Net Receipt 006261 - STRIPES DEPOSIT						.00	-247.00

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.02-000-600000	10-27-2025	006262			JH FOOTBALL	.00	-8.00
00-5752.01-000-600000	10-27-2025	006262			JV FOOTBALL	.00	-1.00
00-5752.PO-000-600000	10-27-2025	006262			UIL REGION 1-2 AD2 PLAYOFFS	.00	-20.00
00-5752.01-000-600000	10-27-2025	006262			VARSITY FOOTBALL	.00	-481.00
00-5752.09-000-600000	10-27-2025	006262			HS VOLLEYBALL	.00	-350.00
Totals for Net Receipt 006262 - STRIPES DEPOSIT						.00	-860.00
00-5752.02-000-600000	10-28-2025	006263			JH FOOTBALL	.00	-14.00
00-5752.10-000-600000	10-28-2025	006263			JH VOLLEYBALL	.00	-221.00
00-5752.PO-000-600000	10-28-2025	006263			UIL REGION 1-2 AD2 PLAYOFFS	.00	-12.00
00-5752.01-000-600000	10-28-2025	006263			VARSITY FOOTBALL	.00	-429.00
Totals for Net Receipt 006263 - STRIPES DEPOSIT						.00	-676.00
00-5752.02-000-600000	10-29-2025	006264			VARSITY FOOTBALL	.00	-38.00
00-5749.01-000-600000	10-31-2025	006272			CHROMEBOOK FEES	.00	-50.00
00-5749.01-000-600000	10-31-2025	006273			ACT WORKSHOP	.00	-100.00
00-5752.01-000-600000	10-31-2025	006274			VARSITY FOOTBALL TICKETS	.00	-80.00
00-5749.01-000-600000	10-31-2025	006275			OVERPAYMENT REFUND STAFF	.00	-1,840.32
00-5719.00-000-600000	10-31-2025	006287			GEN OP INTEREST OCT 2025	.00	-18,371.44
00-5749.01-000-600000	10-23-2025	006288			CHROME BOOK FEES	.00	-25.00
00-5749.01-000-600000	10-20-2025	006291			CHROMEBOOK USAGE FEES	.00	-50.00
00-5811.00-000-600000	10-24-2025	006292			FSP-AVAIL SCHL FD-PER CAPITA	.00	-54,584.00
00-5812.00-000-600000	10-24-2025	006292			FSP-FOUNDATION	.00	-2,164,166.00
Totals for Net Receipt 006292 - TEA DEPOSIT						.00	-2,218,750.00
00-5742.30-000-600000	10-31-2025	006315			INTERST GENERAL OPERATING	.00	-18,371.44
00-5752.01-000-600000	10-19-2025	006337			STRIPE DEPOSIT	.00	-16.00
00-5752.02-000-600000	10-21-2025	006338			JH FOOTBALL	.00	-7.00
00-5752.10-000-600000	10-21-2025	006338			JH VOLLEYBALL	.00	-3.00
00-5752.01-000-600000	10-21-2025	006338			VARSITY FOOTBALL	.00	-42.00
Totals for Net Receipt 006338 - STRIPE DEPOSIT						.00	-52.00

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.02-000-600000	10-22-2025	006339			JH FOOTBALL	.00	-2.00
00-5752.01-000-600000	10-22-2025	006339			VARSITY FOOTBALL	.00	-96.00
Totals for Net Receipt 006339 - STRIPE DEPOSIT						.00	-98.00
00-5752.02-000-600000	10-23-2025	006340			JH FOOTBALL	.00	-10.00
00-5752.01-000-600000	10-23-2025	006340			VARSITY FOOTBALL	.00	-102.00
Totals for Net Receipt 006340 - STRIPE DEPOSIT						.00	-112.00
00-5752.02-000-600000	10-26-2025	006341			JH FOOTBALL	.00	-138.00
00-5752.01-000-600000	10-26-2025	006341			JV FOOTBALL	.00	-27.00
00-5752.PO-000-600000	10-26-2025	006341			UIL PLAYOFFS	.00	-4.00
00-5752.01-000-600000	10-26-2025	006341			VARSITY FOOTBALL	.00	-70.00
00-5752.09-000-600000	10-26-2025	006341			HS VOLLEYBALL	.00	-8.00
Totals for Net Receipt 006341 - STRIPE DEPOSIT						.00	-247.00
00-5752.02-000-600000	10-27-2025	006342			JH FOOTBALL	.00	-4.00
00-5752.10-000-600000	10-27-2025	006342			JH VOLLEYBALL	.00	-4.00
00-5752.01-000-600000	10-27-2025	006342			JV FOOTBALL	.00	-1.00
00-5752.02-000-600000	10-27-2025	006342			VARSITY FOOTBALL	.00	-481.00
00-5752.09-000-600000	10-27-2025	006342			HS VOLLEYBALL	.00	-350.00
00-5752.PO-000-600000	10-27-2025	006342			UIL PLAYOFFS	.00	-20.00
Totals for Net Receipt 006342 - STRIPE DEPOSIT						.00	-860.00
00-5752.02-000-600000	10-28-2025	006343			JH FOOTBALL	.00	-14.00
00-5752.10-000-600000	10-28-2025	006343			JH VOLLEYBALL	.00	-221.00
00-5752.PO-000-600000	10-28-2025	006343			UIL PLAYOFFS	.00	-12.00
00-5752.01-000-600000	10-28-2025	006343			VARSITY FOOTBALL	.00	-429.00
Totals for Net Receipt 006343 - STRIPE DEPOSIT						.00	-676.00
00-5752.01-000-600000	10-29-2025	006344			VARSITY FOOTBALL	.00	-38.00
00-5752.02-000-600000	10-30-2025	006345			JH FOOTBALL	.00	-4.00
00-5752.PO-000-600000	10-30-2025	006345			UIL PLAYOFFS	.00	-158.00
00-5752.01-000-600000	10-30-2025	006345			VARSITY FOOTBALL	.00	-171.00
Totals for Net Receipt 006345 - STRIPE DEPOSIT						.00	-333.00

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
00-1110.00-000-600000					Gross Cash Receipts	2,284,132.28	.00
00-1110.00-000-600000					Net Cash Receipts	2,284,132.28	
00-5742.30-000-600000	10-31-2025	006316			INTEREST MMA	.00	-2,976.60
00-1110.02-000-600000					Gross Cash Receipts	2,976.60	.00
00-1110.02-000-600000					Net Cash Receipts	2,976.60	
00-5742.30-000-600000	10-31-2025	006330			TEXSTAR INTEREST OCT 25	.00	-7,150.30
00-1120.05-000-600000					Gross Cash Receipts	7,150.30	.00
00-1120.05-000-600000					Net Cash Receipts	7,150.30	
00-5742.30-000-600000	10-31-2025	006329			LOGIC INTEREST OCT 25	.00	-1,828.95
00-1120.10-000-600000					Gross Cash Receipts	1,828.95	.00
00-1120.10-000-600000					Net Cash Receipts	1,828.95	
00-5742.30-000-600000	10-31-2025	006333			TEXAS RANGE INTEREST OCT 25	.00	-3,766.73
00-1120.99-000-600000					Gross Cash Receipts	3,766.73	.00
00-1120.99-000-600000					Net Cash Receipts	3,766.73	
Totals for Fund 199 / 6						2,299,854.86	-2,299,854.86

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5751.00-000-600000	10-02-2025	006217			SCHOOLCAFE/CYBERSOFT	.00	-7,383.67
00-5751.00-000-600000	10-09-2025	006218			SCHOOLCAFE/CYBERSOFT	.00	-6,686.00
00-5751.00-000-600000	10-16-2025	006219			SCHOOLCAFE/CYBERSOFT	.00	-5,557.90
00-5751.01-000-600000	10-16-2025	006220			CAFE DEPOSIT BKFST	.00	-1.75
00-5751.00-000-600000	10-16-2025	006220			CAFE DEPOSIT LUNCH	.00	-186.05
00-5751.02-000-600000	10-16-2025	006220			CAFE DEPOSIT SNACK BAR	.00	-1,154.00
Totals for Net Receipt 006220 - CAFE DEPOSIT						.00	-1,341.80
00-5749.00-000-600000	10-16-2025	006221			MEAL REIM HEADSTART AUG-SEPT	.00	-936.00
00-5751.01-000-600000	10-09-2025	006225			CAFE DEPOSIT BKFST	.00	-13.00
00-5751.00-000-600000	10-09-2025	006225			CAFE DEPOSIT LUNCH	.00	-88.00
00-5751.02-000-600000	10-09-2025	006225			CAFE DEPOSIT SNACK BAR	.00	-1,313.80
Totals for Net Receipt 006225 - CAFE DEPOSIT						.00	-1,414.80
00-5749.00-000-600000	10-09-2025	006226			NURSE REIMB FOR CAFE	.00	-108.41
00-5751.01-000-600000	10-01-2025	006232			CAFE DEPOSIT BKFST	.00	-6.25
00-5751.00-000-600000	10-01-2025	006232			CAFE DEPOSIT LUNCH	.00	-70.25
00-5751.02-000-600000	10-01-2025	006232			CAFE DEPOSIT SNACK BAR	.00	-1,025.71
Totals for Net Receipt 006232 - CAFE DEPOSIT						.00	-1,102.21
00-5751.01-000-600000	10-23-2025	006265			CAFE DEPOSIT BKFST	.00	-5.25
00-5751.00-000-600000	10-23-2025	006265			CAFE DEPOSIT LUNCH	.00	-156.10
00-5751.02-000-600000	10-23-2025	006265			CAFE DEPOSIT SNACK BAR	.00	-1,353.01
Totals for Net Receipt 006265 - CAFE DEPOSIT						.00	-1,514.36
00-5751.00-000-600000	10-30-2025	006266			10/18/25-10/24/25	.00	-7,254.89
00-5751.00-000-600000	10-23-2025	006289			SCHOOLCAFE/CYBERSOFT	.00	-5,643.05
00-5921.00-000-600000	10-15-2025	006317			SCHOOL BREAKFAST PROGRAM	.00	-12,377.10
00-5922.00-000-600000	10-15-2025	006318			NATIONAL SCHOOL LUNCH NSLP	.00	-41,000.63
00-5751.00-000-600000	10-16-2025	006320			DEPT OF AGRICULTURE	.00	-46.50
00-5751.00-000-600000	10-16-2025	006321			DEPT OF AGRICULTURE	.00	-120.42
00-1110.00-000-600000					Gross Cash Receipts	92,487.74	.00
00-1110.00-000-600000					Net Cash Receipts	92,487.74	

<u>Fnc-Obj.</u>	<u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
Totals for Fund 240 / 6							92,487.74	-92,487.74

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5711.00-000-600000	10-06-2025	006229			CURRENT TAXES LEVY	.00	-3,584.67
00-5719.00-000-600000	10-06-2025	006229			CURRENT TAXES INTEREST	.00	-738.90
00-5712.00-000-600000	10-06-2025	006229			DELINQUENT TAXES - LEVY	.00	-509.18
00-5719.00-000-600000	10-06-2025	006229			DELINQUENT TAXES - INTEREST	.00	-262.97
Totals for Net Receipt 006229 - TAXES SEPT						.00	-5,095.72
00-5742.30-000-600000	10-31-2025	006314			INTEREST-INTEREST AND SINKING	.00	-44.56
00-1110.00-000-600000					Gross Cash Receipts	5,140.28	.00
00-1110.00-000-600000					Net Cash Receipts	5,140.28	
00-5742.30-000-600000	10-31-2025	006331			TEXSTAR INTEREST OCT 25	.00	-3,539.98
00-1120.06-000-600000					Gross Cash Receipts	3,539.98	.00
00-1120.06-000-600000					Net Cash Receipts	3,539.98	
00-5742.30-000-600000	10-31-2025	006332			LOCIC INTEREST OCT 25	.00	-914.49
00-1120.10-000-600000					Gross Cash Receipts	914.49	.00
00-1120.10-000-600000					Net Cash Receipts	914.49	
00-5742.30-000-600000	10-31-2025	006346			TEXAS RANGE DSF OCT 2025	.00	-.01
00-1120.99-000-600000					Gross Cash Receipts	.01	.00
00-1120.99-000-600000					Net Cash Receipts	.01	
Totals for Fund 599 / 6						9,594.76	-9,594.76
Final Totals						2,401,937.36	-2,401,937.36

End of Report

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
102025	10-20-2025	HCDT INSURANCE AGE	060040	28611	199-51-6429.00-936-699000	POLICY RENEWAL	538,440.00	N
102425	10-21-2025	FIRST NATIONAL BANK	402873		199-36-6412.21-001-691000	WRONG AMOUNT	-.10	N
			060044		199-36-6412.50-001-699000	WRONG AMOUNT	-60.92	N
			060044		199-36-6412.50-001-699000	WRONG AMOUNT	-128.06	N
			060044		199-36-6412.60-001-691000	WRONG AMOUNT	-186.31	N
			060041		199-36-6412.60-041-691000	WRONG AMOUNT	-132.45	N
			260060		199-41-6399.01-701-699000	WRONG AMOUNT	-141.87	N
			403010		199-41-6411.00-999-699012	WRONG AMOUNT	-189.00	N
			060042		199-51-6311.00-936-699000	WRONG AMOUNT	-60.00	N
	10-25-2025	FIRST NATIONAL BANK	402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	.10	N
			060044		199-36-6412.50-001-699000	TRAVEL HS CHOIR	60.92	N
			060044		199-36-6412.50-001-699000	TRAVEL HS CHOIR	128.06	N
			060044		199-36-6412.60-001-691000	TRAVEL CHEER	186.31	N
			060041		199-36-6412.60-041-691000	TRAVEL JH CHEER	132.45	N
			260060		199-41-6399.01-701-699000	NOTARY PUBLIC	141.87	N
			403010		199-41-6411.00-999-699012	IMCAT CONF LODGING	189.00	N
			060042		199-51-6311.00-936-699000	FUEL	60.00	N
Totals for Check 102425							-.00	
102525	10-20-2025	FIRST NATIONAL BANK	403102		199-23-6411.00-041-699000	Admin meal for Shallowater	36.41	N
	10-21-2025	FIRST NATIONAL BANK	402918		199-11-6339.60-101-622000	WRONG AMOUNT	-27.86	N
			402986		199-11-6399.05-103-611000	WRONG AMOUNT	-625.00	N
			403162		199-11-6399.51-001-611000	WRONG AMOUNT	-2,445.00	N
			403222		199-11-6399.75-999-622000	WRONG AMOUNT	-18.00	N
			403222		199-11-6399.75-999-622000	WRONG AMOUNT	-18.00	N
			402917		199-13-6495.00-999-699000	WRONG AMOUNT	-55.00	N
			403143		199-13-6495.00-999-699000	WRONG AMOUNT	-340.00	N
			403097		199-23-6411.00-001-699000	WRONG AMOUNT	-11.00	N
			402979		199-23-6411.00-001-699000	WRONG AMOUNT	-27.18	N
			403049		199-23-6411.00-001-699000	WRONG AMOUNT	-19.21	N
			403102		199-23-6411.00-041-699000	WRONG AMOUNT	-36.41	N
			402958		199-34-6311.01-937-699000	WRONG AMOUNT	-50.00	N
			402959		199-34-6311.01-937-699000	WRONG AMOUNT	-50.00	N
			403003		199-34-6311.01-937-699000	WRONG AMOUNT	-50.00	N
			403150		199-34-6311.01-937-699000	WRONG AMOUNT	-70.00	N
			402975		199-34-6311.01-937-699000	WRONG AMOUNT	-66.14	N
			403185		199-34-6311.01-937-699000	WRONG AMOUNT	-59.72	N
			402958		199-34-6311.01-937-699000	WRONG AMOUNT	-8.94	N
			402933		199-34-6319.01-937-623000	WRONG AMOUNT	-41.99	N
			403037		199-34-6495.00-937-699000	WRONG AMOUNT	-155.00	N
			403007		199-36-6411.01-001-691000	WRONG AMOUNT	-25.98	N
			403049		199-36-6411.01-041-699000	WRONG AMOUNT	-19.21	N
			403150		199-36-6412.14-001-691000	WRONG AMOUNT	-33.23	N
			403126		199-36-6412.14-001-691000	WRONG AMOUNT	-102.00	N
			403126		199-36-6412.14-041-691000	WRONG AMOUNT	-102.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-31.37	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-23.45	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-91.91	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-437.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-650.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-270.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-175.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-175.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-175.00	N
			260023		199-36-6412.19-001-691000	WRONG AMOUNT	-535.23	N
			260023		199-36-6412.19-041-691000	WRONG AMOUNT	-73.19	N
			260023		199-36-6412.19-041-691000	WRONG AMOUNT	-650.00	N
			260023		199-36-6412.19-041-691000	WRONG AMOUNT	-237.50	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-96.59	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-59.66	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-72.89	N
			402976		199-36-6412.21-001-691000	WRONG AMOUNT	-625.00	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-160.37	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-310.68	N
			402873		199-36-6412.21-001-691000	WRONG AMOUNT	-159.84	N
			260042		199-36-6412.21-041-691000	WRONG AMOUNT	-16.02	N
			402870		199-36-6412.41-001-699000	WRONG AMOUNT	-115.29	N
			402870		199-36-6412.41-001-699000	WRONG AMOUNT	-454.47	N
			402870		199-36-6412.41-001-699000	WRONG AMOUNT	-734.66	N
			402870		199-36-6412.41-001-699000	WRONG AMOUNT	-671.84	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-17.18	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-80.48	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-57.54	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-27.75	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-68.82	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-35.85	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-115.02	N
			260045		199-36-6412.60-001-691000	WRONG AMOUNT	-119.92	N
			403129		199-36-6412.60-041-691000	WRONG AMOUNT	-80.75	N
			403017		199-41-6411.00-701-699000	WRONG AMOUNT	-438.00	N
			403187		199-41-6411.00-701-699000	WRONG AMOUNT	-340.00	N
			260014		199-41-6411.00-701-699000	WRONG AMOUNT	-777.50	N
			403052		199-51-6319.02-936-699000	WRONG AMOUNT	-428.94	N
			402841		199-51-6399.01-936-699000	WRONG AMOUNT	-240.00	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-14.21	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-14.42	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-37.45	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-49.50	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-19.81	N
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-50.90	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			260002		199-53-6411.00-999-699000	WRONG AMOUNT	-394.83	N
	10-25-2025	FIRST NATIONAL BANK	402918		199-11-6339.60-101-622000	DPS CREDITS FOR CNA	27.86	N
			402986		199-11-6399.05-103-611000	GENERATION GENIUS - LICENSE	625.00	N
			403162		199-11-6399.51-001-611000	MUSICAL LICENSING CONTRACT	2,445.00	N
			403222		199-11-6399.75-999-622000	BUZZ SPROUT FOR PODCASTING	18.00	N
			403222		199-11-6399.75-999-622000	BUZZ SPROUT FOR PODCASTING	18.00	N
			403143		199-13-6495.00-999-699000	MEMBERSHIP TASA	340.00	N
			402917		199-13-6495.00-999-699000	TSNAP DUES	55.00	N
			403097		199-23-6411.00-001-699000	MEAL AT SNYDER GAME	11.00	N
			403049		199-23-6411.00-001-699000	MEAL AT DISTRICT UIL MEETING	19.21	N
			402979		199-23-6411.00-001-699000	MEAL AT SHALLOWATER	27.18	N
			403185		199-34-6311.01-937-699000	FUEL FOR CONFERENCE	59.72	N
			403150		199-34-6311.01-937-699000	MEALS & FUEL AT LUBBOCK MEE	70.00	N
			402958		199-34-6311.01-937-699000	FUEL	50.00	N
			402958		199-34-6311.01-937-699000	FUEL	8.94	N
			402959		199-34-6311.01-937-699000	FUEL	50.00	N
			403003		199-34-6311.01-937-699000	FUEL FOR SHALLOWATER	50.00	N
			402975		199-34-6311.01-937-699000	FUEL FOR CHEER-SHALLOWATE	66.14	N
			402933		199-34-6319.01-937-623000	MIRROR FOR BUS 5HC	41.99	N
			403037		199-34-6495.00-937-699000	CODY'S MEMBERSHIP FEES	155.00	N
			403007		199-36-6411.01-001-691000	DISTRICT BASKETBALL MEAL	25.98	N
			403049		199-36-6411.01-041-699000	MEAL AT DISTRICT UIL MEETING	19.21	N
			403150		199-36-6412.14-001-691000	MEALS & FUEL AT LUBBOCK MEE	33.23	N
			403126		199-36-6412.14-001-691000	MEALS FOR OLNEY MEET	102.00	N
			403126		199-36-6412.14-041-691000	MEALS FOR OLNEY MEET	102.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	175.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	175.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	31.37	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	175.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	270.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	23.45	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	535.23	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	650.00	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	91.91	N
			260023		199-36-6412.19-001-691000	SEPTEMBER FOOTBALL MEALS	437.00	N
			260023		199-36-6412.19-041-691000	SEPTEMBER FOOTBALL MEALS	650.00	N
			260023		199-36-6412.19-041-691000	SEPTEMBER FOOTBALL MEALS	237.50	N
			260023		199-36-6412.19-041-691000	SEPTEMBER FOOTBALL MEALS	73.19	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	159.84	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	59.66	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	160.37	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	72.89	N
			402976		199-36-6412.21-001-691000	DISTRICT KICKOFF MEAL	625.00	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	96.59	N
			402873		199-36-6412.21-001-691000	SEPTEMBER VBALL MEALS	310.68	N

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			260042		199-36-6412.21-041-691000	SEPTEMBER JH VBALL MEALS	16.02	N
			402870		199-36-6412.41-001-699000	BAND GAME MEALS SEPT	734.66	N
			402870		199-36-6412.41-001-699000	BAND GAME MEALS SEPT	671.84	N
			402870		199-36-6412.41-001-699000	BAND GAME MEALS SEPT	115.29	N
			402870		199-36-6412.41-001-699000	BAND GAME MEALS SEPT	454.47	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	68.82	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	35.85	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	57.54	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	119.92	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	27.75	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	115.02	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	17.18	N
			260045		199-36-6412.60-001-691000	SEPTEMBER CHEER MEALS	80.48	N
			403129		199-36-6412.60-041-691000	CHEER DINNER	80.75	N
			260014		199-41-6411.00-701-699000	TX ED CON HOUSTON	777.50	N
			403187		199-41-6411.00-701-699000	HOTEL FOR TXED CONF	340.00	N
			403017		199-41-6411.00-701-699000	TACS 2025 FALL CONFERENCE	438.00	N
			403052		199-51-6319.02-936-699000	A/C PARTS	428.94	N
			402841		199-51-6399.01-936-699000	EMERGENCY WATER BOIL NOTIC	240.00	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	394.83	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	50.90	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	14.21	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	37.45	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	49.50	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	19.81	N
			260002		199-53-6411.00-999-699000	TASBO TRAINING	14.42	N
Totals for Check 102525							-00	
Total For District Written Checks							538,440.00	

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115043	10-28-2025	COMMUNITIES IN SCHO	402878	CLYDE CISD	199-11-6219.00-001-624000	LOST IN MAIL	-28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-041-624000	LOST IN MAIL	-28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-101-624000	LOST IN MAIL	-28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-103-624000	LOST IN MAIL	-28,750.00	N
Totals for Check 115043							-115,000.00	
115156	10-02-2025	ABILENE ISD ATHLETICS	403115	CLYDE CISD	199-36-6499.15-001-691000	TOURNAMENT ENTRY FEE	425.00	N
115157	10-02-2025	AIRGAS USA, LLC	402960	9164990458	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	115.46	N
115158	10-02-2025	AMAZON CAPITAL	403087	11WD-JMXP-	199-11-6399.06-041-611000	ART SUPPLIES	214.20	N
			403040	13FJ-GVQ4-	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	20.05	N
			403040	17RV-DMYK-	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	24.42	N
			403040	1JFK-NRM7-	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	22.21	N
			402901	1GPP-VDF4-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	295.90	N
			402901	1X3Q-QGYT-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	652.89	N
			403084	1RMS-JCVW-	199-41-6399.00-701-699000	BANKER BOXES/NOTEBOOK	92.34	N
			403062	1G4V-N7LF-	199-41-6399.00-701-699000	LABEL MAKER	30.92	N
	10-03-2025	AMAZON CAPITAL	403087	11WD-JMXP-	199-11-6399.06-041-611000	WRONG AMOUNT	-214.20	N
			403040	13FJ-GVQ4-	199-33-6399.01-001-699000	WRONG AMOUNT	-20.05	N
			403040	17RV-DMYK-	199-33-6399.01-041-699000	WRONG AMOUNT	-24.42	N
			403040	1JFK-NRM7-	199-33-6399.01-101-699000	WRONG AMOUNT	-22.21	N
			402901	1X3Q-QGYT-	199-36-6399.41-001-699000	WRONG AMOUNT	-652.89	N
			402901	1GPP-VDF4-	199-36-6399.41-001-699000	WRONG AMOUNT	-295.90	N
			403084	1RMS-JCVW-	199-41-6399.00-701-699000	WRONG AMOUNT	-92.34	N
			403062	1G4V-N7LF-	199-41-6399.00-701-699000	WRONG AMOUNT	-30.92	N
Totals for Check 115158							-.00	
115159	10-02-2025	ANSON ISD	403142	CLYDE CISD	199-31-6339.00-001-699000	ACT WORKSHOP	360.00	N
115160	10-02-2025	AT&T MOBILITY	060019	X09232025	199-51-6259.02-999-699000	WIRELESS PHONE CHARGES	843.76	N
115161	10-02-2025	ATMOS ENERGY	060020	3032351480	199-51-6259.03-936-699000	NATURAL GAS	86.39	N
			060020	3024167767	199-51-6259.03-936-699000	NATURAL GAS	249.46	N
			060020	3024167981	199-51-6259.03-936-699000	NATURAL GAS	172.28	N
			060020	3032350338	199-51-6259.03-936-699000	NATURAL GAS	264.67	N
			060020	3032350589	199-51-6259.03-936-699000	NATURAL GAS	185.33	N
			060020	3032350810	199-51-6259.03-936-699000	NATURAL GAS	86.39	N
			060020	3032351284	199-51-6259.03-936-699000	NATURAL GAS	149.43	N
Totals for Check 115161							1,193.95	
115162	10-02-2025	KAY BAILEY	403190		199-34-6299.00-937-699000	DRIVE STUDENTS TO TSTC	280.00	N
115163	10-02-2025	BIG COUNTRY	403184	M31839	199-36-6269.01-001-699000	ICE MACHINE LEASES	125.00	N
			403184	M31840	199-51-6269.01-936-699000	ICE MACHINE LEASES	70.00	N
			403184	M31845	199-51-6269.01-936-699000	ICE MACHINE LEASES	75.00	N
			403184	M31844	199-51-6269.01-936-699000	ICE MACHINE LEASES	75.00	N
			403184	M31843	199-51-6269.01-936-699000	ICE MACHINE LEASES	95.00	N
			403184	M31842	199-51-6269.01-936-699000	ICE MACHINE LEASES	75.00	N
			403184	M31841	240-35-6269.00-938-699000	ICE MACHINE LEASES	70.00	N
Totals for Check 115163							585.00	

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115164	10-02-2025	THRIVE INTERNATIONAL	402924	00388	199-31-6495.00-101-699000	ANNUAL MEMBERSHIP	299.00	N
115165	10-02-2025	RODGER BROWN	060022		199-36-6299.02-001-691000	JV FOOTBALL VS SNYDER	30.00	N
			060022		199-36-6299.02-001-691000	VARSITY FB VS MULESHOE	45.00	N
Totals for Check 115165							75.00	
115166	10-02-2025	CITIZENS EMERGENCY	403148	JV VS	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	180.00	N
			403148	JV VS	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	157.50	N
			403148	JV VS SNYDER	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	202.50	N
Totals for Check 115166							540.00	
115167	10-02-2025	SHAWN CROUCH	060025		199-52-6299.01-999-699000	VARSITY FB VS MULESHOE	100.00	N
115168	10-02-2025	KENNY DOSS	060024		199-36-6299.02-001-691000	VARSITY FB VS MULESHOE	45.00	N
115169	10-02-2025	GRAHAM JUNIOR HIGH	403103	CLYDE CISD	199-36-6499.21-041-691000	VOLLEYBALL TOURNAMENT	800.00	N
115170	10-02-2025	GREAT AMERICA FINAN	060017	40135295	199-11-6269.00-001-611000	COPY MACHINE LEASE	793.39	N
			060018	40114294	199-11-6269.00-001-611000	COPY MACHINE LEASE	223.00	N
			060017	40135295	199-11-6269.00-041-611000	COPY MACHINE LEASE	317.40	N
			060018	40114294	199-11-6269.00-041-611000	COPY MACHINE LEASE	223.00	N
			060017	40135295	199-11-6269.00-101-611000	COPY MACHINE LEASE	158.70	N
			060018	40114294	199-11-6269.00-101-611000	COPY MACHINE LEASE	223.00	N
			060017	40135295	199-11-6269.00-103-611000	COPY MACHINE LEASE	317.40	N
			060018	40114294	199-11-6269.00-103-611000	COPY MACHINE LEASE	223.00	N
			060017	40135295	199-12-6269.00-001-699000	COPY MACHINE LEASE	317.40	N
			060017	40135295	199-41-6269.00-701-699000	COPY MACHINE LEASE	317.40	N
Totals for Check 115170							3,113.69	
115171	10-02-2025	HOUGHTON MIFFLIN HA	402920	956387089	410-11-6399.00-001-611000	PO Created by Req: 306040	291.75	N
115172	10-02-2025	HUDL	403163	H00163095	199-36-6219.04-001-691000	HUDL TEAM PACKAGE	11,616.73	N
115173	10-02-2025	IFRIT TECHNOLOGIES L	403072	CLYDE CISD	199-36-6399.04-001-699000	EXTEMP GENIE SUBSCRIPTION	124.96	N
115174	10-02-2025	INTERQUEST DETECTIO	403149	4689	199-11-6219.01-001-611000	ANNUAL CONTRABAND DETECTI	350.00	N
115175	10-02-2025	KAJEET, INC.	403036	INV40715	199-11-6399.75-999-611000	SMART BUS ACCESS POINTS	808.65	N
115176	10-02-2025	KLEMENT DISTRIBUTIO	403194	138	240-35-6341.03-001-699000	ICE CREAM INVOICE	471.25	N
			403194	138	240-35-6341.03-041-699000	ICE CREAM INVOICE	436.94	N
			403194	138	240-35-6341.03-101-699000	ICE CREAM INVOICE	264.48	N
			403194	138	240-35-6341.03-103-699000	ICE CREAM INVOICE	534.18	N
			403194	138	240-35-6341.06-938-699000	ICE CREAM INVOICE	1,075.04	N
Totals for Check 115176							2,781.89	
115177	10-02-2025	MCGRAW HILL EDUCATI	403024	138512808001	410-11-6399.00-001-611000	HS TX SOCIAL STUDIES	2,078.40	N
			403024	138463545001	410-11-6399.00-001-611000	HS TX SOCIAL STUDIES	4,676.40	N
Totals for Check 115177							6,754.80	
115178	10-02-2025	MOBYMAX EDUCATION,	402876	504820	199-11-6399.00-103-623000	MOBYMAX RENEWAL	1,114.00	N
115179	10-02-2025	TOMMY MORRIS	060026		199-52-6299.01-999-699000	VARSITY FB VS MULESHOE	100.00	N
115180	10-02-2025	MUELLER SUPPLY INC	402900	7757031	199-36-6399.41-001-699000	STEEL FOR SHOW PROPS	88.80	N

