

Public Notice of Regular Meeting

The Board of Trustees Copperas Cove Independent School District

A Regular Meeting of the Board of Trustees of Copperas Cove Independent School District will be held Tuesday, April 21, 2026, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL)]

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.

1. Call to Order
2. Pledges will be Performed by the Students of Fairview/Jewell Elementary School
3. Invocation
4. Mission Statement:
The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
5. Citizen Comments on Agenda Items
6. Good Things
 - A) Students:
Fairview/Miss Jewell Bulldawg Archery Team
CCHS Boys Powerlifting
CCHS Girls Powerlifting
Junior High School Student, Logan Freese
 - B) Staff:
ERP Texas Honor Roll Campuses:
Fairview/Miss Jewell Elementary
Martin Walker Elementary
House Creek Elementary

7. Administrative Reports
 - A) 2026-2027 Principal Announcements
 - B) NAFIS Update
8. Consent Agenda
 - A) Board of Trustees Meeting Minutes:
 - March 9, 2026 - Special Called | Workshop Meeting
 - March 10, 2026 - Special Called Meeting
 - March 23, 2026 - Regular Meeting
 - B) Budget Amendment(s)
 1. Budget Amendment to the 2025-2026 Fiscal Year Fund 199 Operating Budget
 - C) Items Exceeding \$50,000
 1. Renewal of Great Minds Bluebonnet Math Curriculum K-5 (RFP2109-600-265-1 - \$78,087.74 - IMA Funds)
 2. Purchase of Educate Walk with Purpose Mathematics Instructional Materials and Professional Development for Grades 6 - Algebra I (\$78,550.00 - Budgeted Funds)
 3. Renewal of the iCEV Curriculum Adoption for the 2026-2027 School Year (BB#748-24 - \$91,830 - CTE Budgeted Funds)
 4. Purchase of Amplify Math and Reading Assessment and Professional Development K-8 (BB 748-24 - \$105,359.50 - IMA Funds)
 - D) Consider and Approve to Continue Engagement with Singleton, Clark & Company as the Independent Financial Auditor for Copperas Cove ISD for the 2026-2027 School Year
 - E) Consider and Approve the Recommended Library Book Purchases
 - F) Consider and Approve the Submission of the Certification of Provision of Instructional Materials Survey for the 2026-2027 School Year
 - G) Consider and Approve a Resolution in Support of Military Children and Families
 - H) Out of State Trip(s)
 1. Kodaly Training, June 8-20, 2026, Utah
9. Action Items
 - A) Consider and Approve the 2026-2027 CCISD Salary and Compensation
 - B) Consider and Approve the Copperas Cove ISD Board of Trustees Operating Procedures
10. Consider and Approve Professional Contracts
11. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:
April 15, 2026

For the Board of Trustees



Board of Trustees

Date of Meeting

Item Type

Item Name	Student Recognition
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District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
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Summary (Purpose/ Objective)	<ol style="list-style-type: none">1) Recognition of Fairview/Jewell Bulldawg Archery Team for qualifying for the NASP State Archery Tournament2) Recognition of Boys Powerlifting for qualifying for the THSPA Regional/State championship3) Recognition of Girls Powerlifting for qualifying for the THSWPA Regional/State championship4) Recognition of Logan Freese for earning nine high school credits as a junior high student.
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Fiscal Impact	N/A
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Administrative Recommendation	N/A
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Attachments	N/A
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Contact Person	<input type="text" value="Kurtis Quillin, Director of Communications and Public Information"/>	E-Mail Address	<input type="text" value="quillink@ccisd.com"/>
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Board of Trustees

Date of Meeting

Item Type

Item Name	Staff Recognition
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District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
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Summary (Purpose/ Objective)	1) Recognition of ERP Texas Honor Roll campuses: Fairview/Jewell, Martin Walker, and House Creek Elementaries
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Fiscal Impact	N/A
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Administrative Recommendation	N/A
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Attachments	N/A
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Contact Person	<input type="text" value="Kurtis Quillin, Director of Communications and Public Information"/>	E-Mail Address	<input type="text" value="quillink@ccisd.com"/>
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Board of Trustees

Date of Meeting April 21, 2026

Item Type Action

Item Name

Consider and Take Action to Approve Board of Trustees Meeting Minutes

District Goal

Community Partnerships: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.

Summary

(Purpose/
Objective)

The minutes for the Board of Trustees meeting(s) held on:

March 9, 2026
March 10, 2026
March 23, 2026

Will be brought before the Board for approval

Fiscal Impact

None

Administrative
Recommendation

The administration recommends the minutes to be approved, or the minutes to be corrected and then approved, and then be filed

Attachments

Special Called Workshop Meeting - March 9, 2026
Special Called Meeting - March 10, 2026
Regular Meeting - March 23, 2026

Contact Person

Monica Hall, Secretary to the Superintendent

E-Mail Address

hallm@ccisd.com

Minutes of Special Called Meeting

The Board of Trustees Copperas Cove Independent School District

A Special Called Meeting of the Board of Trustees of Copperas Cove Independent School District was held Monday, March 9, 2026, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger and Samantha Wilson

Members Absent:

Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

1. Call to Order

Board President, Joan Manning called the meeting to order at 5:00 PM on March 9, 2026

2. Mission Statement:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

Presenter: Mr. Jeff Gorres

3. Citizen Comments on Agenda Items

No one signed up to speak

4. Good Things

A) Students:

National Math Stars
CTE Award from Congressman John Carter
Dawgs Basketball
Dawgs Wrestling Team
Aqua Dawgs Team
CCHS Cheer Team

B) Staff:

Common Sense School Distinction
Communications Department

5. Information Items

A) Principal Report

1. Mae Stevens Early Learning Academy
2. Martin Walker Elementary
3. J.L. Williams/Lovett Ledger Elementary
4. House Creek Elementary
5. Hettie Halstead Elementary
6. Fairview/Miss Jewell Elementary
7. C.R. Clements/Hollie Parsons Elementary