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115181	10-02-2025	CLYDE NEFF	403168	CLYDE CISD	199-36-6499.14-001-691000	CHIPPED BIBS FOR DISTRICT ME	15.00	N
115182	10-02-2025	DANIEL NELSON	060028		199-36-6299.02-001-691000	VARSITY FB VS MULESHOE	45.00	N
115183	10-02-2025	N-TUNE MUSIC AND SO	402860	NT1700	199-11-6399.41-001-611400	BAND INSTRUMENTS	5,196.00	N
115184	10-02-2025	ODP BUSINESS SOLUTI	402950	439675689001	199-11-6399.00-001-611000	OFFICE/CLASSROOM SUPPLIES	66.87	N
			402883		199-11-6399.00-001-611000	OFFICE / TEACHER SUPPLIES	484.08	N
			402950	439675975001	199-11-6399.00-001-623000	OFFICE/CLASSROOM SUPPLIES	46.62	N
			402883		199-11-6399.00-001-637000	OFFICE / TEACHER SUPPLIES	133.19	N
			402883		199-23-6399.00-001-699000	OFFICE / TEACHER SUPPLIES	326.38	N
			402883		199-36-6399.01-001-691000	OFFICE / TEACHER SUPPLIES	114.31	N
			402950	439675689001	199-53-6399.01-001-699000	OFFICE/CLASSROOM SUPPLIES	42.84	N
Totals for Check 115184							1,214.29	
115185	10-02-2025	ALOE SOFTWARE GROU	403183	1650-A	199-53-6299.01-999-699000	ANNUAL LICENSING FEE	5,729.17	N
115186	10-02-2025	PEST PATROL	402846	11175846	199-51-6249.00-936-699000	YEARLY PEST CONTROL FEES	324.00	N
115187	10-02-2025	RAPTOR TECHNOLOGIE	403112	INV191096	199-52-6399.01-999-699000	RAPTOR BADGE PAPER	495.00	N
115188	10-02-2025	GI GI ROBINSON	060021		199-36-6299.02-001-691000	JV VOLLEYBALL VS SAN ANGELO	30.00	N
			060021		199-36-6299.02-001-691000	JV VOLLEYBALL VS SA TLCA	45.00	N
Totals for Check 115188							75.00	
115189	10-02-2025	ELEUTERIO F,	060027		199-36-6299.02-001-691000	VARSITY FB VS MULESHOE	45.00	N
115190	10-02-2025	SALLY'S PRINTING + MAI	402944	3326	199-41-6399.00-750-699000	ENVELOPES	400.00	N
115191	10-02-2025	SOUTHERN TIRE MART	403113	4920115744	199-34-6249.00-937-699000	EMERGENCY TIRE REPLACEMEN	506.00	N
			403113	4920115744	199-34-6319.00-937-699000	EMERGENCY TIRE REPLACEMEN	961.66	N
Totals for Check 115191							1,467.66	
115192	10-02-2025	CAPITAL ONE	403056	1665129815	199-36-6412.19-001-691000	MEAL SUPPLIES FOR SNYDER	55.66	N
115193	10-02-2025	TAMI WELCH	403173		199-53-6411.00-999-699000	REIMBURSEMENT FOR MEALS	35.59	N
115194	10-02-2025	WEST COAST PUBLISHI	403111	2025-215	199-36-6399.04-001-699000	POLICY & LD DEBATE SETS	412.50	N
115195	10-02-2025	WEST TECHS CHILL WA	402911	30777	199-51-6249.00-936-699000	ELEM. CAFE A/C REPAIR THERM	400.00	N
115196	10-02-2025	DANNY WHITE	060023		199-36-6299.02-001-691000	VARSITY FB VS MULESHOE	45.00	N
115197	10-03-2025	ODP BUSINESS SOLUTI	402883		199-36-6399.01-001-691000	OFFICE / TEACHER SUPPLIES	.42	N
115198	10-03-2025	LABATT FOOD SERVICE	403196	1771	240-35-6319.00-001-699000	JANITORIAL SUPPLIES	671.99	N
			403196	1771	240-35-6319.00-041-699000	JANITORIAL SUPPLIES	280.46	N
			403196	1771	240-35-6319.00-101-699000	JANITORIAL SUPPLIES	301.84	N
			403196	1771	240-35-6319.00-103-699000	JANITORIAL SUPPLIES	530.00	N
			403196	1771	240-35-6341.03-001-699000	JANITORIAL SUPPLIES	7,755.85	N
			403196	1771	240-35-6341.03-041-699000	JANITORIAL SUPPLIES	9,329.67	N
			403196	1771	240-35-6341.03-101-699000	JANITORIAL SUPPLIES	11,914.36	N
			403196	1771	240-35-6341.03-103-699000	JANITORIAL SUPPLIES	7,649.09	N
			403196	1771	240-35-6341.06-938-699000	JANITORIAL SUPPLIES	3,834.38	N
			403196	1771	240-35-6342.02-001-699000	JANITORIAL SUPPLIES	858.37	N
			403196	1771	240-35-6342.02-041-699000	JANITORIAL SUPPLIES	1,168.51	N
			403196	1771	240-35-6342.02-101-699000	JANITORIAL SUPPLIES	1,391.74	N

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			403196	1771	240-35-6342.02-103-699000	JANITORIAL SUPPLIES	778.91	N
			403196	1771	240-35-6342.03-101-699000	JANITORIAL SUPPLIES	229.05	N
						Totals for Check 115198	46,694.22	
115199	10-03-2025	AMAZON CAPITAL	403087	11WD-JMXP-	199-11-6399.06-041-611000	ART SUPPLIES	214.20	N
			060029	11WD-JMXP-	199-11-6399.06-041-611000	ART SUPPLIES (403087)	214.20	N
			060029	11WD-JMXP-	199-11-6399.06-041-611000	WRONG AMOUNT	-214.20	N
			403087	11WD-JMXP-	199-11-6399.06-041-611000	WRONG AMOUNT	-214.20	N
			403040	13FJ-GVQ4-	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	20.05	N
			060029	13FJ-GVQ4-	199-33-6399.01-001-699000	NURSE SUPPLIES	20.05	N
			060029	13FJ-GVQ4-	199-33-6399.01-001-699000	WRONG AMOUNT	-20.05	N
			403040	13FJ-GVQ4-	199-33-6399.01-001-699000	WRONG AMOUNT	-20.05	N
			403040	17RV-DMYK-	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	24.42	N
			060029	17RV-DMYK-	199-33-6399.01-041-699000	NURSE SUPPLIES	24.42	N
			060029	17RV-DMYK-	199-33-6399.01-041-699000	WRONG AMOUNT	-24.42	N
			403040	17RV-DMYK-	199-33-6399.01-041-699000	WRONG AMOUNT	-24.42	N
			403040	1JFK-NRM7-	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	22.21	N
			060029	1JFK-NRM7-	199-33-6399.01-101-699000	NURSE SUPPLIES	22.21	N
			060029	1JFK-NRM7-	199-33-6399.01-101-699000	WRONG AMOUNT	-22.21	N
			403040	1JFK-NRM7-	199-33-6399.01-101-699000	WRONG AMOUNT	-22.21	N
			402901	1X3Q-QGYT-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	652.89	N
			402901	1GPP-VDF4-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	295.90	N
			060029	1GPP-VDF4-	199-36-6399.41-001-699000	PROP SUPPLIES	295.92	N
			060029	1X3Q-QGYT-	199-36-6399.41-001-699000	PROP SUPPLIES	652.89	N
			060029	1X3Q-QGYT-	199-36-6399.41-001-699000	WRONG AMOUNT	-652.89	N
			402901	1X3Q-QGYT-	199-36-6399.41-001-699000	WRONG AMOUNT	-652.89	N
			402901	1GPP-VDF4-	199-36-6399.41-001-699000	WRONG AMOUNT	-295.90	N
			060029	1GPP-VDF4-	199-36-6399.41-001-699000	WRONG AMOUNT	-295.92	N
			403084	1RMS-JCVW-	199-41-6399.00-701-699000	BANKER BOXES/NOTEBOOK	92.34	N
			403062	1G4V-N7LF-	199-41-6399.00-701-699000	LABEL MAKER	30.92	N
			060029	1G4V-N7LF-	199-41-6399.00-701-699000	SEC LABEL MAKER (403062)	30.92	N
			060029	1RM3-JCVW-	199-41-6399.00-701-699000	OFFICE SUPPLIES (403084)	92.34	N
			060029	1RM3-JCVW-	199-41-6399.00-701-699000	WRONG AMOUNT	-92.34	N
			403084	1RMS-JCVW-	199-41-6399.00-701-699000	WRONG AMOUNT	-92.34	N
			060029	1G4V-N7LF-	199-41-6399.00-701-699000	WRONG AMOUNT	-30.92	N
			403062	1G4V-N7LF-	199-41-6399.00-701-699000	WRONG AMOUNT	-30.92	N
						Totals for Check 115199	.00	
115203	10-03-2025	MOJO CHOIR BOOSTER	403014		199-36-6412.50-001-699000	ALL REGION MEALS	200.00	N
115204	10-03-2025	LABATT FOOD SERVICE	060030	1771	240-35-6319.00-103-699000	FOOD SERVICE JANITORIAL	8.00	N
115205	10-03-2025	PROJECT GRADUATION	060031		199-00-5749.01-000-600000	TEXAS DEPT OF TRANS	750.00	N
115206	10-03-2025	CLYDE INTERMEDIATE	060032		199-00-5749.01-000-600000	HAT PASS AND PARKING SPOT	1,321.00	N
			060033		199-00-5753.01-000-600000	PTO PARKING PASS/HAT PASS S	225.60	N
	10-15-2025	CLYDE INTERMEDIATE	060032		199-00-5749.01-000-600000	WRONG CHECK NUMBER	-1,321.00	N
			060033		199-00-5753.01-000-600000	WRONG CHECK NUMBER	-225.60	N
						Totals for Check 115206	-.00	

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115208	10-09-2025	ABILENE HIGH SCHOOL	403118	CLYDE CISD	199-36-6412.02-001-699000	UIL CONGRESS CLINIC FEE	75.00	N
115209	10-09-2025	AIRGAS USA, LLC	402960	9165426974	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	116.82	N
			402960	9165426948	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	147.69	N
			402960	9165426961	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	874.78	N
			402960	9165426880	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	12.98	N
			402960	9165426894	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	266.47	N
			402960	9165426913	199-11-6399.40-001-622000	INSTRUCTIONAL SUPPLIES	23.63	N
			403076	9165192669	199-11-6399.40-001-622000	Shop Instructional Materials	185.51	N
			402961	9165426932	199-11-6399.40-001-622000	CARTRIDES SMARTSYNC	500.00	N
			402961	9165426871	199-11-6399.40-001-622000	CARTRIDES SMARTSYNC	112.00	N
						Totals for Check 115209	2,239.88	
115210	10-09-2025	AMAZON CAPITAL	403087	11WD-JMXP-	199-11-6399.06-041-611000	ART SUPPLIES	214.20	N
			403040	13FJ-GVQ4-	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	20.05	N
			403040	17RV-DMYK-	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	24.42	N
			403040	1JFK-NRM7-	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	22.21	N
			402901	1X3Q-QGYT-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	652.89	N
			402901	1GPP-VDF4-	199-36-6399.41-001-699000	BAND SUPPLIES FOR SHOW	295.92	N
			403084	1RMS-JCVW-	199-41-6399.00-701-699000	BANKER BOXES/NOTEBOOK	92.34	N
			403062	1G4V-N7LF-	199-41-6399.00-701-699000	LABEL MAKER	30.92	N
						Totals for Check 115210	1,352.95	
115211	10-09-2025	ASW ENTERPRISES,	403073	23242358	199-36-6399.04-001-699000	UIL MEET SUPPLIES	80.00	N
115212	10-09-2025	BARRON SERVICE PART	403109	353733	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	17.48	N
			260070	353959	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	9.09	N
						Totals for Check 115212	26.57	
115213	10-09-2025	BIG COUNTRY SCHOOL	403189	1744	199-41-6495.02-701-699000	BCSA MEMBERSHIP DUES	300.00	N
115214	10-09-2025	BORDERLAN SECURITY	403110	17566	199-52-6399.05-999-699000	CYBERSECURITY	12,140.00	N
115215	10-09-2025	SHARON BROWN	403200	2025-2026 #001	199-11-6299.55-001-611000	ACCOMPANIST FEE	200.00	N
115216	10-09-2025	BSN SPORTS, LLC	260001	310722384	199-36-6399.02-001-691000	SOFTBALL UNIFORMS AFTER 9-1-	4,000.00	N
			260048	311158209	199-36-6399.14-001-691000	COMPRESSION SHORTS	508.80	N
			402951	311273142	199-36-6399.15-001-691000	COACHES GEAR	149.45	N
			260001	310722384	199-36-6399.15-001-691000	SOFTBALL UNIFORMS AFTER 9-1-	1,145.12	N
						Totals for Check 115216	5,803.37	
115217	10-09-2025	CHROMEBOOKPARTS.C	402991	259473	199-11-6399.75-999-6220TE	CHROMEBOOK PARTS	299.97	N
			402991	258507	199-11-6399.75-999-6220TE	CHROMEBOOK PARTS	419.97	N
						Totals for Check 115217	719.94	
115218	10-09-2025	CITIZENS EMERGENCY	403148	V VS	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	315.00	N
115219	10-09-2025	CITY OF CLYDE	060035	CISD	199-51-6259.00-936-699000	MONTHLY WATER CHARGES	10,275.79	N
115220	10-09-2025	CLASSLINK	402840	INV22877	199-53-6399.00-999-699000	CLASSLINK RENEWAL	5,915.00	N
115221	10-09-2025	CLYDE HS CAFETERIA	403044		199-33-6399.01-001-699000	JUICE/CRACKERS NURSE'S OFFI	43.01	N

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115222	10-09-2025	CLYDE INTERMEDIATE	403042		199-33-6399.01-103-699000	CRACKERS NURSE'S OFFICE	22.39	N
115223	10-09-2025	CLYDE JH CAFETERIA	403041		199-33-6399.01-041-699000	JUICE/CRACKERS NURSE'S OFFI	43.01	N
115224	10-09-2025	CLYDE JOURNAL	403195	181	199-33-6399.00-999-699000	LEGAL NOTICE/ANNOUNCEMENT	66.00	N
			403195	181	199-41-6491.00-750-699000	LEGAL NOTICE/ANNOUNCEMENT	175.20	N
Totals for Check 115224							241.20	
115225	10-09-2025	COMMUNICAN	403070	CN1239	199-36-6399.04-001-699000	DEBATE RESOURCES	395.77	N
115226	10-09-2025	THE FORENSIC FILES, L	403071	15383	199-36-6399.04-001-699000	DEBATE RESOURCES	168.00	N
115227	10-09-2025	FRANKLINCOVEY	403086	S100063877	199-11-6399.00-101-611000	LEADER IN ME HABIT SIGNS	246.00	N
115228	10-09-2025	GANDY'S	403208	1199619	240-35-6341.01-001-699000	MILK STATEMENT	1,871.53	N
			403208	1199619	240-35-6341.01-041-699000	MILK STATEMENT	2,243.87	N
			403208	1199619	240-35-6341.01-101-699000	MILK STATEMENT	3,134.09	N
			403208	1199619	240-35-6341.01-103-699000	MILK STATEMENT	2,054.52	N
Totals for Check 115228							9,304.01	
115229	10-09-2025	HAMILTON SUPPLY CO.,	403077	509970	199-51-6319.03-936-699000	NEW STARTER FOR MOWER	210.00	N
115230	10-09-2025	HCDT INSURANCE AGE	403199	28559	199-52-6429.00-999-699000	CYBER RENEWAL POLICY	11,558.88	N
115231	10-09-2025	HENDERSON JH PTO	403176	CLYDE CISD	199-36-6412.21-041-691000	STEPHENVILLE TOURNAMENT M	200.00	N
115232	10-09-2025	HENRY SCHEIN CORP.	403038	47333084	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	13.48	N
			403038	47185377	199-33-6399.01-001-699000	NURSE SUPPLIES- ALL CAMPUSE	141.71	N
			403038	47333084	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	13.48	N
			403038	47185377	199-33-6399.01-041-699000	NURSE SUPPLIES- ALL CAMPUSE	99.63	N
			403038	47565255	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	10.32	N
			403038	47333084	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	13.48	N
			403038	47185377	199-33-6399.01-101-699000	NURSE SUPPLIES- ALL CAMPUSE	139.77	N
			403038	47333084	199-33-6399.01-103-699000	NURSE SUPPLIES- ALL CAMPUSE	13.48	N
			403038	47185377	199-33-6399.01-103-699000	NURSE SUPPLIES- ALL CAMPUSE	81.29	N
			260049	47635076	199-33-6399.01-999-699000	AED REPLACEMENTS AND SUPP	640.80	N
			260049	46548320	199-33-6399.01-999-699000	AED REPLACEMENTS AND SUPP	5,913.80	N
			403116	47646823	199-33-6499.00-999-699000	STOP THE BLEED KIT SUPPLIES	103.26	N
			403116	47646824	199-33-6499.00-999-699000	STOP THE BLEED KIT SUPPLIES	168.72	N
			403116	47306112	199-33-6499.00-999-699000	STOP THE BLEED KIT SUPPLIES	23.77	N
			403054	47185392	199-36-6399.01-001-691000	TRAINING SUPPLIES	44.40	N
			403054	47185391	199-36-6399.01-001-691000	TRAINING SUPPLIES	330.25	N
Totals for Check 115232							7,751.64	
115233	10-09-2025	INTERSTATE BATTERY	403033	C902301034865	199-36-6399.41-001-699000	BATTERY MELTING/	689.06	N
115234	10-09-2025	IOWA PARK HIGH SCHO	403214	CLYDE CISD	199-36-6499.15-001-691000	TOURNAMENT ENTRY FEE	425.00	N
115235	10-09-2025	J W PEPPER & SON CO	260030	367768029	199-11-6399.55-001-611000	MUSIC	102.20	N
			260030	367807266	199-11-6399.55-001-611000	MUSIC	239.40	N
			260030	367773356	199-11-6399.55-001-611000	MUSIC	73.98	N
			260030	367825519	199-11-6399.55-001-611000	MUSIC	20.49	N
			260030	367827564	199-11-6399.55-001-611000	MUSIC	57.75	N
			260030	367849963	199-11-6399.55-001-611000	MUSIC	119.10	N
Totals for Check 115235							612.92	

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115236	10-09-2025	MORGAN LIVESTOCK E	260052	2025-750	199-11-6399.40-001-622000	RICE LAKE INDICATOR	1,432.00	N
			260052	2025-750	199-11-6399.40-001-622000	RICE LAKE INDICATOR	.40	N
Totals for Check 115236							1,432.40	
115237	10-09-2025	NORTH TEXAS TOLLWA	403224	2024368123	199-36-6411.01-001-691000	TOLLS	99.98	N
115238	10-09-2025	N-TUNE MUSIC AND SO	260057	NT1548	199-11-6299.41-001-611000	INSTRUMENT REPAIR	329.00	N
			402902	NT1699	199-11-6299.41-001-611000	INSTRUMENT REPAIR	152.00	N
			403098	NT1827	199-11-6299.41-001-611000	INSTRUMENT REPAIR	112.00	N
			260057	NT1489	199-11-6299.41-001-611000	INSTRUMENT REPAIR	440.00	N
			260055	NT1550	199-11-6399.41-001-611400	BAND INSTRUMENTS - CLARINET	1,389.00	N
			260056	NT1498	199-36-6399.41-001-699000	INSTRUMENT SUPPLIES	57.45	N
			260056	NT1547	199-36-6399.41-001-699000	INSTRUMENT SUPPLIES	110.00	N
			260056	NT1490	199-36-6399.41-001-699000	INSTRUMENT SUPPLIES	69.95	N
			403215	NT1922	199-36-6399.41-001-699000	INSTRUMENT SUPPLIES	68.42	N
			403198	NT1904	199-36-6399.41-001-699000	SOUND EQUIPMENT	1,636.00	N
Totals for Check 115238							4,363.82	
115239	10-09-2025	REGION 14 EDUCATION	402856	039353	255-13-6239.00-999-624000	PARA ACADEMY REGISTRATION	200.00	N
115240	10-09-2025	REGION 4 EDUCATION S	402889	12401761	199-34-6219.01-937-699000	RECERTIFICATION OF DRIVERS	60.00	N
115241	10-09-2025	SCHOOL SPECIALTY	402940	208136363043	199-53-6399.01-103-699000	PEIMS SUPPLIES	76.89	N
			402932	208136388571	199-53-6399.01-103-699000	PEIMS SUPPLIES	286.86	N
Totals for Check 115241							363.75	
115242	10-09-2025	SHREDDING SERVICES	403223	33804	199-11-6249.00-001-611000	SHREDDING SERVICES	55.00	N
			403223	33804	199-11-6249.00-101-611000	SHREDDING SERVICES	35.00	N
			403223	33804	199-11-6249.00-103-611000	SHREDDING SERVICES	35.00	N
			403223	33804	199-41-6299.00-750-699000	SHREDDING SERVICES	160.00	N
Totals for Check 115242							285.00	
115243	10-09-2025	SIGN WAREHOUSE	402886	INV/2025/43363	199-12-6399.04-001-699000	DIST VINYL CUTTER & PRINTER	1,615.00	N
			402886	INV/2025/44054	199-12-6399.04-001-699000	DIST VINYL CUTTER & PRINTER	1,455.00	N
			403051	INV/2025/45901	199-52-6399.03-999-699000	SIGNAGE SUPPLIES DOORS	222.54	N
Totals for Check 115243							3,292.54	
115244	10-09-2025	STERLING COMPUTER	402893	0220146	199-12-6399.04-001-699000	COMPUTER FOR VINYL SIGN	250.00	N
			402893	0220146	199-12-6399.04-041-699000	COMPUTER FOR VINYL SIGN	250.00	N
			402893	0220146	199-12-6399.04-101-699000	COMPUTER FOR VINYL SIGN	250.00	N
			402893	0220146	199-12-6399.04-103-699000	COMPUTER FOR VINYL SIGN	250.00	N
			402884	0220060	429-52-6399.00-999-699200	REPLACE RAPTOR COMPUTERS	4,000.00	N
Totals for Check 115244							5,000.00	
115245	10-09-2025	LEONA DENISE	402969		199-11-6399.08-001-611000	ADJUSTABLE STAND UP DESK	140.00	N
115246	10-09-2025	DALENA TARVER	403119		199-36-6411.01-041-699000	MEALS AT AHS CONGRESS CLINI	10.00	N
			403119		199-36-6412.02-001-699000	MEALS AT AHS CONGRESS CLINI	50.00	N
Totals for Check 115246							60.00	
115247	10-09-2025	TASB, INC	403197	682738	199-41-6219.00-702-699000	POLICY UPDATE	25.00	N
115248	10-09-2025	TCEA	260035	1022639	199-53-6411.23-999-699000	SYSTEM ADMIN CONFERENCE	309.00	N

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115249	10-09-2025	UNIFIRST CORPORATIO	403228	1480445	199-51-6319.01-936-699000	UNIFORMS AND JAN SUPPLIES	15,769.02	N
			403228	1480445	199-51-6499.01-936-699000	UNIFORMS AND JAN SUPPLIES	1,231.32	N
Totals for Check 115249							17,000.34	
115250	10-09-2025	WEST TECHS CHILL WA	403213	30677	199-51-6249.00-936-699000	JH BAND HALL A/C	1,856.74	N
115251	10-09-2025	KARA BARBEE	403067		199-11-6411.12-001-611000	PER DIEM FOR MAESTRO CLINIC	276.00	N
115252	10-16-2025	AMAZON CAPITAL	403004	1DG9-GVYT-	199-11-6399.00-101-611000	OFFICE SUPPLIES	12.41	N
			403004	1Y17-PFDR-	199-11-6399.00-101-611000	OFFICE SUPPLIES	119.59	N
			403004	1Y17-PFDR-	199-11-6399.00-101-623000	OFFICE SUPPLIES	33.00	N
			403004	1Y17-PFDR-	199-11-6399.00-101-624000	OFFICE SUPPLIES	165.00	N
			403004	1Y17-PFDR-	199-23-6399.00-101-699000	OFFICE SUPPLIES	325.10	N
			403137	1K1F-NGHG-	199-41-6399.00-750-699000	BOARD SNACKS & OFFICE	8.99	N
			403122	19WC-PQ6P-	199-41-6399.00-750-699000	NEW HIRE FOLDERS	55.99	N
			403137	1K1F-NGHG-	199-41-6399.05-702-699000	BOARD SNACKS & OFFICE	30.50	N
			403031	1GJR-GHXW-	199-53-6399.01-101-699000	FILE FOLDERS	53.32	N
Totals for Check 115252							803.90	
115253	10-16-2025	C4 FUELS LLC	060036	84966	199-34-6311.01-937-623000	FUEL FOR DISTRICT VEHICLES	1,048.00	N
			060036	84966	199-34-6311.01-937-699000	FUEL FOR DISTRICT VEHICLES	9,432.00	N
Totals for Check 115253							10,480.00	
115254	10-16-2025	CLYDE CISD OPERATIN	403290	AUG/SEPT	205-11-6399.01-101-624000	HEADSTART MEALS AUG-SEPT	936.00	N
115255	10-16-2025	CLYDE INTERMEDIATE	060032		199-00-5749.01-000-600000	HAT PASS AND PARKING SPOT	1,321.00	N
			060039		199-00-5749.01-000-600000	PARKING SPOT/HAT PASS	1,321.00	N
			060032		199-00-5749.01-000-600000	WRONG AMOUNT	-1,321.00	N
			060039		199-00-5749.01-000-600000	WRONG AMOUNT	-1,321.00	N
			060033		199-00-5753.01-000-600000	PTO PARKING PASS/HAT PASS S	225.60	N
			060039		199-00-5753.01-000-600000	PARKING SPOT/HAT PASS	225.60	N
			060033		199-00-5753.01-000-600000	WRONG AMOUNT	-225.60	N
			060039		199-00-5753.01-000-600000	WRONG AMOUNT	-225.60	N
Totals for Check 115255							.00	
115256	10-16-2025	DATROO TECHNOLOGIE	060038	35018	199-51-6259.01-936-699000	ELEVATE SIP TRUNK SERVICE	229.34	N
115257	10-16-2025	DECKER EQUIPMENT	403123	43795	199-51-6249.00-936-699000	WHITE BOARD & LOCKER PARTS	179.43	N
			403123	43795	199-51-6319.02-936-699000	WHITE BOARD & LOCKER PARTS	395.00	N
Totals for Check 115257							574.43	
115258	10-16-2025	CADE DEMENT	403238		199-34-6219.00-937-699000	REIMBERSMENT FOR PHYSICAL	75.00	N
115259	10-16-2025	COREY HAAS	403256	1760	199-51-6249.00-936-699000	HS NEW OVEN DRAIN REPAIR	278.50	N
115260	10-16-2025	HOBBY LOBBY STORES,	402875	9112049	199-36-6399.41-001-699000	MARCHING SHOW PROPS	271.95	N
115261	10-16-2025	JIM NED HIGH SCHOOL	403296	CLYDE CISD	199-36-6499.11-001-691000	TOURNAMENT ENTRY FEES	575.00	N
115262	10-16-2025	LOWE'S	402916	993247-	199-33-6399.02-999-699000	REPLACE INTERM. NURSE'S FRID	94.05	N
			402992	979033-	199-51-6319.02-936-699000	PARTS TO FIX A/C PROBLEMS @	208.05	N
			402899	993258-	240-35-6399.00-938-699000	REPLACE FAN FOR HS CAFETERI	130.15	N
Totals for Check 115262							432.25	

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115263	10-16-2025	NEAL'S AUTOMOTIVE	402966	37592	199-34-6319.00-937-699000	TIRE TRK 3	200.00	N
			403291	37592/37570	199-34-6319.00-937-699000	TIRE FOR M3	101.20	N
Totals for Check 115263							301.20	
115264	10-16-2025	NATIONAL SERVICE OR	403244	N-0127294586	199-11-6429.60-001-622000	INSURANCE	321.00	N
115265	10-16-2025	REGION 11 EDUCATION	260061	2002600036	199-12-6249.02-001-699000	LIBRARY RESOURCES	6,636.00	N
			260061	2002600036	199-12-6249.02-041-699000	LIBRARY RESOURCES	6,363.00	N
			260061	2002600036	199-12-6249.02-101-699000	LIBRARY RESOURCES	6,638.00	N
			260061	2002600036	199-12-6249.02-103-699000	LIBRARY RESOURCES	6,363.00	N
Totals for Check 115265							26,000.00	
115266	10-16-2025	REGION 14 EDUCATION	403289	039385	199-11-6239.00-001-624000	CONTRACTED SERVICES	1,243.88	N
			403289	039385	199-11-6239.00-041-624000	CONTRACTED SERVICES	358.50	N
			403289	039385	199-11-6239.00-999-625000	CONTRACTED SERVICES	37.50	N
			403289	039385	199-11-6239.01-001-621000	CONTRACTED SERVICES	812.50	N
			403289	039385	199-11-6239.02-001-611000	CONTRACTED SERVICES	87.50	N
			403289	039385	199-13-6239.02-999-699000	CONTRACTED SERVICES	750.00	N
			403289	039385	199-23-6239.00-001-699000	CONTRACTED SERVICES	1,299.38	N
			403289	039385	199-31-6239.00-001-699000	CONTRACTED SERVICES	43.75	N
			403289	039385	199-33-6239.00-999-699000	CONTRACTED SERVICES	562.50	N
			403289	039385	199-53-6239.01-750-699000	CONTRACTED SERVICES	2,916.00	N
			403289	039385	199-53-6239.01-999-611000	CONTRACTED SERVICES	3,262.50	N
			403289	039385	199-53-6239.01-999-699000	CONTRACTED SERVICES	4,374.00	N
			403289	039385	199-53-6239.02-750-699000	CONTRACTED SERVICES	561.75	N
			403289	039385	199-53-6239.02-999-611000	CONTRACTED SERVICES	227.45	N
			403289	039385	255-13-6239.00-999-624000	CONTRACTED SERVICES	968.75	N
			403289	039385	289-11-6239.00-999-624000	CONTRACTED SERVICES	562.50	N
Totals for Check 115266							18,068.46	
115267	10-16-2025	RELIANT, DEPT 0954	060037	CLYDE CISD	199-51-6259.02-936-699000	MONTHLY ELECTRICITY CHARGE	30,711.06	N
115268	10-16-2025	ROBERTS TRUCK CENT	403204	X803042794:01	199-34-6319.01-937-699000	REPLACE DRIVER SEAT IN BUS 2	525.00	N
115269	10-16-2025	STERLING COMPUTER	403179	0222602	199-53-6399.01-001-699000	PEIMS COMPUTERS	1,000.00	N
			403179	0222602	199-53-6399.01-041-699000	PEIMS COMPUTERS	1,000.00	N
			403179	0222602	199-53-6399.01-101-699000	PEIMS COMPUTERS	1,000.00	N
			403179	0222602	199-53-6399.01-103-699000	PEIMS COMPUTERS	1,000.00	N
Totals for Check 115269							4,000.00	
115270	10-16-2025	TASA	403255	000183528	199-13-6411.01-999-699000	MIDWINTER REGISTRATION FEE	485.00	N
115271	10-16-2025	TCEA	403301	58094576	199-11-6411.53-103-611000	TCEA REGISTRATION	409.00	N
115272	10-16-2025	TD ELECTRIC, LLC	403245	7968	429-52-6649.00-999-699200	GATE INSTALLMENT AT HS	7,692.57	N
115273	10-16-2025	TEXAS TECH UIL	403272	CLYDE CISD	199-36-6499.14-001-691000	REGIONAL MEET ENTRY FEE	30.00	N
115274	10-16-2025	WALSH,GALLEGOS,KYL	403232	716973	199-41-6211.00-701-699000	SEPT - ATTORNEY FEES	144.00	N
			403232	716974	199-41-6211.00-701-699000	SEPT - ATTORNEY FEES	2,660.00	N
			403232	716975	199-41-6211.00-701-699000	SEPT - ATTORNEY FEES	870.00	N
Totals for Check 115274							3,674.00	

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115275	10-16-2025	GREG WELCH	403248		199-41-6419.00-702-699000	REIMBURSE TASA/TASB CONF	784.88	N
115276	10-23-2025	TEXAS EDUCATIONAL P	403074	2019990-IN	199-36-6399.04-001-699000	UIL MEET SUPPLIES	250.11	N
115277	10-23-2025	ALL COPY	060080	AR41333	199-11-6269.00-101-611000	COPY MACHINE LEASE	1,095.48	N
			060080	AR41334	199-41-6269.01-701-699000	COPY MACHINE LEASE	138.19	N
Totals for Check 115277							1,233.67	
115278	10-23-2025	BAND SHOPPE	403221	SI210643	199-36-6399.41-001-699000	BAND GLOVES FOR CONTEST	367.70	N
115279	10-23-2025	DREAM MAKER PRODU	403120	36308	199-36-6399.11-001-691000	BASKETBALL SCOREBOOKS	99.95	N
			403120	36308	199-36-6399.12-001-691000	BASKETBALL SCOREBOOKS	99.95	N
Totals for Check 115279							199.90	
115280	10-23-2025	COREY HAAS	403310	1763	199-51-6249.00-936-699000	REMOVAL OF HOSE BIB @ HOGB	240.00	N
			403310	1763	199-51-6319.03-936-699000	REMOVAL OF HOSE BIB @ HOGB	27.80	N
Totals for Check 115280							267.80	
115281	10-23-2025	HEXCO ACADEMIC	403160	82449	199-36-6399.04-001-699000	UIL MEET SUPPLIES	2,252.00	N
115282	10-23-2025	JONES COUNTY APPRAI	060081	1771	199-99-6213.00-703-699000	CAD SERVICES	1,663.53	N
115283	10-23-2025	DAVID NEWMAN	403312		199-34-6499.00-937-699000	REIMBURSMENT FOR LICENSE F	97.00	N
115284	10-23-2025	SAM'S CLUB DIRECT	403153	007832	199-13-6495.00-999-699000	SAM'S CLUB ANNUAL RENEWAL	58.00	N
			403145	004411	199-23-6399.00-001-699000	SUPPLIES	67.42	N
			403145	004411	199-33-6399.01-001-699000	SUPPLIES	4.98	N
			403153	007832	199-34-6495.00-937-699000	SAM'S CLUB ANNUAL RENEWAL	58.00	N
			403145	004411	199-36-6412.14-001-691000	SUPPLIES	10.48	N
			403153	007832	199-36-6495.00-001-691000	SAM'S CLUB ANNUAL RENEWAL	58.00	N
			403153	007832	199-41-6495.00-750-699000	SAM'S CLUB ANNUAL RENEWAL	58.00	N
			403153	007832	199-51-6495.00-936-699000	SAM'S CLUB ANNUAL RENEWAL	58.00	N
Totals for Check 115284							372.88	
115285	10-23-2025	SCREENCASTIFY, LLC	403327	SC-947215	199-11-6399.00-001-611000	SCREENCASTIFY	207.65	N
			403327	SC-947215	211-11-6219.00-041-630000	SCREENCASTIFY	207.65	N
			403327	SC-947215	211-11-6219.00-101-630000	SCREENCASTIFY	207.65	N
			403327	SC-947215	211-11-6219.00-103-630000	SCREENCASTIFY	207.65	N
Totals for Check 115285							830.60	
115286	10-23-2025	STERLING COMPUTER	403146	SO-0198526	199-11-6399.75-999-611000	STAFF COMPUTERS	67,000.00	N
			403146	SO-0198526	199-53-6399.02-999-699000	STAFF COMPUTERS	13,000.00	N
Totals for Check 115286							80,000.00	
115287	10-23-2025	CARD SERVICE CENTER	403283	SY94AB	199-23-6399.00-041-699000	REMARKABLE SUBSCRIPTION	2.99	N
			403283	R0YMY2	199-41-6399.00-750-699000	REMARKABLE SUBSCRIPTION	3.24	N
			403283	SMT75W	199-41-6399.00-750-699000	REMARKABLE SUBSCRIPTION	3.24	N
Totals for Check 115287							9.47	
115288	10-27-2025	LEE'S TRUE VALUE HAR	403000	225894	199-36-6399.41-001-699000	MARCHING SHOW PROPS	122.95	N
			403000	226084	199-36-6399.41-001-699000	MARCHING SHOW PROPS	140.82	N
			403000	226085	199-36-6399.41-001-699000	MARCHING SHOW PROPS	23.98	N
			260066	CISD001	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	247.84	N
			403019	CISD001	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	250.30	N
			403085	CISD001	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	409.05	N

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			403085	CISD001	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	34.67	N
			402942	225860	199-52-6399.03-999-699000	PEEP HOLES FOR DOORS	324.74	N
			402943	225861	199-52-6399.03-999-699000	DOOR BREACHING TOOLS	179.68	N
						Totals for Check 115288	1,734.03	
115289	10-27-2025	BIG COUNTRY HARDWA	402929	270919	199-36-6399.00-001-691000	WATER SPOUT SUPPLIES	14.99	N
			402929	270907	199-36-6399.00-001-691000	WATER SPOUT SUPPLIES	73.92	N
			403092	271554	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	10.99	N
			260067	269854	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	8.49	N
			260067	270371	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	59.16	N
			260067	270419	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	35.98	N
			403026	270596	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	11.98	N
			403026	270659	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	39.87	N
			403026	270867	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	24.97	N
			403092	271067	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	27.85	N
			260067	270348	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	49.98	N
			260067	270401	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	11.49	N
			260067	270372	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	4.33	N
			403026	270661	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	23.99	N
			403026	270927	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	42.98	N
			403026	270895	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	68.63	N
			403026	270873	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	12.99	N
			403092	271182	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	170.84	N
			403092	271222	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	3.57	N
			260067	269479	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	14.99	N
			260067	269440	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	6.49	N
			260067	269400	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	15.48	N
			260067	270289	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	9.36	N
			260067	270551	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	13.58	N
			403092	271289	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	11.37	N
			403092	271577	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	2.00	N
			403026	270597	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	7.96	N
			403026	270860	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	7.78	N
			403092	271143	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	32.99	N
			403092	271202	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	27.99	N
			403092	271583	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	6.99	N
			403092	271727	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	56.20	N
			403092	271740	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	12.99	N
			403092	271693	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	31.98	N
			260067	270398	199-51-6319.02-936-699000	RECURRING PO FOR SUPPLIES	16.96	N
			403057	270905	199-51-6399.00-936-699000	BATTERY FOR JIMMY'S POWER T	179.99	N
						Totals for Check 115289	1,152.10	
115290	10-27-2025	UIL MUSIC REGION 6	403369	CLYDE CISD	199-36-6499.41-001-699000	AREA MARCHING CONTEST ENT	300.00	N

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115291	10-28-2025	A OK DRIVING SCHOOL	403417	C3203	429-11-6299.01-001-611000	DRIVERS ED FALL 2025	20,000.00	N
115292	10-30-2025	1000BULBS	403342	INV1036375	199-51-6249.00-936-699000	REPLACEMENT LIGHT FIXTURES	31.30	N
			403342	INV1036375	199-51-6319.02-936-699000	REPLACEMENT LIGHT FIXTURES	195.60	N
Totals for Check 115292							226.90	
115293	10-30-2025	TRAVIS ASHCRAFT	403314		199-34-6219.00-937-699000	REIMBURSMENT FOR LICENSE	95.00	N
			403314		199-34-6499.00-937-699000	REIMBURSMENT FOR LICENSE	52.50	N
Totals for Check 115293							147.50	
115294	10-30-2025	ASW ENTERPRISES,	403294	23242525	199-36-6399.04-041-699000	SPELLING PRACTICE TESTS	110.00	N
115295	10-30-2025	AT&T MOBILITY	060089	X10232025	199-51-6259.02-999-699000	MONTHLY CELL PHONE CHARGE	845.53	N
115296	10-30-2025	KARA BARBEE	403380		199-36-6399.01-001-699000	COSTUME & SET SUPPLIES	300.00	N
115297	10-30-2025	BARRON SERVICE PART	403252	355523	199-34-6319.01-937-623000	RECURRING PO FOR PARTS	31.64	N
			403252	355520	199-34-6319.01-937-623000	RECURRING PO FOR PARTS	33.89	N
			403252	355357	199-34-6319.01-937-623000	RECURRING PO FOR PARTS	104.00	N
			403340	355445	199-34-6319.01-937-699000	PARTS TO REPAIR YUKON	1,049.89	N
			403109	355292	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	43.98	N
			403109	355211	199-34-6319.01-937-699000	RECURRING PO FOR PARTS	7.14	N
				355562	199-34-6319.01-937-699000	PARTS RETURNED	-199.10	N
			260070	355418	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	7.54	N
			260070	355134	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	58.14	N
			260070	354913	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	26.12	N
			260070	354983	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	11.49	N
			260070	354880	199-51-6319.03-936-699000	RECURRING PO FOR PARTS	10.86	N
Totals for Check 115297							1,185.59	
115298	10-30-2025	BINSWANGER GLASS	403202	0124831	199-51-6249.00-936-699000	ROOM 19 ELEM. GLASS REPLACE	750.00	N
			403121	0124831	199-51-6249.00-936-699000	ROOM 19 ELEM. GLASS REPLACE	275.00	N
Totals for Check 115298							1,025.00	
115299	10-30-2025	BORDERLAN SECURITY	403219	17634	199-53-6249.03-999-699000	ESET 2FA FOR ADMIN STAFF	1,560.00	N
115300	10-30-2025	BRECKENRIDGE ATHLE	403346	CLYDE CISD	199-36-6499.11-001-691000	TOURNAMENT ENTRY FEE	450.00	N
115301	10-30-2025	SHARON BROWN	403264	001	199-11-6299.55-001-611000	ACCOMPANIST FEE	200.00	N
115302	10-30-2025	CITIZENS EMERGENCY	403148	V VS	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	225.00	N
115303	10-30-2025	COMMUNITIES IN SCHO	402878	CLYDE CISD	199-11-6219.00-001-624000	STUDENT SERVICES AND SUPPO	28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-041-624000	STUDENT SERVICES AND SUPPO	28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-101-624000	STUDENT SERVICES AND SUPPO	28,750.00	N
			402878	CLYDE CISD	199-11-6219.00-103-624000	STUDENT SERVICES AND SUPPO	28,750.00	N
Totals for Check 115303							115,000.00	
115304	10-30-2025	EDYNAMIC LP	402971	INV-EL-	410-11-6399.00-001-611000	VIRTUAL BUSINESS SITE	3,400.00	N
115305	10-30-2025	GREAT AMERICA FINAN	060090	40342806	199-11-6269.00-001-611000	COPY MACHINE LEASE	223.00	N
			060091	40367534	199-11-6269.00-001-611000	COPY MACHINE LEASE	793.39	N
			060090	40342806	199-11-6269.00-041-611000	COPY MACHINE LEASE	223.00	N
			060091	40367534	199-11-6269.00-041-611000	COPY MACHINE LEASE	317.40	N
			060090	40342806	199-11-6269.00-101-611000	COPY MACHINE LEASE	223.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			060091	40367534	199-11-6269.00-101-611000	COPY MACHINE LEASE	158.70	N
			060090	40342806	199-11-6269.00-103-611000	COPY MACHINE LEASE	223.00	N
			060091	40367534	199-11-6269.00-103-611000	COPY MACHINE LEASE	317.40	N
			060091	40367534	199-12-6269.00-001-699000	COPY MACHINE LEASE	317.40	N
			060091	40367534	199-41-6269.00-701-699000	COPY MACHINE LEASE	317.40	N
						Totals for Check 115305	3,113.69	
115306	10-30-2025	COREY HAAS	403358	1708	199-51-6249.00-936-699000	BACKFLOW REPAIR AT ELEM & H	380.00	N
			403358	1773	199-51-6249.00-936-699000	BACKFLOW REPAIR AT ELEM & H	240.00	N
						Totals for Check 115306	620.00	
115307	10-30-2025	HOWIE'S ATHLETIC TAP	403021	INV000339074	199-36-6399.01-001-691000	ICE BAGS / TAPE	399.02	N
115308	10-30-2025	LINDE GAS & EQUIPMEN	403414	52860050	199-51-6249.00-936-699000	ANNUAL LEASE FOR 2 TANKS	96.99	N
115309	10-30-2025	PAUL MCGUIRE	402963		199-53-6411.23-999-699000	MEALS AT ADMIN CONF	135.00	N
115310	10-30-2025	JEFF MILLER	403381	000689	199-11-6299.53-001-611000	PIANO TUNING	288.00	N
115311	10-30-2025	NEAL'S AUTOMOTIVE	403280	37846	199-34-6319.00-937-699000	TIRES FOR AG 1 TRUCK	1,019.36	N
115312	10-30-2025	NORCOSTCO	403267	222054	199-51-6319.02-936-699000	HPAC LIGHTING NEEDS	1,258.26	N
115313	10-30-2025	PEST PATROL	402846	11176902	199-51-6249.00-936-699000	YEARLY PEST CONTROL FEES	324.00	N
115314	10-30-2025	PITNEY BOWES PURCH	403318	CLYDE ISD	199-23-6399.01-001-699000	POSTAGE	475.00	N
			403318	CLYDE ISD	199-23-6399.01-041-699000	POSTAGE	425.00	N
			403318	CLYDE ISD	199-23-6399.01-101-699000	POSTAGE	75.00	N
			403318	CLYDE ISD	199-23-6399.01-103-699000	POSTAGE	175.00	N
			403318	CLYDE ISD	199-41-6399.02-701-699000	POSTAGE	1,300.00	N
			403318	CLYDE ISD	240-35-6399.03-938-699000	POSTAGE	50.00	N
						Totals for Check 115314	2,500.00	
115315	10-30-2025	PITNEY BOWES GLOBAL	403389	3321395621	199-41-6269.00-701-699000	POSTAGE METER RENTAL	588.72	N
115316	10-30-2025	REGION 14 EDUCATION	403209	039473	199-41-6411.00-701-699000	TRAINING VIDEO	45.00	N
115317	10-30-2025	REGION VI VOCAL	403383		199-36-6412.50-001-699000	PIZZA FOR AREA AUDITION	48.00	N
115318	10-30-2025	RELIANT, DEPT 0954	060093	CLYDE CISD	199-51-6259.02-936-699000	MONTHLY ELECTRICITY CHARGE	29,069.02	N
115319	10-30-2025	SCHOOL LIFE	403236	200105632	199-11-6499.02-101-611000	BRAG TAGS	515.82	N
115320	10-30-2025	SHI GOVERNMENT SOL	403210	GB00575125	199-53-6249.03-999-699000	DATA BACKUP SOLUTION	4,869.15	N
			403211	GB00573796	199-53-6249.03-999-699000	OFF SITE DATA BACKUP SOLUTI	2,082.98	N
						Totals for Check 115320	6,952.13	
115321	10-30-2025	DALENA TARVER	403401		199-36-6411.01-041-699000	REGIONAL CONGRESS PER DIEM	12.00	N
			403401		199-36-6412.02-001-699000	REGIONAL CONGRESS PER DIEM	36.00	N
						Totals for Check 115321	48.00	
115322	10-30-2025	TASBO	403260	440111	199-53-6411.00-999-699000	TASBO CERT PEI109 ONLINE	220.00	N
115323	10-30-2025	TEX-OMA BUILDERS SU	403205	815980	199-52-6399.03-999-699000	PARTS FOR CAB AND LABOR	1,269.99	N
115324	10-30-2025	AGENCY 405	060092	202508-318279	199-41-6219.00-750-699000	BACKGROUND CHECKS	8.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115325	10-30-2025	ZOOBEAN INC	402885	38471	410-11-6399.00-041-611000	SUPPLMENT MATERIAL	2,995.00	N
115326	10-31-2025	SHAWN CROUCH	060094		199-52-6299.01-999-699000	FOOTBALL 10/10 AND 10/24	200.00	N
115327	10-31-2025	TOM ELICK	060095		199-52-6299.01-999-699000	FOOTBALL 10/10 AND 10/24	200.00	N
115328	10-31-2025	DANIEL NELSON	060097		199-36-6299.02-001-691000	FOOTBALL 10/10 AND 10/24	90.00	N
115329	10-31-2025	ELEUTERIO F,	060096		199-36-6299.02-001-691000	FOOTBALL 10/10 AND 10/24	90.00	N
115330	10-31-2025	TEXAS FFA	403250	308831	199-36-6412.45-001-622000	FFA ROSTER DUES	1,589.30	N
115331	10-31-2025	AIRGAS USA, LLC	403135	9165290830	199-11-6399.40-001-622000	GUN MIGS/WEDLING HOODS	1,042.71	N
			403135	9165396644	199-11-6399.40-001-622000	GUN MIGS/WEDLING HOODS	1,150.30	N
						Totals for Check 115331	2,193.01	
115332	10-31-2025	ALERT SERVICES	403022	INV520524	199-36-6399.01-001-691000	FOAM/BANDAGES/TOWELS	178.95	N
115333	10-31-2025	AMAZON CAPITAL	403174	14RH-DJ77-	199-11-6399.00-041-611000	CLASSROOM SUPPLIES	232.21	N
			403175	1JLM-XX1K-	199-11-6399.00-041-611000	STUDENT SUPPLIES	294.95	N
			403174	14RH-DJ77-	199-11-6399.00-041-624000	CLASSROOM SUPPLIES	106.80	N
			403175	1JLM-XX1K-	199-11-6399.00-041-624000	STUDENT SUPPLIES	1,179.78	N
			403144	1WL6-VCP7-	199-11-6399.00-103-611000	SEPTEMBER SUPPLIES INTERM	153.65	N
			403178	1R3V-TXYD-	199-11-6399.03-101-611000	CARDSTOCK ADDRESS LABELS	124.04	N
			403167	1VKP-LPM4-	199-11-6399.05-001-611000	STOPWATCHES	26.99	N
			403104	1WL6-VPG7-	199-11-6399.40-001-622000	LED WALL CLOCK	19.99	N
			403144	1WL6-VCP7-	199-11-6499.04-103-611000	SEPTEMBER SUPPLIES INTERM	125.00	N
			403164	1HF6-7HDW-	199-12-6399.00-041-699000	LIBRARY CHAIRS, CUTTING BOA	397.63	N
			403169	1LD1-KH7D-	199-31-6399.00-103-699000	RED RIBBON WEEK SUPPLIES	17.98	N
			403169	1F71-DK3P-	199-31-6399.00-103-699000	RED RIBBON WEEK SUPPLIES	325.91	N
			403191	1H9K-GVQX-	199-36-6399.04-001-691000	PLYO BOXES & RESISTANCE BAN	341.96	N
			403144	1WL6-VCP7-	199-36-6399.04-103-699000	SEPTEMBER SUPPLIES INTERM	35.00	N
			403166	1XRN-YPNK-	199-36-6399.11-001-691000	OZONE GENERATOR	69.97	N
			403225	11JF-KVF4-7PJ9	199-36-6399.60-001-691000	PEP RALLY SUPPLIES	102.09	N
			403192	1FT6-N3T6-	199-41-6399.00-701-699000	OFFICE SUPPLIES	39.55	N
			403276	11JF-KVF4-PJFN	199-41-6399.00-750-699000	UNIFORMS MAINT/OFFICE SUPPL	32.16	N
			403192	1FT6-N3T6-	199-41-6399.00-750-699000	OFFICE SUPPLIES	7.89	N
			403276	11JF-KVF4-PJFN	199-51-6499.01-936-699000	UNIFORMS MAINT/OFFICE SUPPL	18.47	N
						Totals for Check 115333	3,652.02	
115334	10-31-2025	KAY BAILEY	403190		199-34-6299.00-937-699000	DRIVE STUDENTS TO TSTC	200.00	N
115335	10-31-2025	BANGS ISD	403447	CLYDE CISD	199-36-6499.12-001-691000	TOURNAMENT ENTRY FEE	325.00	N
115336	10-31-2025	CAROLINA BIOLOGICAL	403227	53179354 RI	199-11-6399.30-001-622000	FORENSICS/A&P SUPPLIES	1,120.91	N
115337	10-31-2025	CITIZENS EMERGENCY	403148	V VS	199-36-6219.01-001-691000	ANNUAL EMERGENCY STANDBY	360.00	N
115338	10-31-2025	CITY OF CLYDE	060099	CISD	199-51-6259.00-936-699000	MONTHLY WATER CHARGES	11,093.33	N
115339	10-31-2025	CITY OF CLYDE	402864	CLYDE CISD	199-52-6219.00-999-699000	SRO CONTRACT	13,639.24	N
115340	10-31-2025	CLYDE EDUCATION FO	403439		199-41-6499.00-750-699000	SAM STONE MEMORIAL	25.00	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
115341	10-31-2025	SHAWN CROUCH	060102		199-52-6299.01-999-699000	V VS JIM NED	100.00	N
115342	10-31-2025	TOM ELICK	060103		199-52-6299.01-999-699000	V VS JIM NED	100.00	N
115343	10-31-2025	GARBO'S LOCKSMITH S	403376	50681	199-51-6249.00-936-699000	LOCK LIFESKILLS ROOM INTERM	153.30	N
			403333	96668	199-51-6249.00-936-699000	HS CLASSROOM & GATE REKEY	664.50	N
			403334	96672	199-51-6249.00-936-699000	REPAIR JH CRASH BAR GATE	500.00	N
			403349	96672	199-51-6249.00-936-699000	ORIGINAL PO NOT ENOUGH	250.00	N
			403343	96671	199-51-6249.00-936-699000	MAINT. HS KEYS & DOORS	190.00	N
			403203	96469	199-51-6249.00-936-699000	REKEY JH BACK GATE	207.50	N
			403124	49501	199-51-6319.02-936-699000	REST OF THE KEYS FOR NEW GU	21.45	N
			403343	96671	199-51-6319.02-936-699000	MAINT. HS KEYS & DOORS	71.50	N
Totals for Check 115343							2,058.25	
115344	10-31-2025	GENERAL STEEL WARE	403094	1061784	199-11-6399.40-001-622000	Materials-Wheelchair Acc Table	663.38	N
			403132	1061785	199-11-6639.40-001-622000	SCHOOL TRAILER BUILD PROJEC	1,514.40	N
Totals for Check 115344							2,177.78	
115345	10-31-2025	COREY HAAS	403452	1776	199-51-6249.00-936-699000	HS FIELD HOUSE WATER LEAK	140.00	N
115346	10-31-2025	DANIEL NELSON	060105		199-36-6299.02-001-691000	V VS JIM NED	45.00	N
115347	10-31-2025	PV BUSINESS SOLUTIO	403437	55582	199-51-6499.00-936-699000	OSHA MANUAL	298.50	N
115348	10-31-2025	ELEUTERIO F,	060104		199-36-6299.02-001-691000	V VS JIM NED	45.00	N
115349	10-31-2025	SCHOLASTIC MAGAZINE	402970	M7666915 9	410-11-6399.00-103-611000	ELEM CLASSROOM READING	2,268.75	N
115350	10-31-2025	TASBO	403348	439337	199-41-6411.02-750-699000	TASBO CONF & CERT COURSES	790.00	N
			403348	439336	199-41-6411.03-750-699000	TASBO CONF & CERT COURSES	790.00	N
			403348	439338	199-41-6411.05-750-699000	TASBO CONF & CERT COURSES	790.00	N
			403348	439339	199-53-6411.00-999-699000	TASBO CONF & CERT COURSES	790.00	N
Totals for Check 115350							3,160.00	
115351	10-31-2025	TEX-OMA BUILDERS SU	402914	818420	199-51-6249.02-936-699000	AG DOOR REPLACEMENT	4,360.00	N
115352	10-31-2025	AGENCY 405	060098	CRS-202509-	199-41-6219.00-750-699000	BACKGROUND CHECKS	16.00	N
115353	10-31-2025	THE TRAILER PARTS OU	403257	INV81911	199-11-6639.40-001-622000	SCHOOL BUILD TRAILER PROJEC	3,001.95	N
115354	10-31-2025	UNITED SUPERMARKET	402999	092200303468	199-11-6399.05-001-611000	CELL COOKIE LAB SUPPLIES	29.47	N
			403328	01006009641	199-36-6412.19-001-691000	CHIPS AND WATER FOR GAME	31.37	N
			403253	100800307977	199-41-6499.00-750-699000	HR APPRECIATION DAY	28.32	N
Totals for Check 115354							89.16	
115355	10-31-2025	IDEMIA	060106		199-41-6219.00-750-699000	FINGERPRINTING	47.00	N
115356	10-31-2025	IDEMIA	060106		199-41-6219.00-750-699000	FINGERPRINTING	47.00	N
115357	10-31-2025	IDEMIA	060106		199-41-6219.00-750-699000	FINGERPRINTING	47.00	N
115358	10-31-2025	IDEMIA	060106		199-41-6219.00-750-699000	FINGERPRINTING	47.00	N
251024	10-24-2025	FIRST NATIONAL BANK	060083		199-00-2110.02-000-600000	PYMT VISA-FNBO	16,401.27	N
Total For Computer Written Checks							551,519.18	
Total Checks							1,089,959.18	

End of Report

Board Report
Recap Comparison of Revenue to Budget
CLYDE CISD
As of October

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
199 / 6 GENERAL OPERATING	18,318,553.00	-2,296,023.50	-5,357,918.07	12,960,634.93	29.25%
240 / 6 SPECIAL REVENUE	900,922.00	-92,487.74	-138,498.05	762,423.95	15.37%
599 / 6 DEBT SERVICE FUND	1,549,209.00	-9,594.76	-21,406.88	1,527,802.12	1.38%
Total 5000 Revenues	20,768,684.00	-2,398,106.00	-5,517,823.00	15,250,861.00	26.57%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	20,768,684.00	-2,398,106.00	-5,517,823.00	15,250,861.00	26.57%

Board Report
Recap Comparison of Expenditures and Encumbrances to Budget
CLYDE CISD
As of October

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 6 GENERAL OPERATING	-18,318,553.00	1,129,596.44	4,347,064.62	2,304,277.08	-12,841,891.94	23.73%
240 / 6 SPECIAL REVENUE	-910,922.00	11,224.27	148,683.85	104,112.87	-751,013.88	16.32%
599 / 6 DEBT SERVICE FUND	-1,494,676.00	.00	550.00	550.00	-1,494,126.00	.04%
Total 6000 Expenditures	-20,724,151.00	1,140,820.71	4,496,298.47	2,408,939.95	-15,087,031.82	21.70%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-20,724,151.00	1,140,820.71	4,496,298.47	2,408,939.95	-15,087,031.82	21.70%

End of Report

NOVEMBER 17, 2025 BOARD MEETING

2025-2026 TAX COLLECTIONS

10/31/2025

MAINTENANCE & OPERATIONS

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 3,234,145.41	\$ 103,739.66		\$ 103,739.66	\$ 3,130,405.75	3%
DELINQUENT TAXES	\$ 218,792.09	\$ 9,594.22		\$ 9,594.22	\$ 209,197.87	4%
PENALTY & INTEREST		\$ 2,405.49		\$ 2,405.49		
GRAND TOTAL	\$ 3,452,937.50	\$ 115,739.37	\$ -	\$ 115,739.37	\$ 3,337,198.13	

INTEREST & SINKING

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 1,051,389.30	\$ 33,602.37		\$ 33,602.37	\$ 1,017,786.93	3%
DELINQUENT TAXES	\$ 74,684.86	\$ 3,225.47		\$ 3,225.47	\$ 71,459.39	4%
PENALTY & INTEREST		\$ 814.84		\$ 814.84		
GRAND TOTAL	\$ 1,126,074.16	\$ 37,642.68	\$ -	\$ 37,642.68	\$ 1,088,431.48	

CURRENT MONTH CASH POSITION**AS OF OCTOBER 31, 2025**

CASH IN BANK	PRIOR MONTH	MONTHLY	10/31/2025
GENERAL OPERATING	\$6,164,905.60	\$257,713.92	\$6,422,619.52
INVESTMENT ACCOUNT	\$960,472.24	\$2,976.60	\$963,448.84
TEXAS RANGE INVESTMENT POOL			
TEXAS RANGE DAILY	\$1,070,148.79	\$3,766.73	\$1,073,915.52
TEXSTAR INVESTMENT			
GENERAL FUND	\$2,045,045.92	\$7,150.30	\$2,052,196.22
INTEREST & SINKING	\$1,012,460.09	\$3,539.98	\$1,016,000.07
LOGIC			
General Fund	\$507,679.13	\$1,828.95	\$509,508.08
Interest & Sinking	\$253,839.58	\$914.49	\$254,754.07
EDUCATION FOUNDATION			
FIRST FINANCIAL CHECKING	\$14,966.10	\$998.12	\$15,964.22
FIRST BANK TEXAS	\$5,617.36	\$152.50	\$5,769.86
RAYMOND JAMES CD	\$27,809.48	\$12.02	\$27,821.50
FIRST FINANCIAL BANK CD	\$50,000.00	\$0.00	\$50,000.00
INTEREST & SINKING FUND	\$10,378.18	\$4,590.28	\$14,968.46
TEX TERM/DEBT SERVICE FUND	\$2.36	\$0.01	\$2.37
WORKERS COMP ACCOUNT	\$11.84	-\$11.84	\$0.00
CAMPUS ACTIVITY FUNDS			
HIGH SCHOOL	\$74,990.44	\$4,231.62	\$79,222.06
JUNIOR HIGH	\$42,348.04	\$4,813.02	\$47,161.06
INTERMEDIATE	\$17,797.28	\$581.11	\$18,378.39
ELEMENTARY	\$38,499.58	-\$1,213.19	\$37,286.39
GRAND TOTALS	\$12,296,972.01	\$292,044.62	\$12,589,016.63

Clyde CISD Hosts Adult Education Classes

Starting November 3, the West Central Texas Adult Education program will provide a satellite classroom at Clyde High School.

- Mondays and Tuesdays from 5:30-8:30 pm
- Instructor Hilary Gwilt
- For more information, contact Jeff Howle at 325-671-4419



Texas Department of Transportation Driver's Education Grant 2026

Clyde CISD received the FY 2026 Texas Department of Transportation's Driver's Education Grant. CCISD partnered with AOK driving school to provide classroom and driving instruction for students ages 15-18. The class began on October 20th. Grant funds cover the cost of the course for 32 students.



Texas Instructional Materials Committees 2025-2026

ELAR K-2, 3-5, 6-8	Math K-12
	Donna Adams HS
	Fred Wendlick Intermediate
	Teresa Parks - 1st
	Ashtin Fox - 2nd
Jennifer Rice JH	Deborah Louder JH
Mackenzie Bingham	Mackenzie Bingham
Saicy Lytle	Saicy Lytle
Paula Kinslow	Paula Kinslow

2025-2026 Clyde Intermediate

CAMPUS IMPROVEMENT PLAN

Clyde Intermediate School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Intermediate School conducted a comprehensive needs assessment for the 2025-26 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Intermediate School include 26 teachers, 9 paraprofessionals, 1 non-classroom staff and 3 administrators. The student population is 77% White, African American 0.01%, Hispanic 18%, Asian 0.03%, Hawaiian 0%, Native American 0.03%, and Mult-Racial 3%. Additionally, the campus serves 44% economically disadvantaged students, 22% special education students, and 2 students coded as homeless.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

Upon review of this data, several findings were noted. These findings include:

The largest special population group is Low Socio-Economic. Our special education student population continues to increase.

Areas of need include:

Continued improvement in attendance, campus daily goal is 97%.

Student Achievement

The following data was reviewed in relation to Student achievement: STAAR (Spring 2025), MAPS/Unit Assessment data(2025-26 school year) MAPS/BOY/Unit Assessments from fall of 2025.