- 8. SC Lee Junior High School
- 9. Copperas Cove Junior High School
- 10. Crossroads High School
- 11. Copperas Cove High School
- B) Instructional Services
 - 12. Special Needs
 - 13. Counseling and Student Support
 - 14. Secondary Counseling
 - 15. Digital Learning
- C) Operations & Support
 - 16. Health / Nursing
 - 17. Child Nutrition / Warehouse
 - 18. Safety & Security
 - 19. Transportation
 - 20. Maintenance & Facilities
- D) Specialized Programs and Activities
 - 21. Athletics
 - 22. CTE
 - 23. Fine Arts
- E) Finance
 - 24. Tax Report | Analysis of Delinquent Taxes & Services
 - 25. Monthly | Quarterly Financial Report
 - 26. Financial Statements & Payment of Bills
- F) Human Resources
 - 27. New Hires 2025 - 2026 School Year
 - 28. Resignations
 - 29. Personnel Vacancies
 - 30. Support Personnel Vacancies
- G) Technology
- H) Board Activity Calendar
 - 31. March 2026
 - 32. April 2026
- 6. Consent Agenda
 - A) Board of Trustees Meeting Minutes:
 - February 3, 2026 - Regular Meeting
 - February 9, 2026 - Workshop/Special Call Meeting
 - February 24, 2026 - Regular Meeting
 - February 26, 2026 - Workshop/Board Training
 - B) Budget Amendment(s)
 - 1. Budget Amendment to the 2025-2026 Fiscal Year Fund 199 Operating Budget
 - C) Items Exceeding \$50,000
 - 1. Consider and Discuss/Approve the SC Lee JHS Track Resurface with ProTechTrack — (Region VII CoOp Contract #GRND2527 and BCS2527 - \$297,904.00 Assigned Funds)
 - D) Out of State Trip(s)
 - 1. 2026 International Thespian Competition — June 21–27, 2026 — Bloomington, IN

2. 2026 Military Leadership Institute & Boys and Girls Clubs of America National Conference
— April 27–May 1, 2026 - Charlotte, NC

E) Consider to Discuss/Approve the District's Fund Balance Assignments

F) Consider and Discuss/Approve the Hiring Authority for the Superintendent through
August 31, 2026

G) Consider and Discuss/Approve for Superintendent to Apply for Optional Flexible School
Day Program

H) Consider and Discuss/Approve the Recommended Library Book Purchases

I) Consider and Discuss/Approve the Bid for Fire Alarm Monitoring, Inspection, & Repair
Services

J) Consider and Discuss/Approve the 2026–2027 Board Goals

7. Action Items

A) Consider and Discuss/Approve to Determine if the CCISD Budget can Support the
Purchase of School Buses or Retrofit School Buses with Three-Point Seat Belts for Each
Passenger

B) Consider and Discuss/Approve a Resolution on School Mascots and Branding

8. Closed Meeting:

9. Reconvene Meeting

10. Adjournment

Board President, Joan Manning, adjourned the meeting at 5:58 PM

Joan Manning, Board President

Heather Copeland, Board Secretary

Minutes of Special Called Meeting

The Board of Trustees Copperas Cove Independent School District

A Special Called Meeting of the Board of Trustees of Copperas Cove Independent School District was held Tuesday, March 10, 2026, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger & Samantha Wilson

Staff Member: Dr. Brent Hawkins

1. Call to Order

Board President, Joan Manning, called the meeting to order at 5:10 PM on March 10, 2026

2. Mission Statement:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

Presented by Mrs. Samantha Wilson

3. Citizen Comments

No one signed up to speak

4. Board Training Provided by Kelli Karczweski

5. Adjournment

Board President, Joan Manning adjourned the meeting at 8:47 PM

Board President, Joan Manning

Board Secretary, Heather Copeland

Regular Meeting
Monday, March 23, 2026 6:00 PM Central

CCISD Board Room
408 S. Main St.
Copperas Cove, TX 76522

Heather Copeland: Present
John Gallen: Present
Jeff Gorres: Present
Sherry Hoffpauir: Present
Joan Manning: Present
Timothy Traeger: Present
Samantha Wilson: Present
Present: 7.

1. Call to Order

Board President, Joan Manning, called the meeting to order at 6:00 PM on March 23, 2026

2. Pledges will be Performed by the Students of Martin Walker Elementary School

3. Invocation

Presenter: Mr. Timothy Traeger

4. Mission Statement:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

Presenter: Mrs. Heather Copeland

5. Citizen Comments on Agenda Items

No one signed up to speak

6. Good Things

6.A) Students:

National Math Stars
CTE Award from Congressman John Carter
Dawgs Basketball
Dawgs Wrestling Team
Aqua Dawgs Team
CCHS Cheer Team

6.B) Staff:

Common Sense School Distinction
Communications Department

7. Consent Agenda

7.A) Board of Trustees Meeting Minutes:

February 3, 2026 - Regular Meeting
February 9, 2026 - Workshop/Special Call Meeting
February 24, 2026 - Regular Meeting
February 26, 2026 - Workshop/Board Training

7.B) Budget Amendment(s)

7.B)1. Budget Amendment to the 2025-2026 Fiscal Year Fund 199 Operating Budget

7.C) Items Exceeding \$50,000

7.C)1. Consider and Take Action to Approve the SC Lee JHS Track Resurface with ProTechTrack — (Region VII CoOp Contract #GRND2527 and BCS2527 - \$297,904.00 Assigned Funds)

7.D) Out of State Trip(s)

7.D)1. 2026 International Thespian Competition — June 21–27, 2026 — Bloomington, IN

7.D)2. 2026 Military Leadership Institute & Boys and Girls Clubs of America National Conference — April 27–May 1, 2026 - Charlotte, NC

7.E) Consider and Take Action to Approve the District's Fund Balance Assignments

7.F) Consider and Take Action to Approve the Hiring Authority for the Superintendent through August 31, 2026

7.G) Consider and Take Action to Approve for Superintendent to Apply for Optional Flexible School Day Program

7.H) Consider and Take Action to Approve the Recommended Library Book Purchases

7.I) Consider and Take Action to Approve the Bid for Fire Alarm Monitoring, Inspection, & Repair Services

7.J) Consider and Take Action to Approve the 2026–2027 Board Goals

7.K) Consider and Take Action to Adopt a Resolution to Join the Texas Cooperative Liquid Assets Securities System (Texas CLASS) Trust

7.L) Consider and Take Action to Approve the Contract with Education Elements (\$693,000 - LASO Grant Funds)

7.M) Donations:

Copperas Cove Quarterback Club — \$16,695

A motion was made by John Gallen to accept the consent agenda as presented.

Timothy Traeger seconded the motion.

All members voted by saying 'Aye'.

Heather Copeland: Aye, John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Samantha Wilson: Aye

Aye: 7, Nay: 0

8. Action Items

8.A) Consider and Take Action to Determine if the CCISD Budget can Support the Purchase of School Buses or Retrofit School Buses with Three-Point Seat Belts for Each Passenger

A motion was made by Timothy Traeger to adopt a resolution to determine if CCISD can support Senate Bill 546.