Upon review of this data, several findings were noted. These findings include:

Areas of need include:

- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 RLA assessment will grow from 43% to 53% by May 2026.
- The percentage of 3rd-grade students performing MEETS on their STAAR 2026 MATH assessment will grow from 27% to 40% by May 2026.

Goals for the 2025-2026 School Year:

Math

- Improve Domain One Average on STAAR assessment - 3rd grade–53, 4th grade–58, 5th grade–68
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity, IXL, Legends of Learning, PAPER-Math Missions
- Data Walks with Math teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- RTI - Math (Wheeler) - during WIN/Music/Computer time
- Math Mania - 3rd, 4th, 5th
- Math PLC Meetings - each six weeks
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

English Language Arts Reading

- Improve Domain One Average on STAAR Reading assessment-3rd grade–55, 4th grade–68, 5th grade–63
- Campus Book of the Month
- Use intervention times (before/during school) using one on one, small group, peer tutoring, Edgenuity IXL, Reading Plus, EPIC, FEV, PAPER
- RTI - Reading (Paige Hageman) - during WIN/Music/Computer time
- Continued support with Accelerated Reader-incentives and rewards
- ELAR PLC Meetings - each six weeks
- Data Walks with Reading/Writing teachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Reading WIG-**85% of students will grow 6 out of 8 times on Reading unit tests by May 1, 2026.**
- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Paw Pals Accountability groups-once a month to review goal progress
- Teachers will contact parents when students are failing - to set up a plan for success.

Science

- Improve Domain One Average on STAAR Science assessment-5th grade–53
- Use intervention times (before/during school) using one on one, small group, peer tutoring, IXL, Legends of Learning
- Data Walks with 5th Scienceteachers - monitor All Students, TEKS quintiles on each Unit Assessment and Benchmark
- Teachers will make positive contact with students each six weeks.
- Science PLC Meetings - each six weeks
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

Social Studies

- Improve Meets for each unit assessment.

- Teachers will make positive contact with students each six weeks.
- Homeroom teachers will meet with homeroom students each six weeks for Leadership Notebook discussion - goals, plan for success, changes to plan
- Teachers will contact parents when students are failing - to set up a plan for success.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Campus Improvement meetings, Site Base Decision Making Committee, Positive Behavior Support Meeting/Planning and our Lighthouse committee and Jr Lighthouse Committee

Upon review of this data, several findings were noted. These findings include:

Our students, staff and parents feel welcomed and safe within our school building. Our students are coming to school with more emotional and behavioral issues. Our staff will work together using Leader In Me and our Communities in Schools resources to address and help the students grow emotionally as well as academically. Our teachers took strong steps to make positive connections with the students and their parents - we will continue and grow the steps and connections. Our PTO organization continued growing the connections between school and parents. Setting goals and creating a plan to reach our goals will be a continued focus of our entire campus.

Areas of need include:

Continue to increase the number of volunteers and parent representatives in PTO. Continue to increase the positive connections between our staff and the parents and students. Continue with Leadership Night, Days, Parent Nights, Book Tasting night, Lighthouse families, Meet you at the track, and Student Led Conferences. Assign Accountability Partners and build time within the schedule to meet with Accountability Partners (Paw Pals) at least once each month. Continued training and implementation with Leader In Me - focused on goals and tracking our goals in our Leadership Notebooks and our WIG board. Apply for LIM Lighthouse recertification in Spring 2026.

Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

Title I Highly Qualified Report, Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:

We hired 0 new classroom teachers and 1 new special ed teacher for the 2025-26 school year. All teachers were highly qualified for the 2025-26 school year. We also hired 4 new instructional aides for the 2025-26 school year.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available. Providing and mentor teacher or staff member for any new employees.

Family and Community Involvement

The following data was reviewed in relation to Family and Community Involvement: PTO, Title I Parent Surveys, MRA (LIM survey)

Upon review of this data(MRA Survey), several findings were noted. These findings include:

79 percent of the parents are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home.

Areas of need include:

Provide more opportunities to involve our families in school activities during and after school hours and at varying times of the school year.

Clyde Intermediate School Campus Improvement Plan

District Priority:	
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GOAL 1:	Clyde Intermediate will hire Highly Qualified teachers which will promote and create an engaging learning environment for student success.				
Strategy 1: Hire Highly Qualified staff	Action Step(s): Implement the district interview questions and complete reference checks to identify top candidates.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis	2025-2026	Time, administration, staff	TTESS	
Strategy 2: Retain Highly Qualified staff	Action Step(s): Create an environment of support for all staff. Each new staff member was given a mentor staff member this school year.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis	2025-2026	Time, administration, campus funds, monthly team building	Staff retention rates	
Strategy 3: Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): Provide time (PLC(weekly), Faculty Meeting, Department PLC(monthly), Planning days, Data Walks) for content teachers to collaborate, review data assessments and plan, provide UNIT plan feedback for teachers(TIL)				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, Region 14, TEPSA, PLC Training	Unit Assessments, STAAR results, MAPS, other learning opportunities based on staff survey–	

				evaluation of PD by teachers and staff.	
Strategy 4: Provide staff with the needed resources and materials to deliver quality instruction to all students.	Action Step(s): Follow procedure for purchasing instructional materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin Davis, Jennifer Wilson, Ashley Hancock	2025-2026	Time, Budgets, Instructional resources	Budget reports	
Strategy 5: All teachers will use the TEKS Resource System as their guide for curriculum and instruction.	Action Step(s): We will use the TCMPC- Scope and Sequence, Year at a Glance, Instructional Focus Documents, Implementing TCMPC				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz, Erin Davis, Paula Kinslow	2025-2026	Time, Budget	Unit Assessments, Benchmarks, Observations	

Goal 2:	Clyde Intermediate will provide training and incorporate strategies to enhance the learning process and engagement of all students.				
Strategy 1: Admin (Munoz/Davis/Wilson) Data Meeting - monthly Analyze and track campus assessment data.	Action Step(s): Dive into data - focusing/charting the individual student's data, breaking tested TEKS into quintile breakdown. Use the data to plan upcoming Data Walks and data focused conversations, walk through schedules, and look for resources.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, Eduphoria, Map, formal and informal observations	Data Binders, Unit Assessments, Benchmark	

<p>Strategy 2: Data Walks with individual or department/grade level teachers within a few days of giving their Unit Assessments.</p>	<p>Action Step(s): After each unit assessment, Mrs. Munoz, Mrs. Wilson, Ms. Davis and the teachers will analyze and have purposeful discussions concerning the data presented from the unit assessment(including student performance and growth in math). Data analysis will include tracking of targeted student groups for Domain 3.</p> <table border="1" data-bbox="495 207 1927 440"> <thead> <tr> <th data-bbox="495 207 764 277">Person(s) Responsible</th> <th data-bbox="764 207 1155 277">Timeline</th> <th data-bbox="1155 207 1451 277">Resources</th> <th data-bbox="1451 207 1711 277">Formative Evaluation</th> <th data-bbox="1711 207 1927 277">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 277 764 440">Jamie Munoz Jennifer Wilson Erin Davis</td> <td data-bbox="764 277 1155 440">2025-2026</td> <td data-bbox="1155 277 1451 440">Time, administration, instructional staff</td> <td data-bbox="1451 277 1711 440">Unit assessments, Benchmark, State assessment data, MAPS</td> <td data-bbox="1711 277 1927 440"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, administration, instructional staff	Unit assessments, Benchmark, State assessment data, MAPS								
<p>Strategy 3: Intervention Time - WIN</p>	<p>Action Step(s): Implement intervention time for students identified using STAAR, MAPS, unit assessment data and benchmark. Utilizing Edgenuity/MyPATH/IXL within the homeroom classroom. Tuesday/Thursday WIN times will be focused directly on MyPath/IXL</p> <table border="1" data-bbox="495 581 1927 846"> <thead> <tr> <th data-bbox="495 581 764 651">Person(s) Responsible</th> <th data-bbox="764 581 1155 651">Timeline</th> <th data-bbox="1155 581 1451 651">Resources</th> <th data-bbox="1451 581 1711 651">Formative Evaluation</th> <th data-bbox="1711 581 1927 651">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 651 764 846">Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers</td> <td data-bbox="764 651 1155 846">2025-2026</td> <td data-bbox="1155 651 1451 846">Time, instructional staff, Edgenuity–MyPATH, IXL</td> <td data-bbox="1451 651 1711 846">State assessment data, unit assessment data</td> <td data-bbox="1711 651 1927 846"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2025-2026	Time, instructional staff, Edgenuity–MyPATH, IXL	State assessment data, unit assessment data	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis Core/SPED Teachers	2025-2026	Time, instructional staff, Edgenuity–MyPATH, IXL	State assessment data, unit assessment data								
<p>Strategy 4: Intervention Time - during the school day</p> <ul style="list-style-type: none"> ● Stations - within core classes-small group time ● FOCUS Friday (after the 3rd Six Weeks) ● WIN TIME-1 hr Tue & Thurs 	<p>Action Step(s): Classroom teachers use stations each six weeks to provide differentiated instruction and meet the needs for small group instruction, repeated practice and reteach opportunities for students. Implement a scheduled intervention time within the master schedule for students (WIN TIMES). FOCUS Friday - pull any students that have failed two or more six weeks to complete work and receive extra one on one time each Friday until they are passing consistently.</p> <table border="1" data-bbox="495 1057 1927 1289"> <thead> <tr> <th data-bbox="495 1057 764 1127">Person(s) Responsible</th> <th data-bbox="764 1057 1155 1127">Timeline</th> <th data-bbox="1155 1057 1451 1127">Resources</th> <th data-bbox="1451 1057 1711 1127">Formative Evaluation</th> <th data-bbox="1711 1057 1927 1127">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1127 764 1289">Jamie Munoz Jennifer Wilson Erin Davis Core Teachers</td> <td data-bbox="764 1127 1155 1289">2025-2026</td> <td data-bbox="1155 1127 1451 1289">Time, instructional staff, campus funds, IXL, MyPath</td> <td data-bbox="1451 1127 1711 1289">State assessment data, unit assessment data</td> <td data-bbox="1711 1127 1927 1289"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2025-2026	Time, instructional staff, campus funds, IXL, MyPath	State assessment data, unit assessment data	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis Core Teachers	2025-2026	Time, instructional staff, campus funds, IXL, MyPath	State assessment data, unit assessment data								

<p>Strategy 5: Character Building - WIN Time</p>	<p>Action Step(s): 2nd WIN - Mondays - Character building lessons focused around Leader In Me, Accountability Partners, Students Goal Setting, and Lead Measure Tracking, WIG, Student Data Binders, Book of the Month.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team/Jr Lighthouse Team</p>		<p>2025-2026</p>	<p>Time, Leader In Me, staff</p>	<p>attendance, school culture, leadership, discipline reports, student academic and emotional growth</p>	
<p>Strategy 6: Inclusion support for SPED students</p>	<p>Action Step(s): Provide professional development and support for instructional aides, SPED, teachers and general education teachers regarding inclusion.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger, Kristina Hadaway, Alexa Cortez</p>		<p>2025-2026</p>	<p>Time, instructional staff, campus/district funds, Title I</p>	<p>State assessment data, unit assessment data</p>	
<p>Strategy 7: Response to Intervention</p> <ul style="list-style-type: none"> ● Reading - Paige Hageman ● Math - Melanie Wheeler 	<p>Action Step(s): Continue the RTI Program for Math and Reading</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Erin Davis Jennifer Wilson Paige Hageman Melanie Wheeler</p>		<p>2025-2026</p>	<p>Time, instructional staff, Edgenuity, Bridges, Title I, LLI, IXL Math, Bluebonnet Foundations RLA</p>	<p>State assessment data, unit assessment data, Progress monitoring</p>	
<p>Strategy 8: Observation/Feedback cycle-TIL</p>	<p>Action Step(s): Provide TIL rollout training for lesson alignment for the teachers as they create high quality lesson plans and schedule/conduct walkthroughs for teachers providing feedback on lesson alignment.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>

	<table border="1"> <tr> <td data-bbox="499 103 764 300">Jamie Munoz Erin Davis</td> <td data-bbox="772 103 1150 300">2025-2026</td> <td data-bbox="1159 103 1449 300">Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff</td> <td data-bbox="1457 103 1709 300">classroom observations, coaching sessions scheduled</td> <td data-bbox="1717 103 1919 300"></td> </tr> <tr> <td data-bbox="499 306 764 358"></td> <td data-bbox="772 306 1150 358"></td> <td data-bbox="1159 306 1449 358"></td> <td data-bbox="1457 306 1709 358"></td> <td data-bbox="1717 306 1919 358"></td> </tr> </table>	Jamie Munoz Erin Davis	2025-2026	Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff	classroom observations, coaching sessions scheduled						
Jamie Munoz Erin Davis	2025-2026	Time, instructional staff, campus and district funds, Reg 14 training for Admin/Staff	classroom observations, coaching sessions scheduled								
<p>Strategy 9: Leader In Me - Continuous training and implementation of Goal setting with students and faculty. Goal setting, action plans, WIGS, Digital Data Portfolios, Student Led Conferences</p>	<p>Action Step(s): Continuous training and implementation of 7 Habits.</p> <table border="1"> <thead> <tr> <th data-bbox="499 444 764 516">Person(s) Responsible</th> <th data-bbox="772 444 1150 516">Timeline</th> <th data-bbox="1159 444 1449 516">Resources</th> <th data-bbox="1457 444 1709 516">Formative Evaluation</th> <th data-bbox="1717 444 1919 516">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 522 764 672">Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team</td> <td data-bbox="772 522 1150 672">2025-2026</td> <td data-bbox="1159 522 1449 672">Time, instructional staff, /Leader In Me, campus and district funds</td> <td data-bbox="1457 522 1709 672">Classroom observations, surveys, data from goals</td> <td data-bbox="1717 522 1919 672"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team	2025-2026	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Willson Erin Davis Lighthouse Team	2025-2026	Time, instructional staff, /Leader In Me, campus and district funds	Classroom observations, surveys, data from goals								
<p>Strategy 10: Professional Learning Communities - PLC</p> <ul style="list-style-type: none"> • Grade Level • Department 	<p>Action Step(s): Grade Level PLCs will meet every other Wednesday with Principal, AP, and Counselor and Technology - professional development based on the needs of the students. Department PLCs will meet each six weeks with Principal, AP, Counselor - Data Walks, Reteach, Data Analysis, Curriculum planning, PD</p> <table border="1"> <thead> <tr> <th data-bbox="499 824 764 896">Person(s) Responsible</th> <th data-bbox="772 824 1150 896">Timeline</th> <th data-bbox="1159 824 1449 896">Resources</th> <th data-bbox="1457 824 1709 896">Formative Evaluation</th> <th data-bbox="1717 824 1919 896">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 902 764 1052">Jamie Munoz Jennifer Wilson Erin Davis</td> <td data-bbox="772 902 1150 1052">2025-2026</td> <td data-bbox="1159 902 1449 1052">Time, instructional staff, pulled resources, PLC Training</td> <td data-bbox="1457 902 1709 1052">Classroom observations, teacher surveys</td> <td data-bbox="1717 902 1919 1052"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff, pulled resources, PLC Training	Classroom observations, teacher surveys								
<p>Strategy 11: Administration will set up procedures in place to address excessive absences and tardies.</p>	<p>Action Step(s): Weekly letters sent out via parent square, parent phone calls, and Truancy meeting scheduled when needed</p> <table border="1"> <thead> <tr> <th data-bbox="499 1174 764 1245">Person(s) Responsible</th> <th data-bbox="772 1174 1150 1245">Timeline</th> <th data-bbox="1159 1174 1449 1245">Resources</th> <th data-bbox="1457 1174 1709 1245">Formative Evaluation</th> <th data-bbox="1717 1174 1919 1245">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1252 764 1369">Jamie Munoz Erin Davis</td> <td data-bbox="772 1252 1150 1369">2025-2026</td> <td data-bbox="1159 1252 1449 1369">Time, Resource Officer, continuous mailouts.</td> <td data-bbox="1457 1252 1709 1369">Attendance Log - contacts, letters, parent meetings,</td> <td data-bbox="1717 1252 1919 1369"></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jamie Munoz Erin Davis	2025-2026	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters, parent meetings,	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Jamie Munoz Erin Davis	2025-2026	Time, Resource Officer, continuous mailouts.	Attendance Log - contacts, letters, parent meetings,								
<p>Strategy 12: Use of TCMPC System in all</p>	<p>Action Step(s): Core teachers following TCMPC, focusing on the IFD and the unit assessments. All core teachers completed a "data day" in July/August led by Region 14 consultant/admin.</p>										

core areas	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis Jennifer Wilson	2025-2026	Time, instructional staff, staff development, TEKS Resource System	Classroom observations, lesson plans, unit assessments, state assessments	
Strategy 13: Continue with LEAD - positive behavior program - using Dojo. Implement 7 Habits into the positive behavior program.	Action Step(s): Provide structure and incentives for students who exhibit outstanding behavior. Continue to monitor using the Dojo system. LEAD party held each six weeks for the students with positive points.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, Junior Lighthouse Team	Class Dojo system, number of students attending the LEAD parties, number of student referrals	
Strategy 14: Update and implement updated EOP (Emergency Operations Plan)	Action Step(s): Update and training on EOP for the school year. Conduct regular drills and reflections.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, staff, campus funds, SROP, alternate location for evacuation	Drill schedule and logs Survey after each drill	
Strategy 15: Behavioral Threat Assessment Team	Action Step(s): Conduct threat assessment meetings based on student needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Cassie Sliger Stephen Faulkenbery	2025-2026	Time, staff, Behavior Threat Assessment Training, Sentinel	Completion of Behavior Threat Assessment Training, Meetings, and putting Threat	

				Assessment in practice when needed.	

Goal 3:	Clyde Intermediate will provide instruction that challenges, equips, and promotes students to be successful in the technological future.				
Strategy 1: Continue daily use of chromebooks for each student.	Action Step(s): Providing chromebooks for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Stacy Hansen Mike Neal	2025-2026	Time, Instructional staff,district and campus funds	lab time for students, Edgenuity, FEV, Myon, MyPath, IXL, Keyboarding without Tears	
Strategy 2: Continued use of IXL, AR Reading, Edgenuity, Edpuzzle, Quizizz, and Classwork	Action Step(s): Provide training and support for staff, implement the use of support programs for students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Core teachers, SPED teachers, Lab Instructional Aides	2025-2026	Time, Instructional staff, computer labs, Edgenuity, Reading Plus, IXL, Renaissance Learning, Legends of Learning,MYPATH	Data/reports available through the programs	
Strategy 3: Professional development focusing on technology <ul style="list-style-type: none"> Added technology training sessions into PLC Meetings 	Action Step(s): Encourage and support staff to complete ongoing staff development.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Erin Davis Saicy Lytle	2025-2026	Time, instructional staff, district and Region 14	Completion of professional development,	

			professional development	classroom observations	
Strategy 4: Bulldog News - on the news 3 days - we will highlight the daily attendance, academic celebrations, Math Mania and AR Readers, PE Question, Math question, Lighthouse Families	Action Step(s): 5th grade students present Bulldog News live via Canva.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Bulldog News Student leaders	2025-2026	Time, Canva	completion of Bulldog News.	

Goal 4:	Clyde Intermediate will continue to use proper fiscal procedures as directed by district level leadership				
Strategy 1: Staff will utilize proper forms when purchasing any items - following our district procedures.	Action Step(s) All staff will fill out pre-requisite forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Ashley Hancock	2025-2026	Training, Time, Eduphoria	Budget Reports	
Strategy 2: Monthly Activity Reports will be shared showing account balances.	Action Step(s): Activity accounts will be balanced monthly and reports shared				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Ashley Hancock	2025-2026	Time	Monthly Reports	

Goal 5:	Clyde Intermediate will provide leadership, trust and a positive relationship between students, staff, parents, and community.				
Strategy 1: Communicate with parents and community	Action Step(s): Publish activities and updates via website, campus Google calendar, newspaper, marquee, monthly calendar, weekly folders, Dojo, ParentSquare-Twitter, Facebook, Instagram Each week we are committed to sharing at least 2 student celebrations through ParentSquare and social media.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz	2025-2026	Time, instructional	Attendance to	

	Jennifer Wilson Erin Davis Grade Level Teachers		staff	events	
Strategy 2: Meet the Teacher/Bulldog Academy	Action Step(s): Participate in Meet the Teacher Night prior to the first day of school.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, all staff	Attendance at Meet the Teacher	
Strategy 3: Family Leadership Night/ Student Led Conferences and Leadership Day	Action Step(s): Host Family Leadership Night - led by the students focused on Leader In Me and curriculum activities.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff, campus funds	Attendance at Family Leadership Night and Day survey LIM Parent Night(Fall 2025 and Spring 2026)	
Strategy 4: Offer volunteer opportunities and create events to invite the parents and families to our campus	Action Step(s): Offer volunteer opportunities for parents and community members - Watch DOGS, PTO, field trips, reading time with students, math fact time with students, book fairs, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Jamie Munoz Jennifer Wilson Erin Davis Bethany Powell	2025-2026	Time, instructional staff, campus funds	Attendance to events, parent surveys	
Strategy 5: PALS/CHS Child Guidance Students/CHS Instructional Practices	Action Step(s): Continue working with the PALS students and other student groups from CHS				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

	Jamie Munoz Jennifer Wilson Alyssa Wilke Courtney Freeman	2025-2026	Time, campus funds, CHS students, staff	Surveys, teacher feedback, student feedback	
Strategy 6: Parent Connection Month - October	Action Step(s): Host Parent Connection Month - Grade level teachers will contact all parents of the students in their homeroom. Offer Parent Conference to all parents (face to face or by phone).				
Strategy 7: Leadership Celebrations - Student celebrations each six weeks	Action Step(s): Host the Leadership Celebrations at the end of each six weeks celebrating students' success. Awards given for Perfect Attendance, A and A/B Honor Roll, Citizenship Awards, Million Word Reader Awards, PE All-Star Awards, IXL, MyPath. Students lead the awards ceremonies.				
Strategy 8: Guidance classes <ul style="list-style-type: none"> • Classroom guidance classes • Growing Leaders • 4-H • Lunch Bunch 	Action Step(s): Provide individual, small group and whole class counseling sessions that address conflict-resolution, decision-making, and life-skills through guidance classes.				
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jamie Munoz Jennifer Wilson Erin Davis	2025-2026	Time, instructional staff	Grade level parent contact google docs		
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jamie Munoz	2025-2026	Time, campus funds	Attendance		
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	
Jennifer Wilson	2025-2026	Time	Student growth		

<p>Strategy 9: *** Shout Out!</p>	<p>Action Step(s): . Each week the teachers get 3-5 Shout Outs to brag on student success. Those students are called to the front office to make a positive phone call to their parents. Shout Outs are shared onParentSquare, Shout Outs are posted on the Clyde CISD Facebook page.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis Taylor Hall</p>		<p>2025-2026</p>	<p>Time</p>	<p>Shout Out, Pictures posted on social media, positive calls home</p>	
<p>Strategy 10: Leader In Me - continuous training and implementation of Leader In Me</p> <ul style="list-style-type: none"> • WIG • Leadership Night • Leadership Day • Student Led Conferences • Student Led Jobs • Data Binders • Parent Night 	<p>Action Step(s): WIGS Wildly Important Goals, Lighthouse Team, Community Coaching Day, Leader Rally, Goal Setting, Student Led Conferences</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jamie Munoz Jennifer Wilson Erin Davis Lighthouse Team</p>		<p>2025-2026</p>	<p>Time</p>	<p>Observations</p>	
<p>Strategy 11: Leader In Me - Junior Lighthouse</p>	<p>Action Step(s): Student leaders from each grade are working together with Mrs. Wilson as the Junior Lighthouse.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Jennifer Wilson Jamie Munoz</p>		<p>2025-2026</p>	<p>Time</p>	<p>Student survey, activities</p>	
<p>Strategy 12: GT Showcase Night</p>	<p>Action Step(s): GT students will be able to showcase their work for students, parents, and community.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Sue James</p>		<p>2025-2026</p>	<p>Time</p>	<p>Attendance of Showcase Night</p>	

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CIP PART II: ASSURANCE ADDENDUM

Clyde Intermediate School
Jamie Munoz, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<input checked="" type="checkbox"/>	Clyde Intermediate School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus’s completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).

<input checked="" type="checkbox"/> Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input checked="" type="checkbox"/> Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/> IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teachers in services to students with disabilities.
<input checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jamie Munoz	Principal - Chairperson
Erin Davis	Assistant Principal
Jennifer Wilson	Counselor
Jessica Leach	Teacher
Paige Hageman	Teacher
Jennifer Hanson	Teacher
Jodi Graven	Teacher
Meagan Packwood	Parent
Amy Neuman	Business/Community Member

CPOC Meetings for 2025-26		
DATE	TIME	LOCATION
September 15, 2025	4:00	Conference Room
January 5, 2025	TBD	Conference Room
March 24, 2025	TBD	Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

Goal	Description	Formative	Summative	Strategy
<input type="checkbox"/> 1) STAAR -Improve Domain One Average on STAAR assessment 3rd grade–53, 4th grade–58, 5th grade–68 as measured by the Math STAAR no later than the end of the 2025-26 school year.	For 2025-2026 - Increase Domain Once Average: 3rd grade–53 4th grade–58 5th grade–68 as measured by the Math STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<input type="checkbox"/> 2) STAAR -Improve Domain One Average on STAAR Reading assessment 3rd grade–55, 4th grade–68, 5th grade–63 as measured by the Reading STAAR no later than the end of the 2025-26 school year.	For 2025-2026 - Increase Domain One Average: 3rd grade–55, 4th grade–68, 5th grade–63 as measured by the Reading STAAR.	After each common assessment, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
<input type="checkbox"/> 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 5%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<input type="checkbox"/> 4) Violence Prevention and Intervention	For 2025-2026, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
<input type="checkbox"/> 5) Violence Prevention	For 2025-2026 the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.

□	6) Special Education	For 2025-2026 the percent of students meeting ARD expectations/goals will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and STAAR Alternative tests will be reviewed to determine if the ARD objectives were met. Progress report data will be reviewed.	Provide differentiated instruction to address learning needs of identified special needs students.
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Goal	Description	Formative	Summative	Strategy	
□	7) Highly Qualified Teacher	For 2025-2026 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

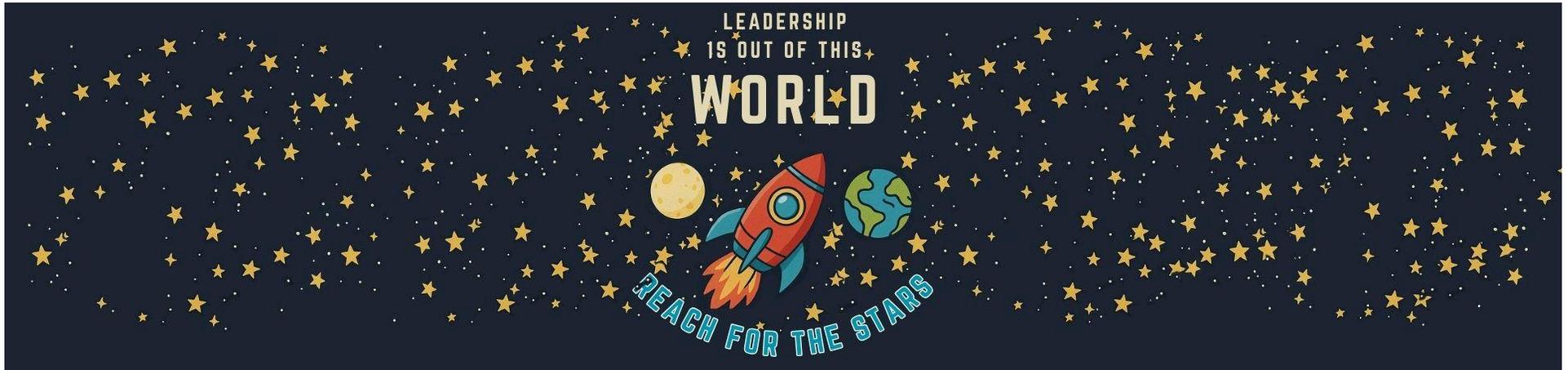
**Clyde Cons. Independent School District
Staff Development Plans
2025-2026
Section E**

10 Components Of A Schoolwide Title I Program

1. Comprehensive Needs Assessment
Referenced in the Comprehensive Needs Assessment Goal 1, Strategy 8
2. Schoolwide Reform Strategies
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 9
3. Instruction by Highly Qualified Staff
Goal 1, Strategy 2; Goal 2, Strategies 1-3, 7, 10
4. Professional Development
Goal 1, Strategy 2
5. Parental Involvement
Goal 1, Strategy 10; Goal 4, Strategies 1-7
6. Transition from early childhood programs
Goal 1, Strategy 6
7. Effective, timely additional assistance
Goal 1, Strategy 4-5
8. Inclusion of teachers in the use of assessments
Goal 1, Strategies 1 and 3
9. Attracting highly qualified staff
Goal 2, Strategy 10
10. Coordination between programs
Goal 1, Strategy 6, 9, 11

2025-2026 Clyde Elementary

CAMPUS IMPROVEMENT PLAN



Clyde Elementary Vision:

At Clyde Elementary School, we are a team of leaders. We encourage, support, and celebrate the excellence within us.

Mission:

- L - Lead Everyday
- E - Empower the leader within
- A - Achieve goals together
- D - Develop champions
- E - Establish a safe environment
- R - Respect others
- S - Strive for excellence

Theme:

Empower - Support - Celebrate
#keepchasingexcellence

Clyde Elementary School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Elementary School conducted a comprehensive needs assessment for the 2025-2026 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Elementary School for the current school year includes 25 teachers, 12 paraprofessionals, 1 nurse, 1 counselor and 2 administrators. The student demographic population for this school year is as follows: 76.4% White, 2% African American, 16.7% Hispanic, 0.0% Asian, and 0.3% American Indian. Additionally, the campus serves 40% Economically Disadvantaged students, 22.09% Special Education students, 0.6% 504 students, and 0.9% Emergent Bilingual students. Daily Attendance rates are between 94% to 98% with 4 to 18 students absent.

The following data was reviewed in relation to campus demographics: PEIMS data reflective of enrollment information.

Upon review of this data, several findings were noted. These findings include: The largest special population group is Low Socio-Economic. The Hispanic population has decreased, as well as the number of ESL students. There was an increase in the number of students served in Special Education, especially low-incidence populations. The attendance rate for each subpopulation shows no discrepancies.

Areas of need include:

Continued improvement in attendance/academics to gain Distinctions.

2024-2025 Clyde Elementary End of Year Data

Student Achievement

The following data was reviewed in relation to Student achievement: NWEA Maps Growth and Fluency for grades K, 1, and 2.

CLYDE ELEMENTARY

- 2nd Grade: NWEA 2-5

READING: 73% average or above

- Average (23%)
- HiAverage (36%)
- Hi (14%)

Area of Strength: Foundational Language Skills: Vocabulary
Growth Focus: Author's Purpose & Craft

MATH: 75% average or above

- Average (35%)
- HiAverage (33%)
- Hi (7%)

Area of Strength: Geometry & Measurement
Growth Focus: Computations & Algebraic Relationships

- 1st Grade: NWEA K-2

READING: 73% average or above

- Average (19%)
- HiAverage (29%)
- Hi (25%)

Area of Strength: Foundational Language Skills: Vocabulary
Growth Focus: Foundational Language Skills:
Beginning Reading and Writing

MATH: 82% average or above

- Average (29%)
- HiAverage (34%)
- Hi (19%)

Area of Strength: Geometry & Measurement
Growth Focus: Computations and Algebraic Relationships

- Kindergarten NWEA K-2

READING: - 81% average or above

- Average (25%)
- HiAverage (32%)
- Hi (24%)

Area of Strength: Foundational Language Skills:
Beginning Reading and Writing

Growth Focus: Multiple Genres; Author's Purpose and Craft

MATH: 91% average or above

- Average (29%)
- HiAverage (37%)
- Hi (25%)

Area of Strength: Computations and Algebraic Relationships

Growth Focus: Data Analysis and Money

Goals for the 2024-2025 School Year:

WILDLY IMPORTANT GOALS (W.I.G.S.)

- Each grade level will have at least 20 days of 97% attendance or better by the end of the school year.
- Clyde Elementary will see 70% of students meet their projected growth set by the NWEA K-2 Growth Assessment by the end of the school year.
- 40% of students in each grade level will reach Rock Star Reader Status by May.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings and Campus Improvement meetings.

Upon review of this data, several findings were noted. These findings include:

One hundred percent of parents strongly agree/agree that their children are safe at school and that the school enforces clear and consistent rules for student behavior. Eighty-five percent of surveys indicated that students and faculty set short/long term goals and support a climate for learning.

Areas of need include:

Review current safety protocols and ensure the campus is compliant with the new regulations regarding HB3; ensure all K-2 teachers have met the requirements of the Texas Reading Academy.

Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

Title I Highly Qualified Report, Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:

Clyde Elementary Staff has undergone a change over the last two years. 16 new staff members and multiple returning staff changing roles. In 2nd Grade, there was an increase in the number of classroom sections needed due to enrollment. We currently have two staff in our Grow Your Own Program.

Areas of need include:

Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.

Family and Community Involvement

The following data was reviewed in relation to Family and Community Involvement: PTO, Title I Parent Surveys, LIM Surveys

Upon review of this data, several findings were noted. These findings include:

87% of the parents agree or strongly agree they are kept well informed of the activities at school and 94% agree or strongly agree Clyde Elementary has high academic standards for all students.

Areas of need include:

Have more activities for families using a remote or digital platform.

Be diligent and purposeful in explaining academic standards with a guaranteed and viable curriculum and the five domains for early childhood with parents.

Utilize the NWEA family reports to explain the academic growth of students. Have flexible conferencing schedules for parent/teacher conferences.

Clyde Elementary School Campus Improvement Plan

District Priority:	Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success, and purchase necessary items for the educational process to continue.
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GOAL 1:	Clyde Elementary will ensure the academic success of each student and ensure supplies purchased promote students to be healthy and successful.
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Strategy 1: Disaggregate Spring 2025 and Fall 2025 MAPs and CIRCLE data, as well NWEA Maps Fluency, and CIRCLE data	Action Step(s): Disaggregate data to determine strengths, weaknesses, and plan a strategy to address needs.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Stacy Phillips Kallie Collins	09/01/2025 - 12/20/2025	NWEA Maps Growth and Fluency, Rtl Checkpoints, CIRCLE	STAAR,NWEA Maps Growth and Fluency, CIRCLE	PLC Meeting notes;Rtl Meeting Notes

Strategy 2: Attend staff development workshops and conferences that address the various needs as a result of analyzing student data through active engagement, including Texas Instructional Leadership.	Action Step(s): NWEA Maps Training, Region 14 PD, TEPSA, etc.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	07/01/2025 - 06/30/2026	Registration fees and cooperative agreements with ESC14, including Title I and II funds, NWEA Contract	Feedback and Evaluation from staff; correspondence of PD facilitators	Certificate of Attendance

Strategy 3: Offer Grade K-2 students identified as in need of assistance, additional reading and math tutorials through small-group and one-on-one instruction, coordinated by a certified teacher as an interventionist.	Action Step(s): Schedule daily tutorials and RTI pull-outs													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers</td> <td>08/20/2025 - 05/21/2026</td> <td>Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum</td> <td>Progress monitoring through Easy CBMs, MyPath Reports, IXL Reports</td> <td>Monthly tutorial logs</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers	08/20/2025 - 05/21/2026	Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports, IXL Reports	Monthly tutorial logs			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Joshua Parker Lori Goldston Kallie Collins Grade Level Teachers	08/20/2025 - 05/21/2026	Interventionists, Homeroom Teachers Paraprofessionals, Supplemental Curriculum	Progress monitoring through Easy CBMs, MyPath Reports, IXL Reports	Monthly tutorial logs										
Strategy 4: Hold an awards ceremony to recognize achievements of year-long goals, with incremental recognition during Bulldog Brag Assemblies	Action Step(s): Recognize DOJO (conduct), Honor Roll, Perfect Attendance, IXL, & AR													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Joshua Parker Stacy Phillips Lori Goldston</td> <td>08/20/2025 - 05/21/2026</td> <td>Time, certificates, medals</td> <td>Parent and staff feedback</td> <td>Reports from PEIMS, DOJO, IXL, AR, My Path</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Joshua Parker Stacy Phillips Lori Goldston	08/20/2025 - 05/21/2026	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Joshua Parker Stacy Phillips Lori Goldston	08/20/2025 - 05/21/2026	Time, certificates, medals	Parent and staff feedback	Reports from PEIMS, DOJO, IXL, AR, My Path										
Strategy 5: Conduct parent/teacher conferences for all students throughout the month of October.	Action Step(s): Review assessment data and outline expectations for the year.													
	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Grade level reps</td> <td>08/20/2025 - 05/21/2026</td> <td>Schedules; time</td> <td>none</td> <td>Sign In Sheets Parent Square</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Grade level reps	08/20/2025 - 05/21/2026	Schedules; time	none	Sign In Sheets Parent Square			
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Grade level reps	08/20/2025 - 05/21/2026	Schedules; time	none	Sign In Sheets Parent Square										
Strategy 6: Create extended school day tutorials for qualifying students identified as needing intervention in Reading/Math through the ASPIRE Program.	Action Step(s): Analyze NWEA Growth Reports, Fluency Reports													
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Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented										
Stacy Phillips Grade level teachers	09/01/2025 - 05/21/2026	United Way, Title I	Growth measures of students	Attendance Sheets; Time Sheets										

Goal 2:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners. / Clyde Elementary will offer a strong foundational curriculum in which students are highly engaged.				
Strategy 1: Hire teachers and staff who meet the federal standard for Highly Qualified. Review staff and scheduling to ensure low income students have the opportunity to be taught by experienced teachers	Action Step(s): Hire HQ Staff.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Dr. Paula Kinslow	08/20/2025 - 05/21/2026	Salary, Title I	Title I Report	Staff Schedules
Strategy 2: Use data to plan and organize lessons, and themes to address the TEKS through horizontal and vertical learning to include active engagement and enrichment groups.	Action Step(s): Plan lessons according to data and the need for active engagement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Grade Level Reps Lori Goldston	08/20/2025 - 05/21/2026	Planning time, TEKS Resource System, NWEA Map Growth/Fluency Reports	Appraisals and Walk-throughs	Lesson plans, appraisals, walk-throughs
Strategy 3: Create systems to create and monitor lesson plans for grade level teachers in the area of math.	Action Step(s): Create lessons to include formative assessment, measurable goals, and TEKS alignment.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker	08/20/2025 - 05/21/2026	PLC Time, Google Products	Appraisals and Walk-throughs; Lesson Plan Templates	Lesson Plan Forms in Google Classroom
Strategy 4: Utilize components of the 7 Habits of Highly Effective People through the Leader in Me Program.	Action Step(s): Staff development and campus visits with Leader in Me schools.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	ALL STAFF	08/20/2025 - 05/21/2026	District Funds	Surveys; MRA	Purchase Order

Strategy 5: Remaining K-3 core and special education teachers attend Reading Academy training through ESC 14.	Action Step(s): Successfully complete all components of the Reading Academy as mandated by HB3.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Certified Classroom Teachers and Special Ed Teachers	07/20/2025 - 05/21/2026	Title I Funds	Progress Reports	Sign In Sheets, Certificates, Artifact Completion

Goal 3: Clyde CISD will create an atmosphere where every individual student is engaged, challenged and supported equitably in order to reach overall excellence. /Clyde Elementary will provide a safe and supportive environment for all students that includes a partnership between school, home, and community.

Strategy 1: Hold “Meet the Teacher” Night prior to the first day of school.	Action Step(s): Parents and students have the opportunity to meet their teacher prior to the first instructional day.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker	08/18/2025	Time	Title I Survey; LIM Survey	Sign In Sheets

Strategy 2: Develop Parent/School Compact.	Action Step(s): Compacts outline what each member of the learning community can do to ensure success for the student.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Dr. Paula Kinslow	08/20/2025 - 05/21/2026	District Funds, Time	Title I Survey	Compacts signed and returned

Strategy 3 Publish activities and updates, social media, Parent Square, etc.	Action Step(s): Utilize all realms of communication to inform parents.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Hannah Thornton Saicy Lytle	08/20/2025 - 05/21/2026	Technology, staff	Title I Survey	Social Media/PS logs

Strategy 4: Implement Leadership Family Activities	Action Step(s): Implement Leader In Me; 7 Habits of Highly Effective People				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Lori Goldston Family Engagement Action Team	08/20/2025 - 05/21/2026	District Funds, Leader In Me Grant	LIM Parent/Staff Survey	Membership forms, Lighthouse team minutes, Action Team minutes
Strategy 5: Develop a cooperative and collaborative relationship with Communities in Schools through a Student Success Coach.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Strohl, Don	08/20/2025 - 05/21/2026	Communities in Schools Grant	Communities in Schools Evaluations and Feedback	Communities in Schools Case Load Documentation
Strategy 6: Create a Food Share Table/Program to help support the nutrition needs of the students who are in need of supplemental food.	Action Step(s): Implement Communities in Schools				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Collins, Cay, Cozby, Sam	10/01/2025 - 05/20/2026	Time/Refrigerator	Surveys	Share Table Log
Strategy 7: Establish goals and action steps with students to reach Academic Goals on MAPs assessments in Reading and Math	Action Step(s): Implement Academic Student Goals				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Lori Goldston Classroom Teachers	10/01/2025 - 05/20/2026	NWEA Data, Time	NWEA Data for Projected Goal Met	Goal Setting/Action Step Sheet in Data Notebook

Goal 4:	Continue to improve leadership in all Clyde CISD employees. Clyde Elementary will provide educational opportunities that meet the unique academic, social, and emotional needs of all students				
Strategy 1: Offer opportunities for teachers and staff to be leaders and coaches during PLCs and/or faculty meetings.	Action Step(s): Utilize grade level reps as campus leaders.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips, Lori Goldston, Grade Level Reps	08/20/2025 - 05/21/2026	District Funds	NA	PLC Notes, Faculty Meeting & Grade Level Rep agendas
Strategy 2: Develop action teams to fulfill the Leader In Me functions and activities	Action Step(s): Assign support staff to various areas where they can be leaders with school functions, establishing traditions, and recognizing successes				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips Valerie Harris Amanda Pardee	08/20/2025 - 05/21/2026	None	Staff Surveys	Action Team agendas
Strategy 3: Provide individual and small-group counseling sessions that build self-esteem.	Action Step(s): Schedule opportunities for the counselor to host and organize counseling sessions as needed.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Phillips, Stacy	10/01/2025 - 05/21/2026	District Funds/ Noah Project	Q&A within session; Feedback from students/counselor	Schedule of students
Strategy 4: Hold College Days each month, as well as career awareness beyond high school.	Action Step(s): Promote beyond high school expectations and inquiry.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker Stacy Phillips	08/20/2025 - 05/21/2026	Time	NA	Calendar; PS

Strategy 5: Conduct necessary safety drills, suicide prevention, CRASE, Bully prevention, Blood Borne Pathogens, UDCA, and FERPA trainings.	Action Step(s): Ensure campus safety is a priority.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Joshua Parker; Phillips, Stacy; Kinslow, Paula	08/20/2025 - 05/21/2026	District Funds	NA	Sign in Sheets, Training quizzes; Safety Drill Documentation

CIP PART II: ASSURANCE ADDENDUM

Clyde Elementary School
Joshua Parker, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<input checked="" type="checkbox"/> Clyde Elementary School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/> Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/> Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/> Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/> Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/> Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/> Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/> Included strategies for improving student attendance.
<input type="checkbox"/> Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/> Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/> Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/> Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/> Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
<input checked="" type="checkbox"/> Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.

<p><input type="checkbox"/> Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)</p>
<p><input checked="" type="checkbox"/> Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.</p>
<p><input checked="" type="checkbox"/> Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.</p>
<p><input checked="" type="checkbox"/> IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.</p>
<p><input checked="" type="checkbox"/> The use and implementation of Stimulus money will be monitored monthly.</p>

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of Site Base Member	Position
Joshua Parker	Principal - Chairperson
Lori Goldston	Instructional Coordinator
Stacy Phillips	Counselor
Karen Berry	Teacher
Teresa Parks	Teacher
Trella Satterfield	Teacher
Tracie Walters	Teacher
Ashley Taylor	Parent
Shea Tuley	Business Member
	Community Member

SBDM Meetings for 2025-2026		
DATE	TIME	LOCATION

CIP PART II: ASSURANCE

ADDENDUM Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

Goal	Description	Formative	Summative	Strategy	
[] 1)	STAAR Recognized or Exemplary	For 2022-2023, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[] 2)	STAAR Advanced Academic Achievement Performance	For 2022-2023, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3)	Parent and Community Involvement	For 2024-2025, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4)	Violence Prevention and Intervention	For 2024-2025, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X] 5)	Violence Prevention	For 2024-2025, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6)	Special Education	For 2024-2025 the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2024-2025, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[] 8) Secondary Drop-out Prevention	For 2024-2025, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-2018 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
[] 9) High School AEIS – Ninth Graders	The percent of 2024-2025 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[] 10) Recommended High School Program	For 2024-2025, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 11) High School AEIS – Advanced Courses and Dual Credit	For 2024-2025, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 12) High School AEIS – Advanced Placement Exams	For 2024-2025, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 13) High School AEIS – SAT/ACT Exams	For 2024-2025, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[]	14) High School CTE	For 2024-2025, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via info servweb and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Elementary School
Clyde Cons. Independent School District
Staff Development Plans
Section E**

10 Components Of A Schoolwide Title I Program

1. Comprehensive needs assessment
Referenced in the Comprehensive Needs Assessment on page 2.
2. Schoolwide reform strategies
Goal 1, Strategies 4-5; Goal 2, Strategies 2 & 5.
3. Instruction by highly qualified staff
Goal 1, Strategy 2; Goal 2, Strategies 1, 2, & 5; Goal 4, Strategy 1
4. Professional development
Goal 1, Strategy 2
5. Parental Involvement
Goal 1, Strategy 4; Goal 2, Strategy 5; Goal 3, Strategies 1-6; Goal 4, Strategy 3
6. Transition from early childhood programs
Goal 1, Strategy 3
7. Effective, timely additional assistance
Goal 1, Strategy 3
8. Inclusion of teachers in the use of assessments
Goal 1, Strategies 1 - 3
9. Attracting highly qualified staff
Goal 2
10. Coordination between programs
Goal 1, Strategies 1 & 6; Goal 2, Strategy 2 & 5; Goal 3, Strategy 5; Goal 4, Strategy 5

2025-2026 Clyde Junior High

CAMPUS IMPROVEMENT PLAN

Clyde Junior High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde Junior High School conducted a comprehensive needs assessment for the 2025-2026 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde Junior High School include 23 teachers, 3 split-campus teachers, 10 paraprofessionals, 3 office, 1 counselor, and 2 administrators. The student population is 72% White, 2% African American, 20% Hispanic, 1% Asian, 0.0% American Indian, and 5% Two or More Races. Additionally, the campus serves 47.4% economically disadvantaged students, 22.4% special education students (SPED), and 0.2% English Language Learners. Attendance rates include: 97.1% Hispanic, 96.8% White, 96%, African American 86.4%, Two or More Races 97.4% economically disadvantaged and 96.8% SPED. The most current data indicate the campus has a 13.76% mobility rate.

The following data was reviewed in relation to campus demographics: TAPR (2024-25), STAAR Accountability Ratings, Information from Campus Site based team from the spring 2025 meeting.

Upon review of this data, several findings were noted. These findings include:

The largest special population group is Economically Disadvantaged (EcoDis). Populations of African American, Hispanic and Two-or-more races all slightly increased. The attendance rates were stable across all populations with only exhibiting minor variations in regards to percentages.

Areas of need include:

Continued improvement in attendance to reach Campus Distinctions with special attention for our economically disadvantaged, Special Education students, and Hispanic students, who have the lowest attendance.

Student Achievement

The following data was reviewed in relation to Student achievement: partly from STAAR, mostly from MAPS, IXL, BOY and EOY Assessment data.

Upon review of this data, several findings were noted. It appears that our students are struggling with reading and writing. Adjustments are being made where every student is utilizing the IXL program and academic support plans are being utilized to meet the needs of our students.

Smart Goals for the 2025-2026 School Year:

Campus Improvement Plan

Mathematics

- Students will be at 4% average above the state for meets level performance on 2025-2026 STAAR.
- All readiness TEKS will be at 55% or higher on 2025-2026 STAAR.
- Students will have a combined average of at least 80% approaches (for 6th, 7th, and 8th Grade).

English Language Arts Reading

Show 5% growth on domain 1 of the STAAR test in all of our ELA classes (6th grade-9th grade)

Science

- Raise the percentage of students meeting Masters level criteria in 8th grade Science to at least 10% by May 2026.
- Raise the percentage of students at Approaches level in 8th grade Science to at least 85% by May 2026.
- Raise our economically disadvantaged and SPED subgroups percentage, meeting standard by 3% (system safeguards) by May 2026.

Social Studies

- Raise the Approaches Level percent for all students to 70% by May 2026
- Raise our economically disadvantaged and Special Education subgroup pass rate by 5% (from previous years results) for approaches level by May 2026.
- Raise the Masters level in 8th grade History to at least 10% by May 2026.

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization: Title I parent meetings, Staff Survey, Site Based Decision Making Committee and Lighthouse Committee Meetings

Upon review of this data, several findings were noted. These findings include:

Student discipline referrals increased relative to the 2024-2025 school year. Analysis indicated the majority of the placements were from students who had high mobility rates, SPED, and were not in a stable home environment. While we have more students coming to school with greater needs, our staff continue to apply effective strategies when dealing with these students. We should continue to focus on training that helps us to improve at the classroom level of student behavioral needs to this effect,

Areas of need include:

An increased focus on our attendance rates.

Continue to develop interest for a Parent/Teacher Organization to help increase parental involvement.

Focus on positive relationship building to improve overall student behavior and academic performance.

Utilize our counselor to address the increase in emotional and behavioral issues through a proactive approach to counseling programs delivered to students.

Teachers and administrators continue to take a more proactive approach to student behavior management with parental contacts occurring frequently. This should include ongoing training that addresses student emotional and behavior support.

Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

Title I Highly Qualified Report, Campus Employment Rosters, T-TESS Evaluations

Upon review of this data, several findings were noted. These findings include:

CJH saw 11 employee (2 teacher/coach, 1 administrator, 2 office staff, 3 aides, 2 teachers) leave at the end of the 2024-2025 school year. We have combined our STUCO, Lighthouse, and Climate committees in order to facilitate the needs of our students and staff better.

Areas of need include:

Continue to support staff through support and training when dealing with student behavior issues.

Continue to improve student achievement, behavior, and well-being, while also enhancing teacher effectiveness and parent engagement.

Explore ideas to market and attract highly qualified teachers to the district by adding opportunities for TIA for all eligible teachers.

Clyde Junior High School Campus Improvement Plan

District Priority:	Clyde CISD will empower successful leaders for the challenges of the future, through promoting the leadership capabilities for all.
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GOAL 1:	Clyde Junior High will employ, train and retain highly qualified staff and provide resources for continuous improvement in
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	all academic Leadership, and extracurricular areas.				
Strategy 1: Hire highly qualified staff	Action Step(s): We will provide processes to interview and select highly qualified educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	Spring 2026 - August 2026	Time	T-TESS Observations	
Strategy 2: Recruit highly qualified candidates	Action Step(s): We will contact area universities and participate in job fairs in an effort to recruit the highest quality educators.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	Spring 2026	Time & District Budget	T-TESS Observations	
Strategy 3: Retain highly qualified educators	Action Step(s): We will implement a variety of activities to encourage and promote positive staff morale working with our PTO by providing meals and snacks. We will start to implement TIA for qualified teachers. We will foster a growth mind-set environment through T-TESS and PLC's.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time, Activity and District Budget	Retention Rates	
Strategy 4: Provide ongoing PD to increase effectiveness of educators and staff.	Action Step(s): We will provide time weekly for content teachers to collaborate, review assessment data and develop researched based actions plans to address low learning standards.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time	MAPS, BOY AND EOY Test, and STAAR results	Staff meetings. The HUB, and Weekly Update
Strategy 5:	Action Step(s): We will provide for procedures and training that will expedite the purchasing process of instructional				

Communicate with teachers on a regular basis to ensure all educators have the resources and materials to deliver quality instruction to all students	resources and materials.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Gerald Jordan	2025-2026	Time, Activity and Campus Budgets	Budget Reports	Weekly Updates and the HUB
Strategy 6: Develop and continue to support the emergence of a Parent/Teacher Organization to promote involvement.	Action Step(s): Clyde Junior High will investigate/survey parent interest in developing a Parent/Teacher Organization in an effort to improve overall engagement and support for all students.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan and Patrick Odom	2025-2026	Time & Campus Budget	Lead Parents and school will recruit parents and communicate often to the rest of the school's parents.	
Strategy 7: Teachers will have access use the TEKS Resource System as their guide for curriculum and instruction. All ELAR Teachers will implement curriculum with a focus on overlapping TEKS for the 2025-26 school year. We will utilize The Lowman curriculum to help with vertical alignment.	Action Step(s): We will use the TEKS Resource System for our Scope and Sequence, Year at a Glance, Instructional Focus Documents and Unit Assessments (progress monitoring).				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	Unit Assessments & Observations	
Strategy 8: Host a 5th grade parent night	Action Step(s): We will host a 5th grade orientation for students and families prior to the first day of school. After school begins, we will host an Open House for students and families allowing parents to meet teachers.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Callie Van Hoff, Gerald Jordan,	August 2025	Campus Budget and PTO	Open House Sign In Sheets	

	Cade Dement and Patrick Odom				
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Goal 2: Clyde Junior High will establish an environment that promotes engaged learning where students are challenged at high levels on a daily basis.

Strategy 1:
Provide professional development that will encourage and enhance high quality instruction (looking for internal strengths within teaching staff to train each other)

Action Step(s): We will utilize existing talent within the district, ESC 14, surrounding districts, and other research based strategies to address any identified areas of need determined in Monthly PLC meetings.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Patrick Odom and Dr. Paula Kinslow	2025-2026	District Budget	T-TESS observations, MAPS, and Unit Assessments	

Strategy 2:
Provide time for content teachers and special education staff to attend ESC 14 trainings, zoom conferences (Lowman)

Action Step(s): We will provide opportunities for general education and special education teachers to enhance their knowledge of inclusion practices through PD offerings by the ESC 14.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Patrick Odom	2025-2026	District Budget	T-TESS observations and SPED performance on Unit Assessments	

Strategy 3:
Provide PD and strategies for all teachers to use in an effort to reach students identified as economically disadvantaged.

Action Step(s): We will utilize PLC meetings and ESC 14 online training and other PD offerings to build a better understanding of our low SES students and how to effectively promote learning among this specific group.

Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
Patrick Odom and Dr. Paul Kinslow	2025-2026	Time and District Budget	unit assessments and daily grades	

<p>Strategy 4:</p> <p>Clyde JH will utilize The Leader in Me curriculum through our House system to teach students the importance of making academic and personal goal setting a priority.</p>	<p>Action Step(s): Staff will teach the 7 habits through direct instruction, frequent use of The Leader in Me language and model the habits, and personal/academic goals.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Patrick Odom, Gerald Jordan, Callie Van Hoff, & The Lighthouse Leadership Team</p>		<p>2025-2026</p>	<p>The Leader in Me Grant</p>	<p>Weekly Leadership Lessons, Leadership Events and meeting agendas</p>	
<p>Strategy 5:</p> <p>Provide time for Monthly PLC meetings to discuss progress monitoring, review data, develop action plans, discuss technology to enhance learning and learn about best instructional practices</p>	<p>Action Step(s): We will meet with all content teachers at least once a month to collaborate and review progress monitoring data, learn about new classroom technological resources and develop plans to address areas of need.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Patrick Odom, Gerald Jordan and Content Teachers</p>		<p>2024-2025</p>	<p>Time and Campus Budget</p>	<p>MAPS, IXL, unit assessments and T-TESS</p>	
<p>Strategy 6:</p> <p>Content teachers will provide remediation for struggling students in homeroom, after school, in study hall, skill labs</p>	<p>Action Step(s): Content teachers will provide remediation for students scoring low on objectives assessed through unit assessments and class observations.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Content Teachers</p>		<p>2025-2026</p>	<p>Time and Campus Budget</p>	<p>Tutorial Logs</p>	
<p>Strategy 7:</p> <p>Teachers will utilize digital data, and data room for tracking to identify struggling students and low learning standards. MAP Testing, BOY</p>	<p>Action Step(s): Content teachers will analyze data from unit assessments and STAAR results to identify students struggling on particular learning standards. The results will be tracked through the use of our digital data walls built in the respective PLC Google Classrooms and Data board in the PLC room</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>

and EOY Assessments, and IXL will assist.	Content Teachers	2025-2026	Time	Data Tracking/Analysis	Data tracker bar graphs
<p>Strategy 8:</p> <p>More effective inclusion scheduling practices for SPED Students to reduce student conflict, enable more choices, and provide appropriate support based on individual IEP's.</p>	<p>Action Step(s): General and Special Education teachers will implement effective strategies to address struggling special education students based on data from common assessments and classroom observations.</p>				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Patrick Odom, Chelsea Heard, Gerald Jordan, and Callie Van Hoff		2025-2026	Time	Master Schedule	
<p>Strategy 9:</p> <p>Administration will continue to address absences through a multi-tiered process that includes communication via mail, phone and conferences.</p>	<p>Action Step(s): Clyde Junior High will continue to focus on excessive absences through parent contacts, student counseling and support from outside organizations.</p>				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Gerald Jordan, Callie Van Hoff, & Tiffany Edwards		2025-2026	Time	Shared Attendance Contact Log	
<p>Strategy 10:</p> <p>CJH will practice safety procedures and provide for programs that will address safety and violence</p>	<p>Action Step(s): We will take proactive measures (drills, programs, and procedures) to address a variety of safety and violence issues common among teenage students.</p>				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Patrick Odom, Gerald Jordan, and Stephen Faulkenberry		2025-2026	Time and Campus Budget	Logs and Agendas	
<p>Strategy 11:</p> <p>Continue participation in UIL Academic competition planned for fall 2023</p>	<p>Action Step(s): CJH will participate in the district Academic UIL competition with teams from each grade level participating in all events in fall 2025.</p>				
Person(s) Responsible		Timeline	Resources	Formative Evaluation	Documented
Chelsea Heard,		2025-2026	Campus Budget	Participation Lists	

	Gerald Jordan, and Patrick Odom				
Strategy 12: Continue offering Advanced classes for all content areas in grades 7-8, advance math 6-8	Action Step(s): All content classes' grades 7-8 and math 6-8, will offer an Advanced class with criteria for enrollment that will challenge students at a high level and prepare them for AP class offerings at High School.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Campus Budget	Class Lists	
Strategy 13: Clyde JH will provide ALC lessons for students who failed 2025 STAAR.	Action Step(s): Students who failed to meet standard on the math or reading STAAR will be placed in an enrichment lessons before or after school.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Gerald Jordan and Callie Van Hoff	2025-2026	District Budget and Title I	Unit Assessments, MAPS, and STAAR	
Strategy 14: The district will provide dyslexia services for students.	Action Step(s): Students who are identified for dyslexia services will be served daily with a dyslexia class.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Chelsea Heard and Kirk Cleveland	2025-2026	District Budget	Formal Testing	

Goal 3:	Clyde Junior High will incorporate the use of a variety of technological resources during the learning process in an effort to prepare students for an ever changing technological world.				
Strategy 1: Continue to offer Career Portals to 7th grade students	Action Step(s): Seventh grade students will participate in Career Portals class exploring different career options while learning a variety of computer skills that will benefit them in the future.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Justin Bamlett	2025-2026	District Budget	PEIMS & End of Year Grade Reports	

<p>Strategy 2:</p> <p>Normalize the use of Google Classroom for in person and remote learners. This tool is utilized to access assignments and learning.</p>	<p>Action Step(s): All grade levels will utilize Chromebooks to support learning objectives through the use of computers for class projects and research and much of the daily assignments. Students will use online programs to support learning.</p> <table border="1" data-bbox="497 220 1927 386"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>2025-2026</td> <td>District/Campus Budgets & Title I</td> <td>Lesson Plans & Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2025-2026	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Teachers	2025-2026	District/Campus Budgets & Title I	Lesson Plans & Walkthroughs								
<p>Strategy 3:</p> <p>Classes will continue to utilize Chrome Books that are at a 1-1 ratio offered by the district.</p>	<p>Action Step(s): Teachers will encourage students to enhance their learning through frequent relevant use of technology in the classroom.</p> <table border="1" data-bbox="497 496 1927 662"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>2025-2026</td> <td>District/Campus Budgets & Time</td> <td>Lesson Plans & Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Teachers	2025-2026	District/Campus Budgets & Time	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Teachers	2025-2026	District/Campus Budgets & Time	Lesson Plans & Walkthroughs								
<p>Strategy 4:</p> <p>Provide online support programs (MAPS - SKILLS, IXL, Reading Plus, Beanstack, and Stem Scopes for Math, Reading and Science</p>	<p>Action Step(s): Math, Reading and Science classes at all levels will utilize online support programs to further extend learning over low grade level objectives.</p> <table border="1" data-bbox="497 881 1927 1047"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Patrick Odom</td> <td>2025-2026</td> <td>District Budget & Title I</td> <td>Lesson Plans & Walkthroughs</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Patrick Odom	2025-2026	District Budget & Title I	Lesson Plans & Walkthroughs	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Patrick Odom	2025-2026	District Budget & Title I	Lesson Plans & Walkthroughs								
<p>Strategy 6:</p> <p>Continue to offer Robotics for all grade levels at CJH provided COVID permits</p>	<p>Action Step(s): We will offer after school Robotics during the Fall/Winter and participate in the Robotics competition with teams from each grade level.</p> <table border="1" data-bbox="497 1156 1927 1321"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Cade Dement</td> <td>2025-2026</td> <td>Time and District Budget</td> <td>Robotics Competition</td> <td></td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Cade Dement	2025-2026	Time and District Budget	Robotics Competition	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Cade Dement	2025-2026	Time and District Budget	Robotics Competition								
<p>Strategy 7:</p> <p>To offer Art 1, Professional</p>	<p>Action Step(s): We will offer one section of Professional Communications, and Art 1 for high school credit</p>										

Communications for HS elective credit to 8th Grade students.	
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Goal 4:	Clyde Junior High will continue to use proper fiscal procedures as directed by district level leadership.				
Strategy 1: Staff will utilize proper forms when purchasing any item as a way to provide for checks and balances	Action Step(s): All staff will fill out pre-requisition forms before making any purchase.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom	2025-2026	Time & Training	TxEIS Budget Reports	
Strategy 2: Monthly Activity Reports will be shared showing account balances	Action Step(s): Activity accounts will be balanced monthly and reports shared.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Heather Brooks and Patricia Blazauskas	2025-2026 (monthly)	Time	Monthly Reports	

Goal 5:	Clyde Junior High will promote Leadership Skills in students and staff through effective communication and professional development opportunities.				
Strategy 1: The Lighthouse Leadership Team will meet daily to give leadership lessons	Action Step(s): The Lighthouse Committee will establish and encourage actions toward TLIM goals.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Patrick Odom, Amy Saunders, and Candi Hershey	Fall 2025 - Spring 2026	Franklin Covey Grant for Leader in Me	Lighthouse Leadership Team Meetings and progress reports required for TLIM grant	

<p>Strategy 2:</p> <p>Teachers and staff will continue implementing The Leader in Me strategies learned from TLIM training in August to model goal setting for students.</p>	<p>Action Step(s): Staff members will begin using strategies in class to model goal setting and tracking, to teach students to self-monitor and assess.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Teachers and Staff</p>		<p>Fall 2025 - Spring 2026</p>	<p>Time</p>	<p>Student digital notebooks and progress reports in staff meetings</p>	
<p>Strategy 3:</p> <p>Content teachers will be encouraged through PLC meetings and TLIM initiatives to take leadership roles</p>	<p>Action Step(s): Content teachers will effectively use PLC time to share effective instructional strategies, explore data and engage in action research to develop effective action plans to address low learning standards.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Patrick Odom</p>		<p>2025-2026</p>	<p>Time</p>	<p>Observation during walkthroughs and Lighthouse Committee Meetings</p>	
<p>Strategy 4:</p> <p>Teachers will implement Paw Prints/points to encourage students to take responsibility for their own behavior</p>	<p>Action Step(s): Paw Prints will be used schoolwide to promote positive decision making among students.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Callie Van Hoff and Gerald Jordan</p>		<p>2025-2026</p>	<p>Time & Training</p>	<p>Reports and Discipline Trends</p>	
<p>Strategy 5:</p> <p>The counselor will provide programs to students and parents to prepare for HS and beyond</p>	<p>Action Step(s): We will provide programs to inform students and parents about graduation requirements, college, financial aid, etc.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Callie Van Hoff</p>		<p>Spring 2026</p>	<p>Campus and District Resources</p>	<p>Program Agendas and sign in sheets</p>	

<p>Strategy 6:</p> <p>Continue to update staff on campus events through weekly PLC's and weekly update emails</p>	<p>Action Step(s): The principal will communicate with all campus staff through staff meetings and weekly update emails.</p>				
<p>Strategy 7:</p> <p>Utilize The Leader in Me (7 Habits) curriculum through our houses system in an effort to give students the tools they need to be successful at school and in their personal lives.</p>	<p>Action Step(s): Staff will use The Leader in Me curriculum through direct teaching time, incorporate the 7 Habits language in classes throughout the day and model the 7 Habits for students, and teach students how to develop personal and academic goals (WIGS). This will be student led by student elected leaders and teacher facilitated</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Patrick Odom</p>	<p>2025-2026</p>	<p>Time</p>	<p>Staff Agendas, The HUB, and Emails</p>		
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Patrick Odom, & The Lighthouse Leadership Team</p>	<p>2025-2026</p>	<p>The Leader in Me curriculum and online resources</p>	<p>Leadership Events</p>		

CIP PART II: ASSURANCE ADDENDUM

Clyde Junior High School
Patrick Odom, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<input checked="" type="checkbox"/>	Clyde Junior High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus’s completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
<input checked="" type="checkbox"/>	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/>	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

<input type="checkbox"/>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/>	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input checked="" type="checkbox"/>	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Patrick Odom	Principal - Chairperson
Callie Van Hoff	Counselor
Candi Hershey	Teacher
Hollie Robledo	Instructional Aide
Gerald Jordan	Assistant Principal
Bethany Odom	Parent

Campus SBDM Meetings for 2025-26		
DATE	TIME	LOCATION
August	5:00 pm	JH library
March	4:00 pm	JH Conference Room

CIP PART II: ASSURANCE ADDENDUM Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the Corresponding requirement.