Heather Copeland seconded the motion.

All members voted by saying 'Aye'.

Heather Copeland: Aye, John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Samantha Wilson: Aye

Aye: 7, Nay: 0

8.B) Consider and Take Action on a Resolution on School Mascots and Branding
**A motion was made by Samantha Wilson on a resolution on school mascots and branding. Sherry Hoffpauir seconded the motion. All members voted by saying 'Aye'.
Heather Copeland: Aye, John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Samantha Wilson: Aye
Aye: 7, Nay: 0**

9. Closed Meeting:

10. Reconvene Meeting

11. Adjournment

Board President, Joan Manning, adjourned the meeting at 6:41 PM

Joan Manning, President

Heather Copeland, Secretary



Board of Trustees

Date of Meeting

Item Type

Item Name	Budget Amendment to the 2025-2026 Fiscal Year Fund 199 Operating Budget
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District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
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Summary (Purpose/ Objective)	<p>Amend Fund 199 Budget as requested by:</p> <p>Mario Morales, Director of Bands Purpose - Increase Contracted Maintenance account to cover instrument repair costs and decrease Consulting Services account.</p>
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Fiscal Impact	None
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Administrative Recommendation	Administration recommends approval of budget amendment.
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Attachments	Band Budget Amendment_April 2026
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Contact Person	<input type="text" value="Cliff Heath, CFO"/>	E-Mail Address	<input type="text" value="heathc@ccisd.com"/>
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Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve the Renewal of Great Minds Bluebonnet Math Curriculum K-5 (RFP2109-600-265-1 DEC'27 - \$78,087.74 - IMA Funds)

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

Great Minds Bluebonnet Math is a TEA-recognized high-quality instructional material (HQIM) designed to support strong mathematics instruction at the elementary level. This curriculum provides both print and digital resources, as well as manipulative kits, for teachers and students, ensuring flexible access to comprehensive, TEKS-aligned content.

Bluebonnet Math emphasizes conceptual understanding alongside procedural fluency, allowing students to build deep mathematical knowledge through problem-solving and real-world application. The program supports coherence and rigor across grade levels and is designed to meet the needs of all learners.

This purchase also includes implementation support to ensure teachers and leaders are equipped to deliver effective, research-based math instruction and fully leverage the curriculum's structure and resources.

Fiscal Impact

\$78,087.74 - IMA Funds

Administrative
Recommendation

Administration recommends approval of the renewal of Great Minds Bluebonnet Math.

Attachments

Great Minds Bluebonnet Math Quote

Contact Person

E-Mail Address



every child
is capable of
greatness

Great Minds Quote

Date March 25, 2026
Expiration Date June 21, 2026
Prepared By Rebecca Fletcher
Email rebecca.fletcher@greatminds.org

Quote Number 00540921
Contact Name Mary Sanchez
Phone 254-547-1227 ext. 11505
Email marysan@ccisd.com

Bill to Name Breanne Turner
Bill To 408 S Main St
Copperas Cove, TX 76522

Ship to Name Mary Sanchez
Ship To 408 S Main St
Copperas Cove, TX 76522

End User Copperas Cove Independent School District

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH Silicon Valley Bank Beneficiary: Great Minds PBC
ABA #121140399 – Account #3303446795 Intl: SWIFT SVBKUS6S
Please email all remittance information to payments@greatminds.org.

Eureka Math - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math Digital License (Teacher): Service End Date (6/30 of School Year 2026 - 2027 unless noted otherwise)	9798894171456	186.00	\$70.00	100.00%	\$0.00

Eureka Math - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					

Eureka Math - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Bluebonnet Learning (GM) K-5 Math, Grade K Student Program Bundle	9798894171487	500.00	\$26.00	0.00%	\$13,000.00
Bluebonnet Learning (GM) K-5 Math, Grade K Teacher Program + Manipulative Kits Bundle	9798894171470	11.00	\$878.00	0.00%	\$9,658.00
Bluebonnet Learning (GM) K-5 Math, Grade K Teacher Program Bundle	9798894171494	15.00	\$110.00	0.00%	\$1,650.00
Grade 1					
Bluebonnet Learning (GM) K-5 Math, Grade 1 Student Program Bundle	9798894171531	500.00	\$27.00	0.00%	\$13,500.00
Bluebonnet Learning (GM) K-5 Math, Grade 1 Teacher Program + Manipulative Kits Bundle	9798894171524	7.00	\$470.00	0.00%	\$3,290.00
Grade 2					
Bluebonnet Learning (GM) K-5 Math, Grade 2 Student Program Bundle	9798894171586	62.00	\$32.00	0.00%	\$1,984.00
Bluebonnet Learning (GM) K-5 Math, Grade 2 Teacher Program + Manipulative Kits Bundle	9798894171579	6.00	\$806.00	0.00%	\$4,836.00
Bluebonnet Learning (GM) K-5 Math, Grade 2 Teacher Program Bundle	9798894171593	1.00	\$110.00	0.00%	\$110.00
Grade 3					
Bluebonnet Learning (GM) K-5 Math, Grade 3 Student Program Bundle	9798894171630	18.00	\$30.00	0.00%	\$540.00
Bluebonnet Learning (GM) K-5 Math, Grade 3 Teacher Program + Manipulative Kits Bundle	9798894171623	1.00	\$656.00	0.00%	\$656.00
Bluebonnet Learning (GM) K-5 Math, Grade 3 Teacher Program Bundle	9798894171647	7.00	\$110.00	0.00%	\$770.00
Grade 4					
Bluebonnet Learning (GM) K-5 Math, Grade 4 Student Program Bundle	9798894171685	261.00	\$29.00	0.00%	\$7,569.00
Bluebonnet Learning (GM) K-5 Math, Grade 4 Teacher Program + Manipulative Kits Bundle	9798894171678	11.00	\$938.00	0.00%	\$10,318.00
Grade 5					

Eureka Math - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Bluebonnet Learning (GM) K-5 Math, Grade 5 Student Program Bundle	9798894171739	83.00	\$28.00	0.00%	\$2,324.00
Bluebonnet Learning (GM) K-5 Math, Grade 5 Teacher Program + Manipulative Kits Bundle	9798894171722	2.00	\$554.00	0.00%	\$1,108.00

Kit \$71,313.00
Digital \$13,020.00

Solution Subtotal	\$84,333.00
Discount	(\$13,020.00)
Shipping and Handling	\$6,774.74
*Pre-Tax Solution Total	\$78,087.74
Estimated Sales Tax	\$0.00
Estimated S&H Tax	\$0.00
Total Solution:	\$78,087.74

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

**The estimated tax amounts provided in this quote are based on the state and local tax rates applicable at the time of quotation. These rates are subject to change by relevant tax authorities. The final tax amount on the invoice will reflect the applicable rates at the time of invoicing. If Customer is tax-exempt, valid exemption documentation must be provided prior to invoicing in order for the exemption to be applied.*



Board of Trustees

Date of Meeting April 21, 2026

Item Type Action

Item Name

Consider and Take Action to Approve the Purchase of Educate Walk With Purpose Mathematics Instructional Materials and Professional Development for Grades 6 – Algebra I.