Goal	Description	Formative	Summative	Strategy
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[X] 1) STAAR Masters	For 2025-2026, the percent of students reaching STAAR Masters Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Meets Performance Level	For 2025-2026, the percent of students reaching STAAR Meets Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2025-2026, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
[X] 5) Violence Prevention	For 2025-2026, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2025-2026, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR and/or STAAR Alt 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs Students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2025-2026, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

[X] 8) Secondary Dropout Prevention	For 2025-2026, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2024-2025 drop-out data will be reviewed as information becomes available.	Monitor school leaver's bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities.
[] 9) High School AEIS – Ninth Graders	The percent of 2024-2025 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[] 10) Recommended High School Program	For 2025-2026, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 11) High School AEIS – Advanced Courses and Dual Credit	For 2025-2026, the percent of students who have completed at least one advanced course will be at or above 30%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 12) High School AEIS – Advanced Placement Exams	For 2025-2026, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[] 13) High School AEIS – SAT/ACT Exams	For 2025-2026, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[]	14) High School CTE	For 2025-2026, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our core content teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our core content classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the SBDM provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via Eduphoria and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

**Clyde Cons. Independent School District
Staff Development Plans
2018-2019
Section E**

10 Components Of A Schoolwide Title I Program

1. Comprehensive Needs Assessment
Referenced in the Comprehensive Needs Assessment on page 1-3
2. Schoolwide Reform Strategies
Goal 1, Strategies 1-8; Goal 2, Strategies 1, 3-5, 7, 9-12
3. Instruction by Highly Qualified Staff
Goal 1, Strategy 1-4 & 7
4. Professional Development
Goal 1, Strategy 4; Goal 2, Strategies 1-3 & 5
5. Parental Involvement
Goal 1, Strategies 6, 8 & 9
6. Transition from early childhood programs
7. Effective, timely additional assistance
Goal 2, Strategies 6-8
8. Inclusion of teachers in the use of assessments
Goal 1, Strategy 7; Goal 2, Strategies 5 & 7
9. Attracting highly qualified staff
Goal 1, Strategies 1-3
10. Coordination between programs
Goal 2, Strategies 2-5

**2025-2026 CLYDE HIGH SCHOOL
Campus Improvement Plan**



Clyde High School Campus Improvement Plan

2025-2026 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Clyde High School School conducted a comprehensive needs assessment for the 2025-2026 School Year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Clyde High School include 42 teachers, 2 paraprofessionals, 5 aids, 2 counselors and 2 administrators. The student population is 78.7% White, .7% African American, 17.2% Hispanic, 0% Asian, and .2% Native American. Additionally, the campus serves 39.6% economically disadvantaged students, 14.7% special education students, and 0.9% Limited English Proficient students. Attendance rates include 89.9% African American, 95.2% Hispanic, 95.9% White, and 94.4% economically disadvantaged. The most current data indicate the campus has a 19% mobility rate. The following data was reviewed in relation to campus demographics: Campus PEIMS information and current TAPR report. Upon review of this data, several findings were noted. These findings include: Increasing Hispanic population performance. Areas of need include: Continued improvement in our English Scores, and Level III Advanced Standard in English Language Arts, Algebra I and Biology and U.S. History STAAR EOC Scores.

Student Achievement

The following data was reviewed in relation to Student Achievement:

2024 STAAR Data.

Upon review of this data, several findings were noted. These findings include:

* Continue instructing our students to reach higher levels of academic achievement through good planning, instruction, and engaging instructional lessons.

<u>EOC:</u>	<u>Approaches Grade</u>	<u>Meets Grade</u>	<u>Master's Grade</u>
	<u>Level</u>	<u>Level</u>	<u>Level</u>
**English I	81%	68%	17%
**English II	83%	69%	10%
**Algebra I	91%	71%	45%
**Biology	99%	77%	18%
**U.S. History	99%	74%	50%

Areas of need include:

Increase EOC Performance: Approaches / Meets / Master's Goals/ /Advanced Academic Goals for EOC's 2026:

- Clyde High School Smart Goal 2025-2026: CISD District Initiative - English I students will increase Domain One Average by an average of 3 percent as measured by the **State of Texas Assessments of Academic Readiness (STAAR)** no later than the end of the **2025-2026 school year**.

	<u>2025 Scores</u>	<u>2026 Target Goal</u>
• Algebra I	91%	94%
• Biology	99%	100%
• ELA I	81%	84%
• ELA II	83%	86%
• U. S. History	99%	100%

School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization:

- Continue setting high standards of achievement for all of our students in all areas.
- Continue working at creating a safe and positive learning environment on our campus for our students and staff. . Work to promote a supportive academic, disciplinary, and physical environment, and to encourage and maintain respectful, trusting, and caring relationships throughout our building, no matter the setting.

Campus Improvement Plan

Continue to work on and improve campus climate and culture, measurements will be attained through staff, student, parent surveys, and student discipline reports Upon review of this data, several findings were noted. These findings include: Continue working and creating a staff bonding to keep our teachers as part of the Instructional Team.

Areas of need include:

- **Parent Involvement**
- **Recruitment and Retaining of Highly Qualified Teachers**
- **Increase ELA STAAR Scores**

Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

- Campus Employment Rosters

Upon review of this data, several findings were noted. These findings include:

- Clyde High School Staff will undergo a full evaluation by Mr. Hodges and Mrs. Petty by May of 2026.

Areas of need include:

- Continue to be diligent about advertising and hiring highly qualified personnel as positions become available.
- Retain quality teachers and staff year and year out through re-recruitment

Family and Community Involvement:

The following data was reviewed in relation to Family and Community Involvement:

- Continue to Increase parent meeting attendance rates.
- Continue to keep our parents and guardians informed of the happenings on our campus at CHS. CHS staff are using Social Media tools to better communicate with our students, and parents. Instagram, Facebook, and Twitter have been created and activated for the High School's usage.
- Encourage our parents, guardians, and stakeholders to participate in the PTO.

Clyde High School Campus Goals 2025-2026 School Year

1. Student academic performance on State and National Exams will reflect continuous improvement and excellence in learning.
2. Clyde High School will attract and retain the highest quality teachers, staff and support their efforts with quality professional development.
3. Clyde High School will invest in evolving technology and maintaining existing infrastructure in order to promote student / technology.
4. Facilities will be provided that are supportive of quality instructional programs and represent the importance of public education within the community.
5. Clyde High School will actively engage parents and the district communities in the education process of our students.
6. Clyde High School will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

Clyde High School Campus Improvement Plan

District Priority:	Clyde CISD will hire and develop educators that create an engaging learning environment that challenges students to be 21st Century learners and to be ready for post secondary education life.
GOAL 1:	CCISD will have a climate of high expectations for success utilizing Highly Qualified personnel in all positions.

<p>Strategy 1: Clyde High School hires Certified & Qualified teachers and paraprofessionals.</p>	<p>Action Step: Create interview questions for new hire interviews that will help to identify top quality candidates.</p> <table border="1"> <thead> <tr> <th data-bbox="520 147 793 237">Person(s) Responsible</th> <th data-bbox="804 147 1052 237">Timeline</th> <th data-bbox="1062 147 1472 237">Resources</th> <th data-bbox="1482 147 1730 237">Formative Evaluation</th> <th data-bbox="1740 147 1950 237">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 245 793 358">Hodges, Casey</td> <td data-bbox="804 245 1052 358">Spring 2026</td> <td data-bbox="1062 245 1472 358">Time, District Admin. Staff</td> <td data-bbox="1482 245 1730 358">August 2025 All Staff T-TESS Observation</td> <td data-bbox="1740 245 1950 358">Staff Schedules</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	Spring 2026	Time, District Admin. Staff	August 2025 All Staff T-TESS Observation	Staff Schedules
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Hodges, Casey	Spring 2026	Time, District Admin. Staff	August 2025 All Staff T-TESS Observation	Staff Schedules							
<p>Strategy 2: Clyde High School will establish hiring practices that allows for the hiring of Certified teachers</p>	<p>Action Step: Setup and implement organized and talented searching interviews with department heads and administrators as part of the interview process.</p> <table border="1"> <thead> <tr> <th data-bbox="520 496 793 586">Person(s) Responsible</th> <th data-bbox="804 496 1052 586">Timeline</th> <th data-bbox="1062 496 1472 586">Resources</th> <th data-bbox="1482 496 1730 586">Formative Evaluation</th> <th data-bbox="1740 496 1950 586">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 594 793 675">Hodges, Casey</td> <td data-bbox="804 594 1052 675">Spring 2026</td> <td data-bbox="1062 594 1472 675">Time, Teachers, Staff, District Admin Staff</td> <td data-bbox="1482 594 1730 675">August 2025</td> <td data-bbox="1740 594 1950 675">Teaching Certificates</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	Spring 2026	Time, Teachers, Staff, District Admin Staff	August 2025	Teaching Certificates
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<p>Strategy 3: Accelerated Learning Classes will be used to prepare students for EOC testing in Algebra I, English I and English II, Biology and U.S. History. Enrichment Instruction is provided for students not meeting the STAAR EOC standard in 8th grade.</p>	<p>Action Step: Students that did not meet the satisfactory level will be placed in an enrichment class. Students not in enrichment classes will be assigned to mandatory tutorials built into the daily schedule.</p> <table border="1"> <thead> <tr> <th data-bbox="520 813 793 902">Person(s) Responsible</th> <th data-bbox="804 813 1052 902">Timeline</th> <th data-bbox="1062 813 1472 902">Resources</th> <th data-bbox="1482 813 1730 902">Formative Evaluation</th> <th data-bbox="1740 813 1950 902">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 911 793 1024">Hodges, Casey; Petty, Mildred Kinslow, Paula</td> <td data-bbox="804 911 1052 1024">August 2025-May 2026</td> <td data-bbox="1062 911 1472 1024">Time, Teachers, Supplies, Campus Admin Staff</td> <td data-bbox="1482 911 1730 1024">Spring 2026</td> <td data-bbox="1740 911 1950 1024">Students Schedules Teachers</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Petty, Mildred Kinslow, Paula	August 2025-May 2026	Time, Teachers, Supplies, Campus Admin Staff	Spring 2026	Students Schedules Teachers
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<p>Strategy 4: Clyde High School will provide recognition / incentives for academic excellence, attendance, and citizenship as age appropriate. Beta Club, Academic Awards Ceremony & Banquet, Senior Walk, Senior Signing Day, Academic Letter Jackets, AB Honor Roll Recognition. State Qualifier Board Recognition</p>	<p>Action Step: Academic Banquet, Academic Letter Jackets and Final Exemptions from finals 1st and 2nd semesters.</p> <table border="1" data-bbox="516 204 1948 391"> <thead> <tr> <th data-bbox="516 204 789 298">Person(s) Responsible</th> <th data-bbox="789 204 1056 298">Timeline</th> <th data-bbox="1056 204 1472 298">Resources</th> <th data-bbox="1472 204 1734 298">Formative Evaluation</th> <th data-bbox="1734 204 1948 298">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 298 789 391">Hodges, Casey</td> <td data-bbox="789 298 1056 391">All Year</td> <td data-bbox="1056 298 1472 391">Time, Teachers, Supplies, Campus Admin Staff</td> <td data-bbox="1472 298 1734 391">Organized participation</td> <td data-bbox="1734 298 1948 391">Certificates and Awards</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards
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Hodges, Casey	All Year	Time, Teachers, Supplies, Campus Admin Staff	Organized participation	Certificates and Awards							
<p>Strategy 5: Clyde High School will provide a Credit Recovery Program (LEAP) to aid students in graduate documentation of credit earned will be used to measure the effectiveness of the program. Assessments created by staff will be utilized with the core subject courses in grades 9-12 and with the credit recovery program (LEAP).</p>	<p>Action Step: Clyde High School will encourage and provide support and Accelerated Instruction to help our students achieve academic success and graduate.</p> <table border="1" data-bbox="516 651 1948 964"> <thead> <tr> <th data-bbox="516 651 789 745">Person(s) Responsible</th> <th data-bbox="789 651 1056 745">Timeline</th> <th data-bbox="1056 651 1472 745">Resources</th> <th data-bbox="1472 651 1734 745">Formative Evaluation</th> <th data-bbox="1734 651 1948 745">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 745 789 964">Hodges, Casey; Jones, Alex; Sims, Chelsea; Hooper, Debbie</td> <td data-bbox="789 745 1056 964">All Year</td> <td data-bbox="1056 745 1472 964">Time, Teachers, Staff, District Admin Staff, Campus Staff,</td> <td data-bbox="1472 745 1734 964">Applications will be filled out for the program and progress will be monitored.</td> <td data-bbox="1734 745 1948 964">Odysseyware Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex; Sims, Chelsea; Hooper, Debbie	All Year	Time, Teachers, Staff, District Admin Staff, Campus Staff,	Applications will be filled out for the program and progress will be monitored.	Odysseyware Documentation
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Hodges, Casey; Jones, Alex; Sims, Chelsea; Hooper, Debbie	All Year	Time, Teachers, Staff, District Admin Staff, Campus Staff,	Applications will be filled out for the program and progress will be monitored.	Odysseyware Documentation							
<p>Strategy 6: Develop and administer Personal Graduation Plans (PGP) for students in grades 9-12 who have failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in the ninth grade.</p>	<p>Action Step: Counselors will meet with each student needing assistance and develop a PGP Plan.</p> <table border="1" data-bbox="516 1062 1948 1313"> <thead> <tr> <th data-bbox="516 1062 789 1156">Person(s) Responsible</th> <th data-bbox="789 1062 1056 1156">Timeline</th> <th data-bbox="1056 1062 1472 1156">Resources</th> <th data-bbox="1472 1062 1734 1156">Formative Evaluation</th> <th data-bbox="1734 1062 1948 1156">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1156 789 1313">Hodges, Casey; Jones, Alex; Sims, Chelsea</td> <td data-bbox="789 1156 1056 1313">All Year</td> <td data-bbox="1056 1156 1472 1313">Time, Teachers, Campus Admin Staff</td> <td data-bbox="1472 1156 1734 1313">August Planning/Student Schedules-May</td> <td data-bbox="1734 1156 1948 1313">Completed by Counselors</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex; Sims, Chelsea	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Jones, Alex; Sims, Chelsea	All Year	Time, Teachers, Campus Admin Staff	August Planning/Student Schedules-May	Completed by Counselors							

<p>Strategy 7: In partnership with Workforce Solutions and Community in Schools to create opportunities to plan post secondary life for ALL seniors and begin the conversations with Juniors.</p>	<p>Action Step: This group works with each senior personally and helps make a plan for each one.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey Jones, Alex Sims, Chelsea Riggins, Scott Laughlin, Rachel</p>		<p>All Year and through the summer</p>	<p>Time, Staff</p>	<p>Continuous</p>	<p>CIS/WFS Counselors Scheduling</p>
<p>Strategy 8: Clyde High School provides a Peer Assistance and Leadership Program (PALS) with CBVI student participation.</p>	<p>Action Step: Class is offered to students that qualify and are selected for this class. Students will participate in the Backpack For Kids Program and mentor younger students at multiple campuses.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Laughlin, Rachel Metcalf, Courtney</p>		<p>All Year</p>	<p>Time, Teachers, CIS</p>	<p>May 2026</p>	<p>Scheduling and Organization</p>

<p>Goal 2:</p>	<p>Make Classrooms more meaningful and relevant for students and teachers.</p>				
<p>Strategy 1: Students that have traditionally been low performers in English will pass</p>	<p>Action Step: CHS will utilize programs to address learning gaps.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>

<p>the English EOC exam at a higher rate after having an extra year of English preparation.</p>	<p>Hodges, Casey; Petty, Mildred</p>	<p>Fall 2025 Spring 2026</p>	<p>Time, Campus Admin Staff, English Department, PLC time</p>	<p>NWEA Scores will be utilized to address learning needs.</p>	<p>MAP Testing, Scheduling and Documentation</p>
<p>Strategy 2: Students that have failed the Algebra I EOC or failed the 8th grade Math STAAR test are enrolled in Bulldog period.</p>	<p>Action Step: CHS will continue to use FEV Tutor to address learning loss.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey;; Petty, Mildred</p>		<p>Fall 2025 Spring 2026</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>
<p>Strategy 3: Students that have failed the English I EOC, English II EOC or failed the 8th grade English STAAR test are enrolled in Bulldog period.</p>	<p>Action Step: CHS will utilize programs to address learning gaps.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Petty, Mildred</p>		<p>Fall 2025 Spring 2026</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>
<p>Strategy 4: Students that have failed the Biology EOC or failed the 8th grade Biology STAAR test are enrolled Bulldog period.</p>	<p>Action Step: CHS will utilize programs to address learning gaps.instruction.</p>				
<p>Person(s) Responsible</p>		<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>
<p>Hodges, Casey; Petty, Mildred</p>		<p>Fall 2025 Spring 2026</p>	<p>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff</p>	<p>NWEA and STAAR</p>	<p>Implementation of Instructional Tools</p>

<p>Strategy 5: Increase awareness of academic and CTE pathways in the district for all students.</p>	<p>Action Step: Counselors will utilize updated district College and Career Planning guides to meet with each individual student as well as student groups to facilitate evaluation of opportunities related to college and career readiness.</p> <table border="1" data-bbox="499 175 1936 427"> <thead> <tr> <th data-bbox="499 175 762 269">Person(s) Responsible</th> <th data-bbox="762 175 1155 269">Timeline</th> <th data-bbox="1155 175 1451 269">Resources</th> <th data-bbox="1451 175 1709 269">Formative Evaluation</th> <th data-bbox="1709 175 1936 269">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 269 762 427">Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred</td> <td data-bbox="762 269 1155 427">Fall 2025 Spring 2026</td> <td data-bbox="1155 269 1451 427">Campus Admin Staff</td> <td data-bbox="1451 269 1709 427">August 2025</td> <td data-bbox="1709 269 1936 427">Participation and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Campus Admin Staff	August 2025	Participation and Documentation
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Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Campus Admin Staff	August 2025	Participation and Documentation							
<p>Strategy 6: Counselors provide expectations and procedures for enrolling in AP and dual credit courses as they are working with students to review testing data and 6-8 year plan information.</p>	<p>Action Step: Increased Enrollment in DC and AP classes.</p> <table border="1" data-bbox="499 521 1936 805"> <thead> <tr> <th data-bbox="499 521 762 615">Person(s) Responsible</th> <th data-bbox="762 521 1155 615">Timeline</th> <th data-bbox="1155 521 1451 615">Resources</th> <th data-bbox="1451 521 1709 615">Formative Evaluation</th> <th data-bbox="1709 521 1936 615">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 615 762 805">Jones, Alex Sims, Chelsea</td> <td data-bbox="762 615 1155 805">Fall 2025 Spring 2026</td> <td data-bbox="1155 615 1451 805">Teachers, Staff, District Admin Staff, Campus Admin Staff,</td> <td data-bbox="1451 615 1709 805">August 2025</td> <td data-bbox="1709 615 1936 805">Scheduling, Participation, Organization, and Documentation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Teachers, Staff, District Admin Staff, Campus Admin Staff,	August 2025	Scheduling, Participation, Organization, and Documentation
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<p>Strategy 7: Increase participation and industry certification in campus and district CTE programs.</p>	<p>Action Step: Provide opportunities for CTE teachers and students to promote CTE via a Back to School Bash CHS showcase where individual CTE programs share information and recruit incoming 9th graders.</p> <table border="1" data-bbox="499 935 1936 1182"> <thead> <tr> <th data-bbox="499 935 762 1029">Person(s) Responsible</th> <th data-bbox="762 935 1155 1029">Timeline</th> <th data-bbox="1155 935 1451 1029">Resources</th> <th data-bbox="1451 935 1709 1029">Formative Evaluation</th> <th data-bbox="1709 935 1936 1029">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 1029 762 1182">Hodges, Casey Petty, Mildred Kinslow, Paula</td> <td data-bbox="762 1029 1155 1182">Fall 2025 Spring 2026</td> <td data-bbox="1155 1029 1451 1182">Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td> <td data-bbox="1451 1029 1709 1182">August 2025 Participation</td> <td data-bbox="1709 1029 1936 1182">Sign in Sheets</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Petty, Mildred Kinslow, Paula	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	August 2025 Participation	Sign in Sheets
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<p>Strategy 8: Increase participation and industry certification in</p>	<p>Action Step: Examine scheduling in our courses involving CDA certification to maximize student opportunity to accumulate hours and achieve certification.</p>										

campus and district CTE programs.	<table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey Jones, Alex Sims, Chelsea Welch, Tami</td> <td>Fall 2025 Spring 2026</td> <td>Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.</td> <td>January 2026-August 2026</td> <td>Communication ,Documentation and Implementation</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Sims, Chelsea Welch, Tami	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff.	January 2026-August 2026	Communication ,Documentation and Implementation
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<p>Strategy 9: Clyde High School will continue using the Texas Virtual School Network (TXVSN) to provide flexibility and opportunities for students.</p> <p>Action Step: CHS will provide eligible junior and senior students with the opportunity to take online courses offered through the TxVSN, if the courses are not offered at CHS.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey; Jones, Alex Sims, Chelsea</td> <td>Fall 2025 Spring 2026</td> <td>Time, Library, Computer Lab</td> <td>August 2025 Technology Participation</td> <td>Student Registration</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Time, Library, Computer Lab	August 2025 Technology Participation	Student Registration	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Jones, Alex Sims, Chelsea	Fall 2025 Spring 2026	Time, Library, Computer Lab	August 2025 Technology Participation	Student Registration							
<p>Strategy 10: Clyde High School will continue to provide Criminal Justice and Law Enforcement classes during the 2024-2025 school year.</p> <p>Action Step: CHS will provide Law Enforcement I and II along with the Principal of Law Classes. Coordinating with Chief Dalton of the Clyde Police Department.</p> <table border="1"> <thead> <tr> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Resources</th> <th>Formative Evaluation</th> <th>Documented</th> </tr> </thead> <tbody> <tr> <td>Hodges, Casey; Dalton, Robert</td> <td>Fall 2025 Spring 2026</td> <td>Time, Staff, Dist Admin Staff, Campus Admin Staff,</td> <td>August 2026</td> <td>Master Schedule</td> </tr> </tbody> </table>	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Dalton, Robert	Fall 2025 Spring 2026	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2026	Master Schedule	
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented							
Hodges, Casey; Dalton, Robert	Fall 2025 Spring 2026	Time, Staff, Dist Admin Staff, Campus Admin Staff,	August 2026	Master Schedule							
Goal 3:	Tell the CCISD stories of inspiration, success, and opportunity to the community, parents, and staff.										
Strategy 1:	Action Step: Work with teachers and staff to utilize parent square effectively.										

<p>Provide regular, ongoing training to teachers on how to best utilize technology to engage students and parents.</p>	<table border="1"> <thead> <tr> <th data-bbox="497 103 762 204">Person(s) Responsible</th> <th data-bbox="770 103 1157 204">Timeline</th> <th data-bbox="1165 103 1451 204">Resources</th> <th data-bbox="1459 103 1709 204">Formative Evaluation</th> <th data-bbox="1717 103 1919 204">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 211 762 329">Hodges, Casey Lytle, Saicey</td> <td data-bbox="770 211 1157 329">Fall 2025 Spring 2026</td> <td data-bbox="1165 211 1451 329">Time, Teachers, Parent Square, Admin</td> <td data-bbox="1459 211 1709 329">2025-2026</td> <td data-bbox="1717 211 1919 329">Professional Development</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Parent Square, Admin	2025-2026	Professional Development
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Hodges, Casey Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Parent Square, Admin	2025-2026	Professional Development											
<p>Strategy 2: Faculty and students will be knowledgeable of responsibilities of utilizing technology and sign the District's Acceptable Use Policy in order to use the Internet. Staff will be knowledgeable on safer technology requirements.</p>	<p>Action Step: All teachers will sign the acceptable use policy along with participating in staff development in technology.</p> <table border="1"> <thead> <tr> <th data-bbox="497 423 762 524">Person(s) Responsible</th> <th data-bbox="770 423 1157 524">Timeline</th> <th data-bbox="1165 423 1451 524">Resources</th> <th data-bbox="1459 423 1709 524">Formative Evaluation</th> <th data-bbox="1717 423 1919 524">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 531 762 740">Hodges, Casey; Petty, Mildred</td> <td data-bbox="770 531 1157 740">Fall 2025 Spring 2026</td> <td data-bbox="1165 531 1451 740">Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.</td> <td data-bbox="1459 531 1709 740">2025-2026</td> <td data-bbox="1717 531 1919 740">Technology Training</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2025-2026	Technology Training
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Hodges, Casey; Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, Staff, School Library, Outside Consultant, District Coordinator, Campus Admin Staff, Computers.	2025-2026	Technology Training											
<p>Strategy 3: Inform parents and the public through Parent Square, Twitter, Facebook, Clyde Journal Newspaper, Clyde High School Web page, Parent Meetings, and Newsletters, and other electronic formats.</p>	<p>Action Step: CHS will communicate necessary information to parents in multiple ways.</p> <table border="1"> <thead> <tr> <th data-bbox="497 836 762 937">Person(s) Responsible</th> <th data-bbox="770 836 1157 937">Timeline</th> <th data-bbox="1165 836 1451 937">Resources</th> <th data-bbox="1459 836 1709 937">Formative Evaluation</th> <th data-bbox="1717 836 1919 937">Documented</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 943 762 1084">Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred</td> <td data-bbox="770 943 1157 1084">Fall 2025 Spring 2026</td> <td data-bbox="1165 943 1451 1084">Time, Teachers, School Library, Outside Consultant, Guest Speaker</td> <td data-bbox="1459 943 1709 1084">August 2025</td> <td data-bbox="1717 943 1919 1084">Communication, Scheduling and Posting</td> </tr> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented	Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2025	Communication, Scheduling and Posting
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											
Hodges, Casey Jones, Alex Sims, Chelsea Petty, Mildred	Fall 2025 Spring 2026	Time, Teachers, School Library, Outside Consultant, Guest Speaker	August 2025	Communication, Scheduling and Posting											
<p>Strategy 4: Utilize the skills of tech liaisons to train teachers in the use of technology based teaching tools to increase student engagement.</p>	<p>Action Step: Increased number of teachers / classrooms utilizing technology applications as teaching tools. Increase student engagement.</p> <table border="1"> <thead> <tr> <th data-bbox="497 1211 762 1312">Person(s) Responsible</th> <th data-bbox="770 1211 1157 1312">Timeline</th> <th data-bbox="1165 1211 1451 1312">Resources</th> <th data-bbox="1459 1211 1709 1312">Formative Evaluation</th> <th data-bbox="1717 1211 1919 1312">Documented</th> </tr> </thead> <tbody> </tbody> </table>					Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented					
Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented											

	Hodges, Casey; Petty, Mildred Lytle, Saicey	Fall 2025 Spring 2026	Time, Teachers, Staff, District Admin Staff, Campus Admin Staff, Professional Development, PLC's	August 2025 Participation	TTESS Walkthrough and Observations
Strategy 5: Parent Teacher Organization	Action Step: To increase the participation of parents in our school in a hands-on approach for parent involvement.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; PTO Board Members	Fall 2025 Spring 2026	Time, Admin, Parents or Guardians	May 2026 Numbers increasing	Student Scheduling Teacher Schedules

Goal 4:	Clyde High school will strive to instill our community and ethical values in our students.				
Strategy 1: Campus will implement Championship Level:Lead Together initiatives one time per week in connection to the Leader in Me criteria.	Action Step: Utilize momentum monday's during bulldog period to facilitate a pre-planned leadership and ethical curriculum created by our Leader in Me Action team.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented
	Hodges, Casey; Kingston, Misti Leader in Me Action Team	Fall 2025	Time, Teachers and Administration Leader in Me Curriculum	May 2026	Progress Monitoring
Strategy 2: CHS will utilize a simple and quick reporting systems for	Action Step: Ensuring students know how to report situations that are wrong using a google form.				
	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Documented

<p>students to share concerns related to bullying, violence, racism and harassment.</p>	<p>Hodges, Casey; Petty, Mildred Lytle, Saicey</p>	<p>Fall 2025 Spring 2026</p>	<p>Students, Teachers, Campus Administration</p>	<p>June/July 2026</p>	<p>Participation / Progress Monitoring</p>
<p>Strategy 3: CHS will implement use of Go Guardian/BARK alert system to monitor student use of electronic devices, and will alert teachers and administrators if students engage in self harm, explicit or violent computer usage.</p>	<p>Action Step: Core subject EOC tested areas meet and collaborate together to create an instructional plan for improvement in student achievement.</p>				
<p>Strategy 4: CHS will offer attendance incentives and celebrate good attendance. CHS will place students on attendance contracts, and actively monitor student attendance, notifying parents of concerns early to establish an intervention plan.</p>	<p>Action Step: Incentives will be created to encourage attendance.</p>				
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Hodges, Casey; Petty, Mildred Sims, Chelsea Jones, Alex</p>	<p>Fall 2025 Spring 2026</p>	<p>BARK and Go Guardian</p>	<p>Continuous</p>	<p>Online Documentation by programs</p>	
<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Formative Evaluation</p>	<p>Documented</p>	
<p>Petty, Mildred</p>	<p>Fall 2025 Spring 2026</p>	<p>Homework Passes; Restaurant Coupons, Admin, Office Staff</p>	<p>Monthly Check ins.</p>	<p>Monitoring</p>	

CIP PART II: ASSURANCE ADDENDUM

**Clyde High School School
Casey Hodges, Principal
2025-2026 Campus Improvement Plan
Clyde Cons. Independent School District**

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<input checked="" type="checkbox"/> Clyde High School School has met the legal requirements for campus improvement planning, including the institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/> Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/> Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
<input checked="" type="checkbox"/> Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/> Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/> Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input checked="" type="checkbox"/> Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/> Included strategies for improving student attendance.
<input checked="" type="checkbox"/> Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/> Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/> Included goals and methods for violence prevention and intervention on campus.
<input checked="" type="checkbox"/> Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/> Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory

Education (Supported by the district's Financial Services Team).	
<input checked="" type="checkbox"/>	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
<input checked="" type="checkbox"/>	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
<input type="checkbox"/>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<input type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/>	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input type="checkbox"/>	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Casey Hodges	Principal - Chairperson
Chelsea Sims	Counselor
Courtney Metcalf	Teacher
Misti Kingston	Teacher
Colby Rowley	Teacher
Johnathon Haddock	AD
Aaron Laughlin	Parent
Toni Brockway	Parent
Toni Smith	Parent

CPOC Meetings for 2025-2026		
DATE	TIME	LOCATION

CIP PART II: ASSURANCE ADDENDUM Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

Goal	Description	Formative	Summative	Strategy
[X] 1) STAAR Recognized or Exemplary	For 2025-2026, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
[X] 2) STAAR Advanced Academic Achievement Performance	For 2025-2026, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
[X] 3) Parent and Community Involvement	For 2025-2026, the percent of parents and community members attending parent involvement meetings will increase by 20%.	At the end of the first semester, the percent of parents and community members attending parent involvement meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending parent involvement meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
[X] 4) Violence Prevention and Intervention	For 2025-2026 discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

[X] 5) Violence Prevention	For 2025-2026, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying.	Implement and monitor the school-wide safety and security plan.
[X] 6) Special Education	For 2025-2026, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

Goal	Description	Formative	Summative	Strategy
[X] 7) Highly Qualified Teacher	For 2025-2026 the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
[X] 8) Secondary Dropout Prevention	For 2025-2026, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2025-2026 dropout data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the Oddyseyware.
[X] 9) High School AEIS – Ninth Graders	The percent of 2025-2026 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 100 %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
[X] 10) Recommended High School Program	For 2025-2026, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

[X] 11) High School AEIS – Advanced Courses and Dual Credit	For 2025-2026, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X] 12) High School AEIS – Advanced Placement Exams	For 2025-2026, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
[X] 13) High School AEIS – SAT/ACT Exams	For 2025-2026, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
[X]	14) High School CTE	For 2025-2026, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each common assessment/screener, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM Section D

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.

- | |
|--|
| <p>[X] 9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.</p> |
| <p>[X] 10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.</p> |

**RESOLUTION OF THE
(NAME) INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

WHEREAS, Senate Bill 11, passed by the 89th Texas Legislature, requires each school board to take a record vote by March 1, 2026, on whether to adopt a policy requiring each campus to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day; and

WHEREAS, Section 25.0823(a-1) of the Texas Education Code prescribes a model resolution that must be adopted by record vote before the District may implement such a policy; and

WHEREAS, the Board of Trustees is required to hold a vote on the approval of this resolution to comply with Senate Bill 11; and

WHEREAS, if this resolution is approved by a majority vote, a policy shall be adopted requiring every campus of [redacted] ISD to provide the prayer and reading time described above; and

WHEREAS, if this resolution is not approved by a majority vote, no such policy will be adopted and campuses will not be required to offer a period of prayer and reading as described above; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:

The (Name) Independent School District shall adopt a policy requiring every campus of (Name) ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the (Name) Independent School District during a lawfully called meeting on [redacted], 2025. A quorum of the Board being then present, a motion was made to accept the resolution and seconded, and the following vote occurred, resulting in the [adoption / rejection] of this resolution:

Ayes: _____

Abstentions _____

Noes: _____

Board President

Board Secretary

DATE:	October 23, 2025
SUBJECT:	SB 546: Required Reporting on School Bus Seat Belt Costs
CATEGORY:	School Safety and Security
NEXT STEPS:	Obtain cost information and complete required reporting

The Texas Education Agency (TEA) is committed to supporting school systems in their efforts to improve safety and security for students, staff, and visitors. This To the Administrator Addressed (TAA) communication provides information about the mandated information collection and reporting.

Overview

Not later than the end of the 2025-2026 school year, [Senate Bill 546](#) (89th Regular Legislative Session) requires school systems that make a budget limitation determination under [Transportation Code, §547.701](#)(e)(1), to submit to TEA the estimated cost to equip each bus operated by and/or contracted for use by the district with three-point seat belts.

Reporting in Sentinel

TEA will be launching estimated cost reporting through Sentinel starting on Tuesday, November 11, 2025. Reporting will conclude at 11:59 p.m. on Friday, May 29, 2026. School systems are required to submit the information requested, with supporting documentation.

In addition to required reporting to TEA, if a school system board has determined that its budget does not permit the district to purchase or contract buses that are equipped with three-point seat belts (required in [Transportation Code, §547.701](#)), the following must be presented in a public meeting:

- The number of buses operated by or contracted for use by the school system that are not equipped with seat belts, the number that are equipped with two-point seat belts, and the number that are equipped with three-point seat belts; and
- The estimated cost to equip each bus operated by and/or contracted for use by the school system with three-point seat belts

As part of the required estimated cost reporting, **school systems will be able to participate in a grant opportunity related to seat belt installation.** Details pertaining to the grant will be the subject of a future TAA.

Guidance and Resources

TEA has created a [Guidebook for SB546 Reporting on School Seat Belt Costs](#) to help school systems prepare for the required reporting. This guidebook includes a preparation guide, data collection example, form logic chart and program contact information.

To further support school systems with the reporting process, TEA will be hosting a series of Office Hours sessions throughout the reporting period. **Office Hours attendance is optional.**

- October 30, 2025, 10:00 a.m. CST
- November 6, 2025, 10:00 a.m. CST
- November 13, 2025, 10:00 a.m. CST
- November 20, 2025, 10:00 a.m. CST
- February 5, 2026, 10:00 a.m. CST
- February 26, 2026, 10:00 a.m. CST
- April 9, 2026, 10:00 a.m. CST
- April 16, 2026, 10:00 a.m. CST
- April 23, 2026, 10:00 a.m. CST
- April 30, 2026, 10:00 a.m. CST

Registration information will be posted in Sentinel and is available here: [Zoom Registration](#)

Ensuring Sentinel Access

The Bus Reporting Module is available in Sentinel under LEA Modules. It is important that all relevant personnel are aware of the required reporting procedures and understand how to submit information in Sentinel correctly.

As part of the collection in Sentinel, school systems will be required to acknowledge that appropriate personnel have received the access and information necessary to complete the data collection.

Superintendents or designated staff should brief the Board and confirm that the appropriate team members have access to Sentinel. Transportation Directors may need to conduct student counts and gather cost estimates. To help share this information with those who need it, the agency has provided convenient options for distributing these updates.

Share with
Superintendent

Share with
Transportation Director

Share this TAA

Questions

If you have questions about the required reporting, please email safeschools@tea.texas.gov.



CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

526 Shalimar Drive • Clyde, Texas 79510 • 325-893-4222 • FAX: 325-893-4024 • www.clydeisd.org

Bryan W. Allen, Superintendent

**Empowering Leaders.
Committed to Success.**

SUPERINTENDENT EVALUATION TIMELINE

November Board Meeting: Board and superintendent will review the timeline and the instrument to be used for the superintendent evaluation.

December Board Meeting: Superintendent will distribute the evaluation documents to each Board member. These documents will include relevant Board Policies, a blank copy of the board approved evaluation instrument, and supporting statements and materials from the superintendent to help each board member make a well-informed evaluation/rating. This packet will also include a copy of the superintendent's current contract and a copy of the most recent TASB Superintendent Salary report.

Between December and January Board Meeting: Each board member will complete an individual evaluation on the superintendent. These will be submitted to the Board President prior to the January board meeting.

January Board Meeting: In closed session, the superintendent will be excused by the Board President. The board president will lead a discussion to come to consensus on each part of the evaluation. The superintendent will then join the closed meeting, and the Board will furnish the superintendent with a copy of the completed evaluation and will discuss its conclusions with the superintendent.

Clyde Elementary
(325) 893-4788
FAX (325) 893-5642
Josh Parker, Principal

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
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(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact us:

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

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

Meeting Place and Time

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

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

Regular Meetings

Regular meetings of the Board shall normally be held on the third Monday of each month at 6:00 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

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

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

Agenda

Deadline

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

Preparation

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

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

Notice to Members

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

Closed Meeting

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

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

Order of Business

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

Rules of Order

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

~~Voting~~ Record Vote

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

Consent Agenda

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

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

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

Discussions and Limitation

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

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

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

**Limit on
Participation**

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

Public Comment

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

Regular Meetings

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

Special Meetings

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

Procedures

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

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

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

Meeting
Management

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

Board's Response

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

**Complaints and
Concerns**

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

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

Disruption

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

Employment Assistance Prohibited

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

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

[See also DC for prohibitions relating to employees.]

Prohibited Classroom Instruction or Activities

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

Prohibition on Diversity, Equity, and Inclusion

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

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

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

[See BT(LEGAL)]

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

CJA
(LOCAL)

Emergencies

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

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

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

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

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

Training The Board delegates to the Superintendent the authority to:

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

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

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

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

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

Training

The Board delegates to the Superintendent the authority to:

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

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

Use in District

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

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

**Building Access
Control**

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

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

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

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

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

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

**Designation and Use
of Private Spaces**

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

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

Compliance with Law

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

Construction Contracts

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

For construction contracts valued at or above ~~\$25,000~~ **\$25,000**, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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

Change Orders

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

Project Administration

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

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

Final Payment

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

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

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

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

Specific Disclosures

Substantial Interest

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

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

Interest in Property

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

Annual Financial
Management
Report

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

[See BBFA]

Gifts

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

Endorsements

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

Sales

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

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

Private Tutoring

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

**Personal Services
Performed by an
Administrator**

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

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

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

Definitions

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Daily Rate of Pay

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

Catastrophic Illness
or Injury

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

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

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

Availability

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

State Leave Proration

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

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

Medical Certification

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

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

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

State Personal Leave

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

Nondiscretionary Use

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

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

Discretionary Use

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

<i>Request for Leave</i>	<p>In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.</p> <p>Discretionary use of state personal leave shall not exceed five consecutive workdays.</p>
Local Leave	<p>Each employee shall earn five paid local leave days per school year in accordance with administrative regulations.</p> <p>Local leave shall accumulate without limit.</p> <p>Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]</p>
Sick Leave Bank	<p>The District shall establish a sick leave bank that employees may join through contribution of state personal leave.</p> <p>Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury, and the employee has exhausted all paid leave and any applicable compensatory time.</p> <p>The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:</p> <ol style="list-style-type: none">1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;2. Procedures to request leave from the sick leave bank;3. The maximum number of days per school year a member employee may receive from the sick leave bank;4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and5. Other procedures deemed necessary for the operation of the sick leave bank.
Appeal	<p>An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.</p>

Family and Medical Leave

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

Concurrent Use of Paid Leave

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

Note: — See DECA(LEGAL) for provisions addressing

Twelve Month FMLA Exception Period

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

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for Spouses

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

Intermittent or Reduced Schedule Leave

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

Certification of Leave

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

Fitness-for-Duty Certification

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

Leave at the End of Semester

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

Temporary Disability Leave

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

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

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

**Workers'
Compensation**

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

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

No Paid Leave
Offset

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

Court Appearances

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

**Payment for
Accumulated Leave
Upon Retirement**

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

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed, except in the event of a reduction in force.
2. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 60 days before the last day of employment. Noncontract employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least seven years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 25 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

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

Reasons

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

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

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

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

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

Recommendations
from Administration

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

Superintendent's
Recommendation

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

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

Notice of Proposed
Nonrenewal

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

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

Request for Hearing

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

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

Hearing Procedures

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the DIA series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the DIA series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the DIA series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

~~Guiding Principles~~ Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District administrator](#) who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

~~Direct
Communication with
Board Members~~
~~Employees shall not
be prohibited from
communicating with
a member of the
Board regarding
District operations~~
~~Formal Process
communication
between an
employee and a
Board member
would be
inappropriate
because of a
pending hearing or
appeal related to the
employee~~
Filing
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee . Complaint forms . Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax , or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the employee fails to appear at a scheduled conference hearing , the District may hold the conference hearing and issue a decision in the employee's absence.
Response At Levels One and Two, "response" Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator. Responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be

provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

~~Days~~

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

~~Representative~~ Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~ the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three business days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

~~Consolidating~~
~~Complaints~~

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of events that have been or could have been addressed in a previous complaint.

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

~~Untimely Filings~~

~~All time limits shall be strictly followed unless modified by mutual written consent.~~

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the~~

~~dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness~~ related events shall be consolidated.

Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to included with the complaint form. If the employee does not have copies of these documents, they copies may be presented at the Level One conference hearing. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference hearing, the employee may supplement the record with additional documents or include additional claims.
Record	A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.
Remand	A complaint or appeal form that is incomplete in any material aspect may shall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing. re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint. If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.
Assignment of Hearing Officer	When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.
Investigation	The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.
Audio Recording	As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The

employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

~~Complaint forms must be filed:~~

~~8. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired, the employee may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received,~~ within ~~ten~~decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator-~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~ ~~The employee may re-~~questhearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the employee at Level One.
3. ~~The~~if the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~torhearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One.~~ At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. ~~The Superintendent or designee may set reasonable time limits for the conference~~hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~hearing officer shall provide the employee a ~~written response~~decision within ~~ten~~20 calendar days following the ~~conference.~~ ~~The written response shall set forth the basis of the decision~~hearing. In reaching a decision, the ~~Superintendent or designee~~hearing officer may consider the Level One record, any additional information provided ~~at~~prior to the Level Two ~~conference~~hearing, and any other relevant documents or informa-

- tion the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.
- Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.
- Level Three
- If the employee did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the employee may appeal the decision to the Board.
- The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level Two ~~response~~ decision deadline.
- ~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.
- After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.
- The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.
- ~~The Superintendent or designee~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.
- The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.
- The Level Two record shall include:
1. The Level One record.
 2. The notice of appeal from Level One to Level Two.
 3. ~~The written response~~ Any other documents submitted by the employee at Level Two.
 - 3.4. The decision issued at Level Two and any attachments.

4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels. members.~~

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, [DCE](#), and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license [in accordance with state law](#) stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

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

[See BT(LEGAL)]

Social Transitioning An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. ~~[See FFH]~~

As required by law, the District shall notify the parent of a student with whom ~~an educator~~ a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF]~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Instructional Plan
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

*Formal Request for
Reconsideration*

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain **self-contained** special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a **self-contained** special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the **tenth** 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the

instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items 2-42-4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 4824 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than 10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every ~~six~~six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all students after the ~~third~~third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation,

Clyde CISD
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ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

~~or~~ information from students, or the use of an artificial intelligence
detection tool selected by the District.

PARENT RIGHTS AND RESPONSIBILITIES

FA
(LOCAL)

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for
Released Time
Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

First-Aid

The District shall purchase certain topical nonprescription medications for use when administering first aid to students in accordance with administrative regulations.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under this provision.

Emergency Basis

The District shall purchase certain nonprescription medications to administer to students only on an emergency basis and in accordance with:

1. Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
2. Parental consent given on the emergency treatment form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine **delivery system, such as an auto-injector or nasal spray**, in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus Authorized and trained individuals may administer an unassigned epinephrine **auto-injector delivery system** at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Off Campus Authorized and trained individuals may administer an unassigned epinephrine **auto-injector delivery system** to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine **auto-injector delivery system** is available.

Maintenance, Availability, and Training The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for **auto-injector delivery system** use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine **auto-injectors** at each campus.

Notice to Parents In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist This provision shall be applicable to every campus.

On Campus The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual rea-

	<p>sonably believes a person is experiencing an opioid-related overdose.</p> <p>Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.</p>
<p><i>Maintenance, Availability, Training, and Reporting</i></p>	<p>Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.</p> <p>All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.</p> <p>The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.</p>
<p>Medication for Respiratory Distress</p>	<p>The District authorizes school personnel who have been adequately trained to administer unassigned medication for respiratory distress in accordance with law and this policy. Administration of this type of medication shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing respiratory distress.</p>
<p><i>On-Campus</i></p>	<p>Authorized and trained individuals may administer unassigned medication for respiratory distress at any time a person is experiencing this type of distress on a school campus.</p> <p>The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer this medication so that at least one trained individual is present on campus during regular school hours as defined in state rules.</p>
<p><i>Maintenance, Availability, and Training</i></p>	<p>The Superintendent shall develop administrative regulations:</p> <ol style="list-style-type: none">1. Designating a coordinator to manage policy implementation;2. Addressing annual training of authorized individuals in accordance with law;3. Listing the trained individuals authorized to administer unassigned medication for respiratory distress;4. Addressing procedures for use; and5. Addressing acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned medication for respiratory distress at each campus.

Notice to Parents In accordance with law, the District shall provide notice of the policy to parents regarding the administration of unassigned medication to a person experiencing respiratory distress, including notice of any change to or discontinuation of these provisions.

After Administration of Medication After the administration of unassigned medication to a student experiencing respiratory distress, the coordinator shall provide written notice to the student's parent, the health-care provider authorizing the unassigned medication for respiratory distress, and the student's primary health-care provider.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom ~~an educa-~~
~~tor~~ a District employee or a person acting as a service provider for
the District is alleged to have engaged in misconduct, informing the
parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educa-~~
~~tor's~~ individual's alleged abuse or commission of an otherwise un-
lawful act with ~~the~~ student or involvement in a romantic relation-
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investiga-
tions, the District shall notify a parent not later than one business
day after the date an employee first suspects that a criminal of-
fense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse
and FFH for parental notification requirements regarding prohibited
conduct as defined by that policy.]

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 4824 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, [as defined in law](#);
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications [and on the District's website](#).

Guiding Principles
Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other [appropriate campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Notice of Complaint A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions
Filing Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
Conferences
Hearings The District shall make reasonable attempts to schedule ~~conferences~~**hearings** at a mutually agreeable time. If a ~~student or parent complainant~~ fails to appear at a scheduled ~~conference~~**hearing**, the District may hold the ~~conference~~**hearing** and issue a decision in the ~~student's or parent's complainant's~~ absence.

Response
At Levels One and Two,
"response"
Decision A "decision" shall mean a written communication to the ~~student or parent complainant~~ from the appropriate administrator. ~~Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses~~ that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or organization that is designated by the student or parentcomplainant to represent the student or parentcomplainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parentcomplainant may designate a representative through written notice to the District at any level of this process. If the student or parentThe representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled conference orhearing, the District may reschedule the conference orhearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writingon a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the student or parentcomplainant does not have copies of these documents, copies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</p>

	<p>ments existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>
Assignment of Hearing Officer	<p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Level Two
Investigation

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~tor hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date,

time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent~~At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~Any other documents submitted by the complainant at Level Two.
- ~~3.4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may re-~~

~~quest that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the ~~student complainant~~ or ~~parent or the student's~~ the complainant's representative, any presentation from the administration, and questions from ~~the~~ Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting.~~ If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at ~~Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

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2. Corporal punishment shall be administered only by the principal or designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio
Monitoring**

Video and audio recording equipment shall may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

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Access to
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

~~Guiding Principles~~ Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any~~

~~level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~Hearin
gs

The District shall make reasonable attempts to schedule ~~confer-
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-
trict may hold the ~~conference~~hearing and issue a decision in the
~~individual's~~complainant's absence.

Response
At Levels One and
Two,
"response"Decision

A "decision" shall mean a written communication to the ~~individual-
complainant~~ from the appropriate administrator. ~~Responses may
be hand-delivered, sent by electronic communication to the individ-
ual's email address of record, or sent by U.S. Mail to the individ-
ual's mailing address of record. Mailed responses that provides an~~ explanation of the basis of the decision, an indication of each docu-
ment that supports the decision, and any relief or redress to be
provided. A decision shall be issued on the merits of the concern
raised in the complaint notwithstanding any procedural errors or
the type of relief or redress requested.

The decision shall also include information regarding the filing of
an appeal in accordance with this policy. After a hearing at Level
Three, the decision shall include information on submitting an ap-
peal to the commissioner.

A decision may be hand-delivered, sent by electronic communica-
tion to the complainant's email address of record, or sent by U.S.
Mail to the complainant's mailing address of record. Mailed deci-
sions shall be timely if they are postmarked by U.S. Mail on or be-
fore the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted.
In calculating timelines under this policy, the day a document is
filed is "day zero." The following business day is "day one."~~

Representative

"Representative" shall mean any person who or organization that is
designated by ~~an individual~~a complainant to represent the ~~individu-
al~~complainant in the complaint process.

The ~~individual~~complainant may designate a representative through
written notice to the District at any level of this process. ~~If the indi-
vidual~~The representative may participate in person or by telephone
conference call. If the complainant designates a representative
with fewer than three **business** days' notice to the District before a
scheduled ~~conference or~~hearing, the District may reschedule the
~~conference or~~hearing to a later date, if desired, in order to include
the District's counsel. The District may be represented by counsel
at any level of the process.

Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the individualcomplainant does not have copies of these documents, theycopies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the re-filing is within the designated time for filingre-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One

Complaint forms must be filed:

- ~~3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~ **Investigation**

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, ~~he or she~~ the complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The individual may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~individual~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- 3.4. The decision issued at Level One and any attachments.
- 4.5. All other documents relied upon by the Level One ~~administrator~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be lim-~~

~~ited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~individual a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference.~~ The written response shall set forth the basis of the ~~decision.~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~individual~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ within ~~ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board.~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual~~ At least five business days before the Board or Board committee meeting, the Superintendent

shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- ~~3-4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4-5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the Board meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual complainant or his or her the complainant's representative, any presentation from the administration, and questions from the Board members with re-

sponses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Instruction Sheet

TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AE	(LEGAL)	Replace policy	Revised policy
AF	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBA	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BE	(LOCAL)	Replace policy	Revised policy
BEC	(LEGAL)	Replace policy	Revised policy
BED	(LEGAL)	Replace policy	Revised policy
BED	(LOCAL)	Replace policy	Revised policy
BF	(LEGAL)	Replace policy	Revised policy
BJA	(LEGAL)	Replace policy	Revised policy
BJB	(LEGAL)	Replace policy	Revised policy
BT	(LEGAL)	ADD policy	See explanatory note
C	(LEGAL)	Replace table of contents	Revised table of contents
CBA	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFEA	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy

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TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
CJ	(LEGAL)	Replace policy	Revised policy
CJ	(LOCAL)	Replace policy	Revised policy
CJA	(LEGAL)	Replace policy	Revised policy
CJA	(LOCAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CL	(LEGAL)	Replace policy	Revised policy
CLB	(LEGAL)	Replace policy	Revised policy
CLE	(LEGAL)	Replace policy	Revised policy
CLE	(LOCAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
COB	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CQB	(LOCAL)	Replace policy	Revised policy
CQD	(LEGAL)	ADD policy	See explanatory note
CQD	(LOCAL)	ADD policy	See explanatory note
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CSA	(LEGAL)	Replace policy	Revised policy
CSA	(LOCAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
CV	(LOCAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DBAA	(LEGAL)	Replace policy	Revised policy
DBD	(LEGAL)	Replace policy	Revised policy
DBD	(LOCAL)	Replace policy	Revised policy

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TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DEC	(LOCAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy
DFBA	(LEGAL)	Replace policy	Revised policy
DFBB	(LOCAL)	Replace policy	Revised policy
DFD	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DGA	(LEGAL)	Replace policy	Revised policy
DGBA	(LEGAL)	Replace policy	Revised policy
DGBA	(LOCAL)	Replace policy	Revised policy
DGC	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy
EA	(LEGAL)	Replace policy	Revised policy
EEP	(LEGAL)	ADD policy	See explanatory note
EEP	(LOCAL)	ADD policy	See explanatory note
EFA	(LEGAL)	Replace policy	Revised policy
EFA	(LOCAL)	Replace policy	Revised policy
EFB	(LEGAL)	Replace policy	Revised policy
EHA	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAC	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy

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TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBAF	(LEGAL)	Replace policy	Revised policy
EHBAF	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBCA	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EBBH	(LEGAL)	Replace policy	Revised policy
EBBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EIA	(LEGAL)	Replace policy	Revised policy
EIA	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EK	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
EKD	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FA	(LEGAL)	Replace policy	Revised policy
FA	(LOCAL)	ADD policy	See explanatory note
FD	(LEGAL)	Replace policy	Revised policy
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FEF	(LEGAL)	ADD policy	See explanatory note
FEF	(LOCAL)	ADD policy	See explanatory note
FFA	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAC	(LOCAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
FFB	(LOCAL)	Replace policy	Revised policy
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFF	(LEGAL)	Replace policy	Revised policy
FFF	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FL	(LEGAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNA	(LEGAL)	Replace policy	Revised policy
FNAB	(LEGAL)	Replace policy	Revised policy
FNCD	(LEGAL)	Replace policy	Revised policy
FNCE	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LEGAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy
FOA	(LEGAL)	Replace policy	Revised policy
FOB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FODA	(LEGAL)	Replace policy	Revised policy
FOE	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
FP	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy
GC	(LEGAL)	Replace policy	Revised policy
GF	(LEGAL)	Replace policy	Revised policy
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKA	(LOCAL)	Replace policy	Revised policy

Instruction Sheet
TASB Localized Policy Manual Update 126

Clyde CISD

Code	Type	Action To Be Taken	Note
GNB	(LEGAL)	Replace policy	Revised policy
GRAA	(LEGAL)	Replace policy	Revised policy



Rush Truck Center, Arlington

1900 E Division St.
Arlington, TX 76011
(214) 884-1700

Customer Proposal Letter

Clyde ISD
526 SHALIMAR DR
CLYDE, TX 79510-0479

Thank you for trusting us with your business. Please review the proposal below, and if you approve, sign and return to us at your convenience. We look forward to working with you and will continue to do our best to earn your trust now and in the future.

VEHICLE INFORMATION

Year 2027 Make Blue Bird Model BBCV3507 Stock # TBD Serial # TBD

Additional Vehicle Details: 243358 Clyde Cisd 1-77P DSL MFSAB Act UnBdy Parcel No additional add-ons. Fees associated with any purchasing co-op are not included in pricing. Applicable co-op fees must be applied as a separate line item on the PO. Buy Board Contract 722-23 \$800.00. Please include a signed copy of the proposal and specifications with your PO. All orders received after 11/14/2025 are subject to price increase.

Table with 3 columns: Description, Unit Price, Total. Rows include Quantity (1), Truck Price per Unit (\$162,772.00), F.E.T. (\$0.00), Net Sales Price (\$162,772.00), Total Sales Price (\$162,772.00), and Unpaid Balance Due on Delivery (\$162,772.00).

Sales Representative Signature John Rubenkoenig Printed Name Date
Purchaser Signature Printed Name / Title Date
Accepted by Sales Manager or General Manager Signature Printed Name Date

Quote good until 11/13/2025 Note: The above Customer Proposal is a quotation only. Sale terms subject to approval of Sales Manager of Dealer.

DISCLAIMER: Any order based on this Proposal is subject to Customer executing Dealer's standard form Retail Sales Order and other required documents incorporating the above terms. Any documentary fees, FET, state tax, title, registration and license fees subject to adjustment and change. This Proposal is based upon Dealer's current and expected inventory, which is subject to change. Dealer is not obligated to retain any specific vehicles in stock, nor maintain any specific inventory levels. Dealer shall not be obligated to fulfill Proposal in event quoted vehicle(s) is not in stock or available within requested delivery schedule. Manufacturer has reserved the right to change the price to Dealer of any vehicle not currently in Dealer's stock, without notice to Dealer. If a vehicle identified in this Proposal is not currently in Rush's stock at the time an order is placed by the Customer, Dealer reserves the right to change the vehicle price at any time to reflect any price increases imposed by the Manufacturer. Dealer shall not be liable for any delay in providing or inability to provide Quoted Vehicle(s). Above listed Trade Value based upon current appraisal of Trade Vehicle(s). Dealer may adjust Trade Value of Trade Vehicle(s) to reflect changes in condition and/or mileage of Trade Vehicle(s) between date of current appraisal and acceptance of the Trade Vehicle by Customer.