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary

(Purpose/
Objective)

Educate Walk With Purpose is a TEKS-aligned mathematics instructional program designed to support grades 6 through Algebra I. The curriculum focuses on strengthening students' mathematical reasoning, procedural fluency, and problem-solving skills through structured lessons that emphasize student practice, real-time feedback, and aggressive monitoring to address misconceptions during instruction.

The materials will support both Tier 1 core instruction and Tier 2 intervention, with intervention lessons focused on priority standards to ensure alignment between grade-level instruction and targeted support for students who need additional assistance. This alignment allows teachers to reinforce critical concepts while maintaining access to grade-level content.

The purchase also includes professional development and coaching support for teachers and instructional leaders to ensure effective implementation of the instructional model and consistent, high-quality mathematics instruction across secondary campuses.

Fiscal Impact

\$78,550.00 - Budgeted Funds

Administrative
Recommendation

Administration recommends approval of the purchase of Educate Walk with Purpose Curriculum for grades 6 - Algebra I.

Attachments

Educate Walk with Purpose Instructional Materials and Professional Development Quote

Contact Person

Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

crawleya@ccisd.com

Educate Walk With Purpose

7522 Elizondo Corpus Christi TX 78414

Phone (361) 549-9431

EIN #87-2671958

Mathematics GRR "Walk with Purpose" Curriculum 2026-2027 License

Copperas Cove ISD

Curriculum Content and implementation training.				
	Students		cost per student	cost/grade level
Grade 6	585	@	\$ 20.00	\$ 11,700.00
Grade 7 (Grade 8)	585	@	\$ 20.00	\$ 11,700.00
Grade 8 (Algebra 1)	600	@	\$ 20.00	\$ 12,000.00
Algebra 1 retester	1			\$ 2,000.00
Total "Walk with Purpose" curriculum				\$ 37,400.00

Educate Walk With Purpose

7522 Elizondo Corpus Christi TX 78414

Phone (361) 549-9431

EIN #87-2671958

2026-2027 Mathematics GRR "Walk with Purpose" Coaching

Copperas Cove ISD

Curriculum Content and implementation training.				
	Days per grade level (can be used with any		cost per day	cost/grade level
Grade 6	5	@	\$ 2,500.00	\$ 12,500.00
Grade 7 (Grade 8)	5	@	\$ 2,500.00	\$ 12,500.00
Grade 8 (Algebra 1)	4	@	\$ 2,500.00	\$ 10,000.00
Total days	14			
Total "Walk with Purpose" coaching				\$ 35,000.00

Educate Walk With Purpose

7522 Elizondo Corpus Christi TX 78414

Phone (361) 549-9431

EIN #87-2671958

~~Spring 2020 Mathematics Instructional Materials, License for Intervention classes~~

only

Copperas Cove ISD

Curriculum Grades 6, 7, 8, Algebra 1	cost/grade level
Grade 6	\$1,000.00
Grade 7 (grade 8)	\$1,000.00
Grade 9	\$1,000.00
Total Curriculum	\$3,000.00

Educate Walk With Purpose

7522 Elizondo Corpus Christi TX 78414

Phone (361) 549-9431

EIN #87-2671958

2025-2026 Mathematics GRR "Walk with Purpose" Coaching

Copperas Cove ISD

Curriculum Content and implementation training.					
	Days per grade level		cost per day	cost/grade level	
Intervention zoom PD Martinez	0.5	@	\$ 1,300.00	\$ 650.00	
Intervention Smith G8 March 6	1	@	\$ 2,500.00	\$ 2,500.00	
Total "Walk with Purpose" coaching				\$ 3,150.00	

Educate Walk With Purpose

7522 Elizondo Corpus Christi TX 78414

Phone (361) 549-9431

EIN #87-2671958

Copperas Cove ISD 26-27 total

Grades 6, 7, 8, Algebra 1	Total
26-27 curriculum Licenses	\$37,400.00
26-27 coaching	\$35,000.00
intervention	\$3,000.00
Spring 26 coaching	\$3,150.00
Total Curriculum	\$78,550.00



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve the Renewal of the iCEV Curriculum Adoption for the 2026–2027 School Year (BB #748-24 OCT'26 - \$91,830 - CTE Budgeted Funds)

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary

(Purpose/
Objective)

The purpose of this action item is to approve the adoption and renewal of the iCEV online curriculum platform for the 2026 – 2027 school year. iCEV provides industry-aligned digital curriculum, certification preparation, and instructional resources across multiple Career and Technical Education (CTE) programs of study.

This resource supports instruction in areas such as Agriculture, Business, Marketing, Information Technology, Health Science, and Trade and Industry programs. It also aligns with Texas Education Agency (TEA) standards and the Industry-Based Certification (IBC) list, ensuring students are prepared for certification attainment and workforce readiness.

The iCEV platform provides teachers with turnkey curriculum, certification prep materials, and real-time student progress monitoring, while giving students access to rigorous, relevant, and engaging content aligned to high-demand careers.

Fiscal Impact

\$91,830 - CTE Budgeted Funds

Administrative
Recommendation

Administration recommends the approval of the renewal of the iCEV Curriculum Adoption for the 2026–2027 School Year

Attachments

iCEV Quote (Q-81333)

Contact Person

E-Mail Address



Quote: Q-81333
Today's Date: 1/30/2026
Start Date: 10/1/2026
End Date: 9/30/2027

CEV Multimedia, LLC
 1020 SE Loop 289
 Lubbock, TX 79404
Phone 800/922-9965 * 806/745-8820
Fax 800/243-6398
E-Mail customersupport@icevonline.com

BILL TO
 Copperas Cove Independent School District
 408 South Main Street
 Copperas Cove, Texas 76522

SHIP TO
 Copperas Cove Independent
 School District
 Robert Turner
 turnerr@ccisd.com

Purchase Order No.	Customer ID	Salesperson ID	Territory ID	Payment Terms
Pending	COPP0003	TX19	iCEV-CTE	Net 30

Qty	Item #	Description	Term	Ext. Price
1	ENT-TX-00257	TX - Enterprise Package.	12	\$0.00
	ENT-STUDENT-LIC	TX - Enterprise Student Licenses	12	\$131,190.00
SUBTOTAL:				\$131,190.00
Original pricing - 30% <u>Enterprise Total</u>				DISCOUNT: \$39,360.00
TOTAL:				\$91,830.00

Each student will be \$30.61

iCEVonline.com CANCELLATION & REFUND POLICY

No charge for cancellation within 30 days of receipt of purchase order.
No cancellation or refund after 30 days of receipt of purchase order.

Quote valid for 90 days



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve the Purchase of Amplify Math and Reading Assessment and Professional Development K-8 (BB 748-24 INSTR MATERIALS - \$105,359.50 - IMA Funds)

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

Amplify mCLASS is a universal screening assessment system designed to support reading and math instruction for students in kindergarten through 8th grade. The program provides tools for universal screening, progress monitoring, and instructional decision-making, allowing educators to identify student needs and monitor growth over time.

This purchase also includes professional development and targeted intervention support to address learning gaps and provide responsive instruction for students.

Fiscal Impact

\$105,359.50 - IMA Funds

Administrative
Recommendation

Administration recommends approval of the purchase of Amplify for math and reading assessment and professional development.

Attachments

Amplify Reading Quote, Amplify Math Quote, Amplify Reading PD Quote

Contact Person

E-Mail Address



Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-744854-1
PQ #: PQ 260325-517165
Date: 3/26/2026
Expires On: 4/25/2026
Delivery Service Level: Standard

Customer Contact Information

Breanne Turner
Copperas Cove Ind Sch District
254-547-2283
turnerka@ccisd.com

Amplify Contact Information

Carla Small
Senior Account Executive
csmall@amplify.com

Please refer to Product Description section below for more detail.

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL PRICE
mCLASS Intervention Program Overview for Interventionists (1/2 Day Onsite)	2.00	\$2,500.00	\$5,000.00
mCLASS Intervention Program Overview for Intrvntn Coordinators (1/2 Day Onsite)	1.00	\$2,500.00	\$2,500.00
TOTAL		\$5,000.00	\$7,500.00

SHIPPING AND HANDLING	DELIVERY SERVICE LEVEL	SHIPPING COST	TOTAL PRICE
Amplify Shipping and Handling	Standard	\$0.00	\$0.00

GRAND TOTAL **\$7,500.00**

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

License and Services Term:

- Licenses: 07/01/2026 until 06/30/2027.
- Professional Development (PD) Services:



Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-744239-1
PQ #: PQ 260303-513154
Date: 3/23/2026
Expires On: 4/22/2026
Delivery Service Level: Standard

Customer Contact Information

Breanne Turner
Copperas Cove Ind Sch District
254-547-2283
turnerka@ccisd.com

Amplify Contact Information

Carla Small
Senior Account Executive
csmall@amplify.com

GK-8 mCLASS Math ONLY

mCLASS Math K-8

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
mCLASS Math 2nd Ed Texas GK Student Digital License - 1yr (2026-2027)	425.00	\$14.90	\$6,332.50
mCLASS Math 2nd Ed Texas G1 Student Digital License - 1yr (2026-2027)	456.00	\$14.90	\$6,794.40
mCLASS Math 2nd Ed Texas G2 Student Digital License - 1yr (2026-2027)	486.00	\$14.90	\$7,241.40
mCLASS Math 2nd Ed Texas G3 Student Digital License - 1yr (2026-2027)	448.00	\$14.90	\$6,675.20
mCLASS Math 2nd Ed Texas G4 Student Digital License - 1yr (2026-2027)	469.00	\$14.90	\$6,988.10
mCLASS Math 2nd Ed Texas G5 Student Digital License - 1yr (2026-2027)	515.00	\$14.90	\$7,673.50
mCLASS Math 2nd Ed Texas G6 Student Digital License - 1yr (2026-2027)	542.00	\$14.90	\$8,075.80
mCLASS Math 2nd Ed Texas G7 Student Digital License - 1yr (2026-2027)	546.00	\$14.90	\$8,135.40
mCLASS Math 2nd Ed Texas G8 Student Digital License - 1yr (2026-2027)	553.00	\$14.90	\$8,239.70
TOTAL			\$66,156.00

GRAND TOTAL

\$66,156.00

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.



Price Quote

Amplify

55 Washington Street, Suite 800
 Brooklyn, NY 11201
 Phone: (800) 823-1969
 Fax: (646) 403-4700

Quote #: Q-744232-1
 PQ #: PQ 260323-516831
 Date: 3/24/2026
 Expires On: 4/23/2026
 Delivery Service Level: Standard

Customer Contact Information

Breanne Turner
 Copperas Cove Ind Sch District
 254-547-2283
 turnerka@ccisd.com

Amplify Contact Information

Carla Small
 Senior Account Executive
 csmall@amplify.com

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
mCLASS Texas Lectura Annual Student Subscription (G3-6) - 1yr (2026-2027)	65.00	\$13.90	\$903.50
mCLASS Intervention K-6 - School Site License - 1yr (2026-2027)	8.00	\$3,850.00	\$30,800.00
TOTAL			\$31,703.50

SHIPPING AND HANDLING	DELIVERY SERVICE LEVEL	SHIPPING COST	TOTAL PRICE
Amplify Shipping and Handling	Standard	\$0.00	\$0.00

GRAND TOTAL **\$31,703.50**

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

License and Services Term:

- Licenses: 07/01/2026 until 06/30/2027.
- Professional Development (PD) Services:
 - For purchases made on or before 12/31/25, unless otherwise stated above, PD Services expire 18 months from the order date. Any unused PD Services after 18 months will be forfeited.
 - For purchases on or after 1/1/26, please visit <http://amplify.com/pd-expirationterms> for information about the term for PD Services and when they expire, unless otherwise outlined herein.



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Possible Action to continue Engagement with Singleton, Clark & Company as the Independent Financial Auditor for Copperas Cove ISD for the 2026-2027 school year.

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

Singleton, Clark & Company has provided audit services for Copperas Cove ISD for FY24 and FY 25, and has delivered a high quality financial audit that meets regulatory and compliance requirements in a timely manner. The Letter of Engagement is for CCISD in FY26.