Includes subscription period for # of specified months. Customer's use of RushCare Service is governed by the RushCare User Agreement located at https://www.rushtruckcenters.com/rushcare-user-agreement. Customer's use of Telematics Services is governed by separate 3rd party license terms and Rush is not liable for the Telematic Service. (4) Gap Coverage is provided and administered by an independent 3rd party provider under a separate contract directly between Customer and the 3rd party provider.



www.rushbuscenters.com

Length	Capacity	Chassis	Wheelbase	Qty
3507	44	BB-BBCV	280.0	1

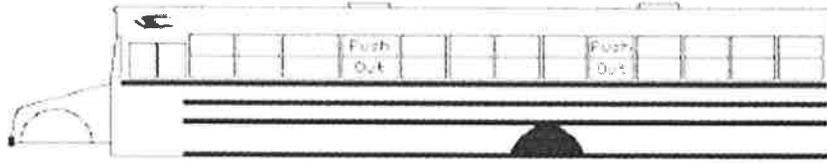
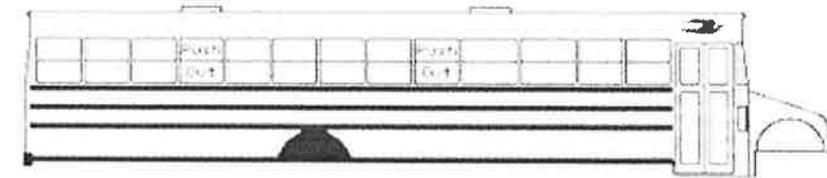
Quoted To: Victoria Isd
P O Box 1759
Victoria TX 77902

Quantity	Base Model	Description
1	BBCV 3507	B.B. CONVENTIONAL
Quote Id:	243358	Standard Options
1	00198-02	LATCH,LOCKING,DOOR BATTERY CMPT
1	00254	STEPWELL, NATL STDS,1990
1	00374-01	RETAINER REAR EMERG DOOR
1	00983-12	PLYWOOD FLOOR 1/2IN THICK
1	00984	PLYWOOD FLOOR SCREWED DOWN
1	01561	EMERGENCY DOOR ARROWS
1	01922-02	DAYTIME RUN LGTS,W/ P/BRAKE DEACTIVATE
1	02230	DOOR SWITCH,STEPWELL LIGHT
1	02325-18	LOGO,BIRD ONLY,VINYL,BLACK
1	02449-12	GALVALUME I/S PNL,FULL HEM,TEXTURIZED
1	03183-01	VISOR,ACRYLIC,LEFT SIDE,ADJUSTABLE
1	03288	4 PC FLAT SHADED W/S
1	06266-01	UNDERCOAT,MODIFIED WAX,PREMIUM
1	30001	ACCESSORY POWER SOCKET W/CAP,BATTERY
1	30056-18	HOSE,HTR,EPDM,W/CT CLAMPS
1	30102-15	LIGHTS,CL/MK,LED,2 AMBER,2 RED
1	30103-10	LIGHTS,ID,GROMMET MOUNT,LED
1	30105-10	LIGHTS,MKR,LED,INTERMEDIATE
1	30109-01	PRE-TRIP EXTERIOR LIGHT TEST
1	30116-05	LIGHTS,DIRECTIONALS,RR,AMBER LED
1	30123-02	HEADLAMPS,LED
1	30151-01	LIGHTS,DOME,15 CANDLEPOWER
1	30158-07	DOME,SINGLE SWITCH CONTROL
1	30173-06	LIGHT,4" LED,STOP/TAIL,VANDAL RESIST
1	30175-03	LIGHT,7" STOP/TAIL,LED
1	30176-07	LIGHT,4" BACKUP,LED,VANDAL RESIST
1	30321-01	LIGHT,SWITCH PANEL,CHASSIS CTRL
1	30331-01	CIRCUIT PROTECTION,FUSES
1	30386-05	PAINT,CHASSIS,GRILLE,SURROUND SILVER,CV
1	30400-01	PAINT, INTERIOR, ASTRO WHITE
1	30484-17	MIRROR,CROSSVIEW,EYE-MAX LP
1	30529-02	3" REFLECTOR,STANDARD,3M DIA GRADE
1	30905-04	DASH,GLOVE BOX
1	30945-12	BODY CONSTRUCTION FM/CMVSS 221
1	30960-06	STEPWELL, GALVANIZED

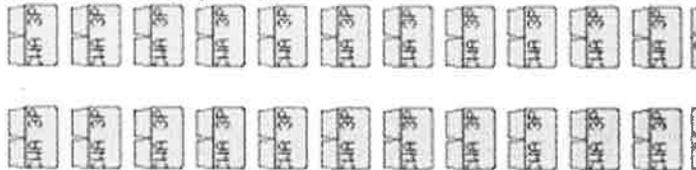
1	30977-02	DOOR,ENTRANCE,OUTWARD OPENING
1	30978-01	DOOR CONTROL,MANUAL,PAINTED
1	31015-02	DOOR,EMERGENCY,REAR,2 WINDOW
1	31024-02	TRIM,AISLE,ALUMINUM
1	31049-01	HANDRAIL,ENT DR,BARRIER 3.25 - 5.25
1	31114-01	END CAP,RUB RAIL,STAMPED STEEL
1	31156-06	LIGHT,STEPWELL,LED
1	31166-01	MARKER LGT CONTROL,STEPWELL LGT
1	31201-03	BUZZER,REAR EMERG DOOR
1	38105-33	CAMERA,SYSTEM,FRT/RR VIEW,EXTERIOR
1	40000-19	AXLE,STEER,HENDRICKSON NXT,10000 LBS
1	40048-02	LUBRICATION,OIL,PETROLEUM,AXLE
1	40086-04	BUMPER,REAR,STEEL
1	40088-06	BUMPER,FRONT,STEEL 15IN
1	40097-04	COLUMN,STEER,TILT/TELESCOPE,DOUG AUTOTEC
1	40098-01	CRUISE CONTROL
1	40111-02	FLUID,TRANSMISSION,SYNTHETIC
1	40111-11	ANTIFREEZE,ES COMPLEAT,CUMMINS (BLUE)
1	40142-01	SWITCH,BATTERY DISCONNECT
1	40171-09	GOVERNOR,ROAD SPEED,75 MPH
1	40215-18	EXHAUST,PRIMARY,SING CAN A/T,CUM
1	40233-23	FILTER,FUEL,DCM MOUNTED
1	40280-04	GAUGE,SPEEDOMETER, MILES
1	40356-13	TIRE,KUMHO,11R22.5,LRH,KRS12E
1	40390-14	BALANCE FRONT WHEELS
1	40432-14	TRANS,ALLISON,2500PTS 5 SPD
1	40440-23	WHEELS,STEEL,8.25X22.5,BLK,5HH
Quote Id:	243358	Optional Features
		----- CHASSIS -----
1	40004-19	SUSP,SPRG,FRT,SOFTEK,10000
1	40005-23	SUSPENSION,SPRG,REAR,1-STAGE,23000
1	40018-56	AXLE,REAR,23K LBS,5.29
1	40052-03	ADJ,SLK,AUTO,MERITOR
1	40053-03	CHAMBERS,BRAKE,AIR,WABCO
1	40070-06	BRAKES,AIR,MERITOR,5"FRT/7"RR
1	40076-01	BRAKES,ANTI-LOCK(ABS),AIR
1	40081-16	VALVE,DRAIN,AUTO,DV-2,AIR WET TANK
1	40081-19	DRYER,AIR,BENDIX AD-IP
1	40085-01	LIFTING REINFORCEMENT,BUMPER
1	40099-01	PEDALS,ADJUSTABLE
1	40108-04	HOSE,COOLANT,RUB,PREM,W/CONST TRQ CLAMP
1	40134-08	ALTERNATOR,LEECE-NEV,BRUSHLESS,280 AMP
1	40141-04	BATTERY COMPARTMENT,ROLLER TRAY,CHAS MTD
1	40142-06	BATTERIES,GROUP 31,THREE
1	40165-07	TORQUE MGNT,SPL070 DRIVELINE
1	40179-62	ENG,CUM B6.7,DSL,240HP@600LB-FT,EPA
1	40213-10	ENGINE EMISSIONS CONTROL,EPA,2025
1	40216-02	T/PIPE,THROUGH BUMPER
1	40241-02	FUEL SYSTEM,DSL,100 GAL BFR RH FILL
1	40411-01	TOW HOOKS, FRONT
1	40411-02	TOW HOOKS, REAR
1	40452-10	WHEELBASE,280 INCH

----- BODY -----		
1	00186-05	DOUBLE,RHMM,LUGGAGE,28.40 CU.FT.
1	00186-06	DOUBLE,LHMM,LUGGAGE,28.40 CU.FT.
1	00219-01	SLIDING BOLT VANDAL LOCK - RCED
1	00505-05	FUEL TANK DOOR,SPRING-LOADED,LOCKING
1	01485-04	INSULATION,BODY,FIBERGLASS,ADDITIONAL
1	01485-05	INSULATION,BOW CAVITY,FIBERGLASS
1	01502-03	INSULATED DRIVERS AREA,FIREWALL
1	02380-01	PANEL,SIDE, 16 GA, 16 1/4 SKIRT
1	02683	EXTEND SEAT RAIL
1	03110	GRIP HANDLES
1	03110-01	STEP,COWL,FOLDING
1	03470-12	77 IN HEADROOM CONVENTIONAL
2	30030-29	VENT,ADVANTAGE,STANDARD
1	30060-09	HEATER,50K,LH,FRONT,F/M
1	30060-11	HEATER,50K,LH,REAR,F/M
1	30260-27	RADIO AM/FM/USB/AUX/ BT WITH PA
1	30337-07	INSULATION,BODY,POLYESTER/FIBERGLASS
1	30450-01	DECAL,CLEAN IDLE,EPA ONLY
1	30456-08	MIRROR,REARVIEW,INT 6X30,W/MONITOR
1	30481-01	MIRROR,REARVIEW,REMOTE CONTROL
1	30483-28	MIRROR,ROSCO,ACCUSTYLE,8X17,DETENT
1	30646-02	BFK, NATIONAL STD POLY WHITE
1	30757-28	CERTIFICATION,COLORADO RACK
1	30797-01	ARMREST,RH,DRIVER,SEAT,NATIONAL
2	30857-54	UPH,FIRE BLOCK,GRAY,BARRIER
1	30888-01	COMPARTMENT,ELECTRICAL,SKIRT MTD
1	30905-05	CONSOLE MOUNT,ARM REST
1	30962-01	CONSTRUCTION,MFSAB
1	30981-03	LOCK,SECURITY,ENT DOOR
1	31026-01	STEPTREAD,VINYL,STUDDED
1	31027-02	STEPTREAD,VINYL,GRAY
1	31184-03	GLASS,RR EMER DR,LWR,DK TINT,TEMP
1	31185-03	GLASS,RR EMER DR UPR,DK TINT,TEMP
1	31187-03	GLASS,REAR VISION,DK TINT,TEMP
1	31188-03	GLASS,ENT DR,LOWER,TINT,LAM
1	31189-03	GLASS,ENT DR,UPPER,TINT,LAM
4	31193-22	WINDOW,S/S,P/O,12",TEMP,TINT,BLK
1	31200-48	WDO ASSY,DRVR,GREEN TINT,LAM,BLK
22	31202-24	WINDOW,S/S,12",TEMP,TINT,BLK
1	38202-01	SWITCH,AUTOMATIC HIGH IDLE,WITH A/C
----- ELECTRICAL -----		
1	02656	3",REFLECTOR,BBCV FRONT BOW
2	30029-01	WIRING,VENT,ROOF HATCH,BUZZER
1	30057-02	SWITCH,NOISE SUPPRESSION,LATCHING
1	30117-21	LIGHTS,DIR/MKR,SIDE,LED,FRT,BELT
1	30117-23	LIGHTS,DIR/MKR,SIDE,LED,REAR,BELT
1	30121-03	WIRING,DIR,SIDE,FRONT,BELTLINE
1	30121-05	WIRING,DIR,SIDE,REAR,BELTLINE
1	30242-04	LIGHT,BOARDING,ENTRANCE DOOR,LED
1	30244-02	LOCATION,STROBE,4 FEET FROM REAR OF ROOF
1	30245-10	LIGHT,STROBE,SELF-CONT,LED,CLEAR

1	30246-03	CONTROL,STROBE,S/CONT,W/PILOT
1	30269-06	SPEAKER,DLX,8 SPKR SYS W/WIRING
1	30310-02	HORN,BACKING SAFETY,112 DB
4	31201-10	WIRING,P/O WINDOW,DRS BUZ ONLY
1	40453-02	ELECTRONIC STABILITY CONTROL
1	40493-16	PROGRAM,TCM,F/S 2.0,GHG
		----- PAINT -----
1	02323-07	PAINTING,EXTERIOR,BRIGHT WHITE
4	30365-01	LETTERING,EMERGENCY EXIT,ABOVE EXIT
1	30365-02	LETTERING,EMERGENCY DOOR,ABOVE EXIT
5	30366-01	LETTERING,EMERGENCY,INTERIOR,VINYL,BLACK
5	30366-02	LETTERING,EMERGENCY,EXTERIOR,VINYL,BLACK
2	30430-14	VINYL,REFL,ROOF HATCH,WHITE,3M
1	30430-15	VINYL,REFL,RR EMER DR WHITE,3M
4	30430-17	VINYL,REFL,P/O WINDOW WHITE,3M
1	38115-09	DELETE STD SCHOOL BUS LETTERING
		----- SEATS -----
1	02836-16	S/BELT,DRV,3PT,SGL RET,BUZ/WRN LT,ORANGE
1	30784-09	PANEL,MODESTY,BARRIER,ENT DOOR
1	30784-43	PANEL,MODESTY,BARRIER,DRIVER,LH
1	30796-05	SEAT,DRV,NATIONAL,AIR,MORD,CHARCOAL
1	30815-02	CUTTER,SEAT BELT,TIE-TECH
2	30820-08	BARRIER, 36 INCH HIGH BACK
22	30843-58	SEAT,CEW,ACTIVITY,35IN,3PT
22	30852-05	MODULE,SEAT,COLOR,GRAY
		----- ACCESSORIES -----
1	00575	FLAPS FRONT RUBBER
1	00581	DELETE LOGO, FLAPS REAR
1	00586	FLAPS REAR WITH BB LOGO
1	00661-01	FE 5 LB DRY W/HOSE (DRIVERS CPT)
1	06226	TRIANGULAR WNG DEVICE W/MTL HOLDER
1	30600-01	FAK,MULTI-STATE,POLY
1	30905-03	HOLDER,CUP
		----- INTERIOR -----
1	00288	FORWARD GRABRAIL
1	01507-02	ACOUSTIC HEADLINING FULL LENGTH
1	02615-12	PARCEL RACKS
1	30026-02	FAN,AUXILIARY,UPPER LEFT,6"
1	30026-03	FAN,AUXILIARY,UPPER CENTER,6"
1	30906-02	COMPARTMENT,STORAGE,OVERHEAD,LOCKNG
1	31021-09	COVERING,FLOOR,RUBBER,DARK GREY
1	31028-12	COVERING,FLOOR,RUBBER
		----- EXTERIOR -----
1	00600	FENDERS REAR RUBBER
Quote Id:	243358	Dealer Options DOT Inspection upon delivery Delivery to Customer FRONT & REAR IN-WALLS + MID-MOUNT EM-7+ DASH, SKIRT CONDENSERS
Quote Id:	243358	Body Plan / Seat Plan Information Body Plan: 5014454 Seat Plan: 22524



SP: 22524 EBCV 2507, 44 CAP



A PO is required to secure an order. Remit PO to rushbus@rushenterprises.com. Fees associated with any purchasing co-op are not included in pricing. Applicable co-op fees must be applied as a separate line item on the PO. Delivery terms are estimated 180-250 days ARO. Transportation Code Sec. 2251.021 Subchapter B.a. - Payment terms NET 30.

In light of ongoing supply chain issues, pricing is subject to adjustment at any time to offset Rush's increases in the cost of supplies or freight, or as a result of other charges imposed on Rush by its suppliers ("Price Adjustment"). At the District's request, Rush will provide documentation to the District supporting such Price Adjustment. Price Adjustments will be passed through to the District by Rush at Rush's cost with no increase. OEM build schedules and delivery time frames cannot be guaranteed at this time. Rush will make every effort to deliver buses as soon as possible from time of receipt of an order but any dates given are estimates only, not guarantees, and are subject to change at any time.

NOTE: Blue Bird is reserving the right to implement a tariff surcharge on bus sales at time of invoice on the total invoiced price dependent on the implementation of tariffs on Mexican, Canadian and/or Chinese imports.



Date: 10/16/2025
 Salesperson: Chase Hunter
 Manager: KATHRYN SUTTON

FOR INTERNAL USE ONLY

BUSINESS NAME Clyde ISD Home Phone : _____

CONTACT _____

Address : PO BOX 479
CLYDE, TX 79510-0479 Work Phone : _____
CALLAHAN

E-Mail : _____ Cell Phone : (325) 668-0235

VEHICLE

Stock # : R60335 New / Used : **New** VIN : 3C6UR5HL0SG560335 Mileage: 4893

Vehicle : 2025 RAM 2500 Color : Bright White Cl

Type : Tradesman 4x4 Crew Cab 8 ft. box 16 DJ7L92

Market Value Selling Price	69,880.00
Discount	9,965.00
Adjusted Price	59,915.00
Taxable Fees (Estimated)	35.00
Doc Fee	225.00
Non Tax Fees	312.53
Balance	60,487.53

Customer Approval: _____ Management Approval: 

By signing this authorization form, you certify that the above personal information is correct and accurate, and authorize the release of credit and employment information. By signing above, I provide to the dealership and its affiliates consent to communicate with me about my vehicle or any future vehicles using electronic, verbal and written communications including but not limited to eMail, text messaging, SMS, phone calls and direct mail. Terms and Conditions subject to credit approval. For Information Only. This is not an offer or contract for sale.

TITLE	AUTHOR
Beautiful Struggle (Adapted for Young Adults)	Coates, Ta-Nehisi
Boys in the Boat: The True Story of an American Team's Epic Journey to Win Gold, Young Readers Adapt	Mone, Gregory
Can't Stop Won't Stop (Young Adult Edition): A History of the Hip-Hop Generation	Chang, Jeff
Endurance, Young Readers Edition: My Year in Space and How I Got There	Kelly, Scott
Enrique's Journey: The True Story of a Boy Determine to Reunite with His Mother: Adapted for Young Peopl	Nazario, Sonia
Fly Girls Young Readers' Edition: How Five Daring Women Defied All Odds and Made Aviation History	O'Brien, Keith
Hidden Figures, Young Reader's Edition: The Untold True Story of Four African-American Women Who Helped L	Shetterly, Margot Lee
Last Witnesses (Adapted for Young Adults)	Alexievich, Svetlana
Find Her	Reno, Ginger
This Ends in Embers	Cole, Kamilah
Heir	Tahir, Sabaa
Last Dragon on Mars	Reintgen, Scott
Curse of Madame Petrova	Hof, Marjolijn and Nagelkerke, Bill
Spelling It Out	Finnegan, Margaret
Please Pay Attention	Sumner, Jamie
Burning Season	Rose, Caroline Starr
Same but Different: Teen Life on the Autism Express	Peete, Holly Robinson
Blood in the Water	Jackson, Tiffany D.
Misunderstandings of Charity Brown	Laird, Elizabeth
Up in Smoke	Brooks, Nick
Princess Academy	Hale, Shannon
Eighteen Roses	Rogers, Shannon C. F.
Keeper Chance and the Conundrum of Chaos	Evanovich, Alex
Dear Manny	Stone, Nic
Wind in the Willows	Grahame, Kenneth
Best of All Worlds	Oppel, Kenneth
Corruption of Hollis Brown	Ancrum, K.
Breath of the Dragon	Lee, Fonda and Lee, Shannon
Wake the Wild Creatures	Suma, Nova Ren

Family I'm In	Flake, Sharon G.
How to Tell a True Story	Springstubb, Tricia
Everything Is Poison	McCullough, Joy
One Last Chance to Live	Stork, Francisco X.
Truth, Lies, and the Questions in Between	Elliott, L. M.
All the Love Under the Vast Sky	Wilson, Kip and Wilson, Kip
Love on Paper	Parker, Danielle
After Life	Forman, Gayle
King: A Life	Eig, Jonathan and Williams, Yohuru
Warfare Through the Centuries	SET
American Civil War	Brewer, Paul
Revolutionary and Napoleonic Wars	Sommerville, Donald
World War I	Sommerville, David
World War II	Sharpe, Mike
Warfare in the Medieval World	Marshall, Chris
Warfare in the Renaissance World	Brewer, Paul
Warfare in the Ancient World	Brewer, Paul
Warfare in the Late 20th Century	Grant, R. G.
Warfare in the 18th Century	Westwell, Ian
Warfare in the 19th Century	Westwell, Ian
Bird in the Air Means We Can Still Breathe	Browne, Mahogany L.
All the Noise at Once	Davis, DeAndra
Catalog of Burnt Objects	Youngdahl, Shana
Death in the Jungle: Murder, Betrayal, and the Lost Dream of Jonestown	Fleming, Candace
House No One Sees	King, Adina
Language of Dragons	Williamson, S. F.
This Thing of Ours	Joseph, Frederick
When the Bones Sing	Sain, Ginny Myers

TITLE	AUTHOR
Posted	Anderson, J
Spark	Broadway, J
Snoop	Korman, Gc
Long Walk to Water: A Novel: Based on a True Story	Park, Linda
Adventure in Grand Canyon National Park	Johnson, A:
Danger in Zion National Park	Johnson, A:
Discovery in Great Sand Dunes National Park	Johnson, A:
Mystery in Rocky Mountain National Park	Johnson, A:
When You Reach Me	Stead, Rebe
Crenshaw	Applegate,
Code Book: The Secrets Behind Codebreaking	Singh, Simo
Popular: A Memoir : How a Geek in Pearls Discovered the Secret to Confidence	Van Wagen
I Survived Courageous Creatures	Tarshis, Lau
I Survived Nature Attacks!	Tarshis, Lau
I Survived the Joplin Tornado, 2011	Tarshis, Lau
I Survived the Japanese Tsunami, 2011	Tarshis, Lau
I Survived the Galveston Hurricane, 1900	Tarshis, Lau
I Survived the Great Chicago Fire, 1871	Tarshis, Lau
I Survived the Nazi Invasion, 1944	Tarshis, Lau
I Survived the Dust Bowl, 1935	Tarshis, Lau
I Survived Tornado Terror: True Tornado Survival Stories and Amazing Facts from History and	Tarshis, Lau
I Survived the Japanese Tsunami, 2011: The Graphic Novel	Tarshis, Lau
I Survived the Sinking of the Titanic, 1912	Tarshis, Lau
SobrevivÃ- El HuracÃn Katrina, 2005	Tarshis, Lau
Great Carrier Reef	Stremer, Je
Career as an Aircraft Mechanic and Service Technician	Orr, Tamra
Drones	Potter, Will
Walter Payton	Woog, Ada
Jalen Hurts	Luke, Andre
Stars of the NFL	Blue, Tyler
Meet T. J. Watt	Smith, Ellio
Baseball Records That Will Be Tough to Beat	Henzel, Cyr
Baseball	Douglas, Pe
Science of Baseball	Rogers, Am
Everything NFL	Grack, Rach
Rocket Arm	Green, Tim
Soccer Greats: The Best of All Time	Streissguth,
Natalie Babbitt's Tuck Everlasting: The Graphic Novel	Babbitt, Na
Monster Blood	Stine, R. L.
Dire Days of Willowweep Manor	Garrity, Sha
Nefarious Nights of Willowweep Manor	Garrity, Sha
Dictionary of Scoundrels	Lincoln, Bel
Gallery of Rogues	Lincoln, Bel
Egypt's Fire	Phillips, Tor
Peruvian Express	Phillips, Tor
S.O.S.	Phillips, Tor

Ancient Egypt	Messner, K
Prophecy	Fergus, M.
Odyssey	Fergus, M.
Destiny	Fergus, M.
Moonleapers	Haddix, Ma
House of Marianne	Elle, J.
Shadows of Perl	Elle, J.
Swing	Alexander,
True Legend	Lupica, Mik
End of Olympus	O'Hearn, Ka
Percy Jackson's Greek Heroes	Riordan, Ri
Shadows	McKinley, F
Quicksilver	Spinner, Ste
Across the Dark Water	Alvarez, Jer
Beneath the Weeping Clouds	Alvarez, Jer
Through the Untamed Sky	Alvarez, Jer
Raven and Other Writings	Poe, Edgar
Battle of the Labyrinth	Riordan, Ri
Demigod Files	Riordan, Ri
Lightning Thief: The Graphic Novel	Riordan, Ri
Wrath of the Triple Goddess	Riordan, Ri
Percy Jackson and the Olympians: The Official Cookbook	Melendez, .
Darkstalker	Sutherland,
Flames of Hope	Sutherland,

John David

Alice

Jordan

Sue

Aaron and Zimanski, Anne

Aaron and Zimanski, Anne

Aaron and Zimanski, Anne

Aaron and Johnson, Aaron

Decca

Katherine

John

Jordan, Maya

Jordan

Jordan

Jordan

Jordan

Jordan

Jordan

Jordan

Jordan

Jordan

Jordan and Ball, Georgia

Jordan

Jordan

Jessica

John

Liam

Mark

Matthew

Tom

Victoria Kennedy

William

Yvonne B.

Zoe

Tom

Katie and Woodman-Maynard, K.

Kenon K.

Kenon K.

Kenon

Kenon

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Margaret Peterson

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Robin
Ephanie
Jennifer Lynn
Jennifer Lynn
Jennifer Lynn
Allan
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Jarrett
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, Tui T.

TITLE	AUTHOR
Mistress of All Evil: A Tale from the Dark Fairy	Valentino, Serena
Mother Knows Best: A Tale of the Old Witch	Valentino, Serena
Beast Within: A Tale of Beauty's Prince	Valentino, Serena
Poor Unfortunate Soul: A Tale of the Sea Witch	Valentino, Serena
Odd Sisters: A Tale of the Three Witches	Valentino, Serena
Tales from a Not-so-Bratty Little Sister	Russell, Rachel RenÃ©e
Junie B. Jones: Aloha-Ha-Ha!	Park, Barbara
Eva and the New Teacher	Elliott, Rebecca
Owlympic Games	Elliott, Rebecca
Percy Jackson's Greek Gods	Riordan, Rick
Percy Jackson's Greek Heroes	Riordan, Rick
Wrath of the Triple Goddess	Riordan, Rick
Chalice of the Gods	Riordan, Rick
Hurricane Heroes in Texas	Osborne, Mary Pope
Late Lunch with Llamas	Osborne, Mary Pope
Narwhal on a Sunny Night	Osborne, Mary Pope
Rhinos at Recess	Osborne, Mary Pope
Sea Otter Sunrise	Osborne, Mary Pope
To the Future, Ben Franklin!	Osborne, Mary Pope
Windy Night with Wild Horses	Osborne, Mary Pope
Bubbles	Clanton, Ben
Narwhal and Jelly: Super Pod Party Pack!	Clanton, Ben
Narwhalicorn and Jelly	Clanton, Ben
Narwhal's Sweet Tooth	Clanton, Ben
Super Scary Narwhalloween	Clanton, Ben
Secret Weapon: Seven Untold Adventures from the Life of	Horowitz, Anthony
Stormbreaker: Special Edition	Horowitz, Anthony
Bad Kitty Does Not Like Valentine's Day	Bruel, Nick
Bad Kitty Gets a Phone	Bruel, Nick
Bad Kitty Goes to the Beach	Bruel, Nick
Bad Kitty Goes to the Vet	Bruel, Nick
Bad Kitty Joins the Team	Bruel, Nick
Bad Kitty Makes a Movie	Bruel, Nick
Bad Kitty: Supercat	Bruel, Nick
Bad Kitty Takes the Test	Bruel, Nick
Bad Kitty vs the Babysitter	Bruel, Nick
Aloha	Lincoln, Peirce
Attack of the Cheez Funk Breath!	Peirce, Lincoln
Beware of Low-Flying Corn Muffins	Peirce, Lincoln
Blow the Roof Off!	Peirce, Lincoln
Charlie Bumpers vs. the Squeaking Skull	Harley, Bill
Katie Cupcakes and Wedding Bells	Simon, Coco
Mia's Sweet Surprises	Simon, Coco
Beach Pug	May, Kyla
Get Well, Pug	May, Kyla
Pug the Sports Star	May, Kyla

Super Pug
Pug's Sleepover
Scaredy Pug
Oh, Sal
Scary Stories 3
Puppy's Big Day
Me, Frida, and the Secret of the Peacock Ring
Case of the Missing Marquess
One and Only Family
Break
Clash
I Survived the Dust Bowl, 1935
Lost Heir
Midnight
Stuck

May, Kyla
May, Kyla
May, Kyla
Henkes, Kevin
Schwartz, Alvin
Brael, Nick
Cervantes, Angela
Springer, Nancy
Applegate, Katherine
Miller, Kayla
Miller, Kayla
Tarshis, Lauren
Sutherland, Tui T.
Hunter, Erin
Miller, Kayla

TITLE

Dog Man Unleashed
Lord of the Fleas
Our School Is a Family
Pig the Rebel
Very Hungry Caterpillar
Too Cool for School
Dare to Be Scared!
Super-Awesome Comic!
Collaborations
Leaf Thief
Very Last Leaf
Creepy Carrots!
Creepy Crayon!
Pok mon: Battle Buddies!
Pokemon Adventures 21: Ruby and Sapphire
Big Jim Begins
Junie B. Jones and a Little Monkey Business
Junie B. Jones and the Stupid Smelly Bus
Big Cheese Presents: Have Yourself a Cheesy Little Christmas
Two-Headed Chicken
Narwhal's Sweet Tooth
Attack of the Cheez Funk Breath!
Class Action
Henry Heckelbeck Builds a Robot
You're Going to Love This Book!
Smart Cookie
Sour Grape
That's What Dinosaurs Do
Night of the Ninjas Graphic Novel
Midnight on the Moon
Mummies in the Morning
Pirates Past Noon
I Am an Amazon Warrior
Super Pete
This Is Hulk
Story of Spider-Man
Marvel's Spider-Man Bugs Out!
Spring Fever!
Beauty and the Beast
Tiana's Garden Grows
Princess Hearts
Go, Go, Go!
This Is Rey
Magic Friends
Surf Princess
Mini Bluey

AUTHOR

Pilkey, Dav
Pilkey, Dav
Olsen, Shannon
Blabey, Aaron
Carle, Eric
Shaskan, Stephen
Shaskan, Stephen
Shaskan, Stephen
Pilkey, Dav
Hemming, Alice
Wade, Stef
Reynolds, Aaron
Reynolds, Aaron
DK
Kusaka, Hidenori
Pilkey, Dav
Park, Barbara and Venable, Colleen Af
Park, Barbara and Venable, Colleen Af
John, Jory
Angleberger, Tom
Clanton, Ben
Peirce, Lincoln
Green, John Patrick
Coven, Wanda
John, Jory
Jory, John
John, Jory
John, Jory
Osborne, Mary Pope
Osborne, Mary Pope and Laird, Jenny
Osborne, Mary Pope
Osborne, Mary Pope
Korte, Steve
Dean, Kimberly & James
Wyatt, Chris
Macri, Thomas, Adaptor
Hermon, Daka
RH Disney and Disney Storybook Art Team, D
Lagonegro, Melissa
Alston, Bria
Liberts, Jennifer
Lagonegro, Melissa
Lucasfilm Press, Lucasfilm
West, Chelsea
Eberly, Chelsea
Penguin Young Readers Licenses

Swim School
Unicorse
Sleepytime
Pool
Creepy Pair of Underwear!
Vacation: Three-And-a-Half Stories
Armor
Terrifying to Touch!
Dirty Animal Jobs
Dirty Hospitality Jobs
Invisibility
Pie for Us!
Cat Surprise!
Puddle Trouble
Paws up for Joy!
Going Up!
Minecraft #6
Groot #6
Minecraft #4
Minecraft #3
Minecraft #10
Groot #1
Minecraft #9
Minecraft #8
Groot #5
Galaxy's Most Wanted
Planetary-Yum
Best Friends Fur-Ever
Groot #4
Groot #3
Funny Thing Happened After School . .
Lost Dog
Minecraft #1
Thing Lenny Loves Most About Baseball
Minecraft #2
Minecraft #5
Will the Pigeon Graduate?
Pigeon Finds a Hot Dog!
Pigeon Needs a Bath!
Don't Let the Pigeon Stay up Late!
Super Rabbit All-Stars!
Super King Viking Land!
Super Rabbit Boy's Time Jump!
Game Over, Super Rabbit Boy!
Super Cheat Codes and Secret Modes!
Super Rabbit Boy World!
Super Rabbit Boy's Team-Up Trouble!

Penguin Young Readers Licenses
Penguin Young Readers Licenses
Brumm, Joe
Penguin Young Readers Licenses
Reynolds, Aaron
Dyckman, Ame
Davies, Monika
Hall, Alex
Abdo, Kenny
Abdo, Kenny
Davies, Monika
Fang, Vicky
Harper, Charise Mericle
Harper, Charise Mericle
Mericle Harper, Charise
Pizzoli, Greg
Monster, Sfe R.
Loveness, Jeff
Monster, Sfe R.
Monster, Sfe R.
Monster, Sfe R.
Loveness, Jeff
Monster, Sfe R.
Monster, Sfe R.
Loveness, Jeff
Pilgrim, Will Corona
Brockington, Drew
Brockington, Drew
Loveness, Jeff
Loveness, Jeff
CalÃ-, Davide
Todd, Brandon
Monster, Sfe R.
Larsen, Andrew
Monster, Sfe R.
Monster, Sfe R.
Willems, Mo
Willems, Mo
Willems, Mo
Willems, Mo
Flintham, Thomas
Flintham, Thomas
Flintham, Thomas
Flintham, Thomas
Flintham, Thomas
Flintham, Thomas

Super Rabbit Boy Blasts Off!
Pigeon Will Ride the Roller Coaster!
Rainbow Fish
Rainbow Fish Finds His Way
Rainbow Fish and the Big Blue Whale
Rainbow Fish and the Sea Monsters' Cave

Flintham, Thomas
Willems, Mo
Pfister, Marcus
Pfister, Marcus
Pfister, Marcus
Pfister, Marcus

Disney St