Fiscal Impact

\$64,250 from Budgeted Funds

Administrative
Recommendation

Approve the continued engagement with Singleton, Clark and Company for fiscal year 2026.

Attachments

Copperas Cove ISD Engagement Letter FY26

Contact Person

E-Mail Address



March 2, 2026

To the Board of Trustees and Superintendent
Copperas Cove Independent School District

We are pleased to confirm our understanding of the services we are to provide Copperas Cove Independent School District for the year ended August 31, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities (if any), each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Copperas Cove Independent School District (the 'District') as of and for the year ended August 31, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Copperas Cove Independent School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Copperas Cove Independent School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) Schedule of the District's Proportionate Share of the Net Pension Liability – Teacher Retirement System
- 3) Schedule of District Contributions – Teacher Retirement System
- 4) Schedule of the District's Proportionate Share of the Net OPEB Liability – Texas Public School Retired Employees Group Insurance Plan
- 5) Schedule of District Contributions – Texas Public School Retired Employees Group Insurance Plan

We have also been engaged to report on supplementary information other than RSI that accompanies Copperas Cove Independent School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- 1) Combining Schedules of Non-Major Funds
- 2) Schedule of Delinquent Taxes Receivable
- 3) Budgetary Schedules for Child Nutrition Fund and Debt Service Fund
- 4) Schedule of Expenditures of Federal Awards (if applicable)

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information:

- 1) Schedule of Required Responses to Selected School First Indicators

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner to achieve fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs.

However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

- 1) Misstatement of State Foundation Revenue
- 2) Misstatement of accrued payroll
- 3) Misstatement of accounts payable
- 4) Miscoding of expenditures by function and object code

Audit Procedures—Internal Control

We will obtain an understanding of the District and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Copperas Cove Independent School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Copperas Cove Independent School District's major programs.

For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Copperas Cove Independent School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements.

Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report.

Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon.

Your responsibilities also include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide.

You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to Copperas Cove Independent School District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Singleton, Clark & Company, PC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Texas Education Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Singleton, Clark & Company, PC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Texas Education Agency or a federal agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit during the spring of 2026 from our office and with a preliminary interim fieldwork visit to your office, conduct final fieldwork onsite with you in the summer or fall, and to issue our reports no later than 150 days after your fiscal year end. Robert Gattilia is expected to be the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these service is estimated to be as follows:

Financial Statement Audit	\$ 55,250
Single Audit – Basic Procedures	3,000
Single Audit – Per Major Program	3,000
Single Audit – Per Major Program	<u>3,000</u>
Total	<u>\$ 64,250</u>

However, given the nature of an audit and the possibility that unexpected circumstances or conditions may be encountered, such as deficient accounting records or indications of fraud or irregularities, professional standards do not allow us to guarantee minimum audit fees. The above fee is also based on anticipated cooperation from your personnel. If we determine that significant additional time will be necessary to complete the audit, we will discuss it with you in advance and arrive at a new fee amount before we incur the additional time and costs.

In addition, the above fee is based on the understanding that the District will require only two federal programs to be tested, should additional Single Audit major programs be required, the additional fees would be \$3,000 per major additional federal program required to be tested.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. Our standard progress billing method is as follows: 30% of fee after completion of audit planning and interim fieldwork, additional 50% of fee after completion of final fieldwork, and final 20% of fee after issuance of our audit report. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us through the most recent audit phase completed and any additional time incurred on a phase in progress.

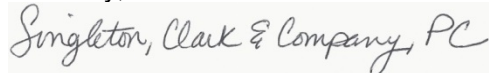
Reporting

We will issue written reports upon completion of our Single Audit, when a Single Audit is applicable. Our reports will be addressed to the Board of Trustees and Superintendent of Copperas Cove Independent School District. Circumstances may arise in which our report may differ from its expected form and content based on results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to Copperas Cove Independent School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return the letter to us after making a copy for your records.

Sincerely,



Singleton, Clark & Company, PC

RESPONSE:

This letter correctly sets forth the understanding of Copperas Cove Independent School District.

Management signature: _____

Title: _____

Date: _____



CPAs • Tax • Audit & Accounting

Empowering Peace of Mind

Report on the Firm's System of Quality Control

To the Owners of Singleton, Clark & Company, P.C.
And the Peer Review Committee of the Texas Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Singleton, Clark & Company, P.C. (the firm) in effect for the year ended December 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act.

As part of our review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Singleton, Clark & Company, P.C. in effect for the year ended December 31, 2022, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. Singleton, Clark & Company, P.C. has received a peer review rating of pass.

Bumgardner, Morrison & Company, LLP

BUMGARDNER, MORRISON & COMPANY, LLP
June 27, 2023



Board of Trustees

Date of Meeting

Item Type

Item Name

Approval of Recommended Library Books for Purchase

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

The Board of Trustees is asked to recommend approval of the attached list of library books for purchase at the elementary, junior high, and high school levels. These titles were requested by CCISD librarians and have been available for parental review on the CCISD website since March 26, 2026. This action aligns with the requirements of SB 13 and ensures compliance with state law for library material review and selection.

The majority of the books on this list are the contents of a Scholastic Book Fair. The Martin Walker Elementary PTA would like to donate books to each child, and these are the possible books that students would be permitted to select.

Fiscal Impact

Expenditures will be made from budgeted library funds for the 2025–2026 school year. The total purchase cost is based on approved vendor pricing and is within allocated campus library budgets.

Administrative
Recommendation

Administration recommends approval of the attached list of library books for purchase to support literacy, curriculum needs, and student choice across all grade levels.

Attachments

Combined (Elementary & Secondary) Approval List

Contact Person

E-Mail Address

Title	Level Range	ISBN
A New Car for Pickle	K-3	9780823456208
Cabin Head and Tree Head. 1	K-3	
Cats on cats on cats	K-3	
Don't waste the poop!	K-3	
Field trip to dinosaur valley	K-3	
I like cheese!	K-3	
I'm so happy you're here : a celebration of library	K-3	9798217026029
If we were dogs	K-3	
If you make a call on a banana phone	K-3	
Let's Have a Sleepover; A Kat and Mouse Book	K-3	9781547612451
Lone Wolf on vacation	K-3	
Magnitude	K-3	9781546166115
Makers	K-3	9781646144495
Mama car	K-3	
Mermaids and Mix-Ups	K-3	
Mia the masterpiece : an empowering story about	K-3	
Nani and The Lion	K-3	9781665914222
Nat the Cat Finds a Map	K-3	9781665957151
One chicken nugget	K-3	9780062689825
Sib squad. 2, Flying high!	K-3	
Six little sticks	K-3	
Six little sticks	K-3	
Super Goat Girl	K-3	
Tate Tuber, space spud	K-3	
The 13th day of Christmas	K-3	
The color collector	K-3	9781534111059
The face in the mirror and other scary stories	K-3	
The humble pie	K-3	9780063469730
The sled race	K-3	
To see an owl	K-3	9780593649893
We match!	K-3	
Year round	K-3	
Animal Encyclopedia: A guide to the amazing animal	K-5	9781836425120
Bad Banana	K-5	9781665962131
G.O.A.T. College Football Teams	K-5	9798765668566
Goodbye French Fry	K-5	978059358080
Hilo Presents: The Mighty	K-5	9780593305317
Is It Spring?	K-5	9780063469259
My Little Fox	K-5	9781481469623
Pencil & Eraser New Friends Rules	K-5	9780593699898
Table Titans Club: Sneak Attack	K-5	9780823453177
The Big Mousetake	K-5	9781665938303
The Dark Is For	K-5	9781665906777
The Fantastic Freeze Ray: A Branches Book	K-5	9781546162124



The Haunted House Next Door Graphic Novel	K-5	9798347100811
The Pet Rock Mystery; Squirrel Lock Holmes	K-5	9780593897836
The Unlikely Tale of Chase and Finnegan	K-5	9781250387189
You're a Winner, Gracie Wei	K-5	9780593812976
Zeb and Bel A Case of Bird Problems	K-5	9780063354302
Birdy	3-6	9780316446419
Bored	3-6	9780823461141
Bunns Rabbit	3-6	9781536214673
Casey's cases. Everything is terrible	3-6	
Dads Can Too	3-6	9798247779285
Dante N. Ferno is NOT a Loser	3-6	9780374395018
Diary of a nature nerd	3-6	
Dream	3-6	
Dream on	3-6	
Earl and Worm 3	3-6	9780593649756
Goosebumps, the graphic novel. Monster Blood	3-6	
How to save a library	3-6	
Hulk teach!	3-6	
Jasper Rabbit's Creep Tales Unsettling Salad!	3-6	9781665961110
Ling & Ting's Lunar New Year Two Times Lucky	3-6	9780316578073
Lost Evangeline	3-6	
Maggie Lou meets her match	3-6	
Murray and Bun: Murray the Pirate	3-6	9798217031047
Old Sleigh	3-6	9781324054122
Pocket Bear	3-6	
Rock, Paper, Incisors	3-6	9781643750071
Snowman Code	3-6	9781665985345
Space For Saffron	3-6	9781665972536
Start with a teapot : an unexpected guide to the	3-6	
Sugar shack	3-6	
Sugar shack	3-6	
The Bizarre Bazaar Mirror Town. Tales passing st	3-6	
The Boy Who Cried Robots!	3-6	9780823459490
The Picasso curse	3-6	
The winter of the dollhouse	3-6	
There is Not Usually A Hole	3-6	9781536250145
This is Not a Sleepy Bear Book	3-6	9780316567596
UnFairies	3-6	9798217005758
Wrong Friend	3-6	9781250851963
Xolo : how one good dog saved humankind	3-6	
Your Turn Marisol Rainey	3-6	
AI in the Workplace	4 to 7	978-1-668-94697-8
Cyberspies	4 to 7	978-1-536-23323-0
Downside of AI	4 to 7	978-1-668-94698-5
Training AI	4 to 7	978-1-668-94700-5

Understanding Generative AI	4 to 7	978-1-499-45002-6
Adobe	5 to 9	979-8-89581-132-0
Amazon	5 to 9	978-1-640-26914-9
Ambushed!: The Assassination Plot Against President	5 to 9	978-1-684-37814-2
AMD	5 to 9	979-8-89581-133-7
Apple	5 to 9	978-1-640-26915-6
Artificial Intelligence and Entertainment: 4D an Augm	5 to 9	978-1-543-55472-4
Astronaut's Guide to Leaving the Planet: Everything Y	5 to 9	978-1-523-51456-4
Bletchley Riddle	5 to 9	978-0-593-52755-9
Google	5 to 9	978-1-640-26916-3
Hulu	5 to 9	979-8-89581-134-4
Meta	5 to 9	979-8-89581-135-1
Microsoft	5 to 9	978-1-640-26917-0
Netflix	5 to 9	978-1-640-26918-7
Nvidia	5 to 9	979-8-89581-136-8
Space Exploration	5 to 9	979-88-923208-0-1
SpaceX	5 to 9	979-8-89581-137-5
Spotify	5 to 9	979-88-89890-05-8
Tesla	5 to 9	978-1-640-26920-0
Seabird	5-8	
Hummingbird Dagger	6 to 8	978-1-250-23351-6
Akane-Banashi 15	7 to 12	978-1-9747610-4-3
Ashes in the Snow	7 to 12	978-1-9848367-4-8
Be a Computer Programmer	7 to 12	978-1-678-21260-5
Be a Data Center Technician	7 to 12	978-1-678-21264-3
Be a Digital Marketer	7 to 12	978-1-678-21266-7
Be a Web Designer	7 to 12	978-1-678-20944-5
Brighter Than Nine	7 to 12	978-0-06-328389-3
Claw	7 to 12	979-87-656-7067-5
Coping with Social Anxiety	7 to 12	978-1-7253-4255-2
Death at Dusk	7 to 12	979-87-656-7065-1
Everfound	7 to 12	978-1-534-48332-3
Everlost	7 to 12	978-1-534-48328-6
Everwild	7 to 12	978-1-534-48330-9
Exploring Sports and Fitness Careers	7 to 12	979-87-656-6271-7
Eyes of the Forest	7 to 12	978-1-250-83324-2
Failure at God School 1	7 to 12	979-88-554-0459-3
Fallen	7 to 12	979-87-656-7064-4
Gravitational Interactions	7 to 12	979-87-659-6876-5
Great Accomplishments in Space	7 to 12	978-1-422-24859-1
Haunted Hotels	7 to 12	978-1-678-21182-0
Haunted Houses & Mansions	7 to 12	978-1-678-21184-4
Healthy Social Media Habits	7 to 12	978-1-7253-4252-1
Hobbies If You Like Fashion	7 to 12	978-1-678-20882-0
Hunter X Hunter (3-In-1 Edition) 1	7 to 12	978-1-9747516-5-5

Hunter X Hunter (3-In-1 Edition) 2	7 to 12	978-1-9747547-4-8
Hunter X Hunter (3-In-1 Edition) 3	7 to 12	978-1-9747554-4-8
Introduction to Anime and Manga: From Magical Girls	7 to 12	979-87-656-6272-4
Jobs If You Like Gaming	7 to 12	978-1-678-20916-2
Jobs If You Like Social Media	7 to 12	978-1-678-20918-6
Jobs If You Like the Culinary Arts	7 to 12	978-1-678-20924-7
Kwanzaa and Other African American Holidays	7 to 12	978-1-678-21110-3
Making of Anime and Manga: From Zodiac Animals Sl	7 to 12	979-87-656-6275-5
Mannaz	7 to 12	978-1-646-90028-2
Notes	7 to 12	978-0-593-71138-5
Premonitions Club	7 to 12	978-0-7443-1126-6
Queendom Come	7 to 12	978-0-7443-1076-4
Quick Guide to Loans and Credit	7 to 12	978-1-678-20910-0
Space Entrepreneurs and Space Tourism	7 to 12	978-1-422-24860-7
Sports Law	7 to 12	978-1-638-89192-5
Super Women: Six Scientists Who Changed the Worl	7 to 12	978-0-8234-4186-0
Teen Guide: ADHD	7 to 12	978-1-678-21140-0
Teen Guide: Social Anxiety	7 to 12	978-1-678-21148-6
Thrashers	7 to 12	978-1-250-37717-3
Time Management	7 to 12	978-1-499-47997-3
Understanding Artificial Intelligence	7 to 12	978-1-7253-4258-3
UnWholly	7 to 12	978-1-442-42367-1
Vocational Careers in Wellness and Beauty	7 to 12	978-1-678-21278-0
Yona of the Dawn, Vol. 44	7 to 12	978-1-9747557-4-5
Yona of the Dawn, Vol. 45	7 to 12	978-1-9747590-9-5
3 Minute Bodyguard Yoko-Chan 1	9 to 12	978-1-7877-4702-9
Beasts We Raise	9 to 12	978-1-250-33170-0
Beauty and Cosmetology	9 to 12	978-1-638-89443-8
Book of Savanaclaw 1	9 to 12	978-1-9747528-9-8
Book of Savanaclaw 2	9 to 12	978-1-9747585-6-2
Book of Scarabia 1	9 to 12	978-1-9747618-1-4
Dogsred 2	9 to 12	978-1-9747547-2-4
Dogsred 3	9 to 12	978-1-9747579-4-7
Dogsred 4	9 to 12	978-1-9747579-5-4
Dogsred 5	9 to 12	978-1-9747623-4-7
Dragon Knight's Beloved Vol. 5	9 to 12	978-1-685-79613-6
Dragon Knight's Beloved Vol. 6	9 to 12	978-1-685-79708-9
Ending Eleven	9 to 12	978-1-649-37282-6
Find Me: Shadow Me and Reveal Me	9 to 12	978-0-06-290628-1
Government and Military	9 to 12	978-1-638-89436-0
Gym Junky	9 to 12	978-1-9785982-8-7
How to Lose a Best Friend	9 to 12	978-1-665-93209-7
Insomniacs After School, Vol. 12	9 to 12	978-1-9747580-5-0
Insomniacs After School, Vol. 13	9 to 12	978-1-9747621-5-6
Nights with a Cat 1	9 to 12	978-1-9753416-9-5

Stripe and the Star	9 to 12	978-1-631-63951-7
This Is Me Trying	9 to 12	978-1-250-89138-9
This Trauma Is Sponsored	9 to 12	978-1-9785980-4-1
Titan of the Stars	9 to 12	978-1-7748-8408-9
Twisted-Wonderland: The Manga Anthology 1	9 to 12	978-1-9747460-5-7
Twisted-Wonderland: The Manga Anthology 2	9 to 12	978-1-9747460-6-4
World Inside	9 to 12	978-1-631-63955-5
Blue Lock 18	9+	978-1-646-51755-8
Blue Lock 19	9+	978-1-646-51798-5
Blue Lock 20	9+	978-1-646-51826-5
Blue Lock 21	9+	978-1-646-51944-6
Blue Lock 22	9+	978-1-646-51987-3
Blue Lock 23	9+	979-88-88770-28-3
Blue Lock 24	9+	979-88-88770-57-3
Blue Lock 25	9+	979-88-88771-55-6
Blue Lock 26	9+	979-88-88772-39-3
Blue Lock 27	9+	979-88-88772-82-9
Blue Lock 28	9+	979-88-88774-14-4
Blue Lock 29	9+	979-88-88774-15-1
Bungo Stray Dogs 1	9+	978-0-316-55470-1
Bungo Stray Dogs 2	9+	978-0-316-46814-5
Bungo Stray Dogs 3	9+	978-0-316-46815-2
Bungo Stray Dogs 4	9+	978-0-316-46816-9
Bungo Stray Dogs 5	9+	978-0-316-46817-6
Dragon Quest: The Adventure of Dai 4: Disciples of A	9+	978-1-9747297-1-5
Dragon Quest: The Adventure of Dai 5: Disciples of A	9+	978-1-9747297-2-2
Dragon Quest: The Adventure of Dai 6: Dragon Knight	9+	978-1-9747624-3-9
Give Me Your Hand	9+	978-1-432-85629-8
Tuesday's Promise: One Veteran, One Dog, and Their	9+	978-0-316-31443-5
Whisper of Poison	9+	978-1-649-37536-0



Board of Trustees

Date of Meeting

Item Type

Item Name

District Goal

Summary (Purpose/Objective)

Fiscal Impact

Administrative Recommendation

Attachments

Contact Person E-Mail Address

PREWORK FORM



Certification of Provision of Instructional Materials Survey 2026–27

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Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prework form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prework form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prework form and survey by **May 1, 2026**. The prework form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

Katherine Baney

QUESTION 1.1:

Your email address:

baneyk@ccisd.com

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

ESC Region 12

QUESTION 2.1:

School system name and number

Copperas Cove ISD, 050910

QUESTION 2.2:

Name of superintendent

Dr. Brent Hawkins

QUESTION 2.3:

Email address of the superintendent

hawkinb@ccisd.com

QUESTION 2.4:

Name of the school board president or officer of the governing body

Joan Manning

QUESTION 2.5:

Email address of the school board president or officer of the governing body

manningj@cccisd.com

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

April 21, 2026

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill Division – Texas Wonders
Literacy Resources, Inc. – Heggerty
Wilson Language System – Foundations
UFLI Foundations
Voyager Sopris Learning – Rewards
Sopris West – The Six-Minute Solution: A Reading Fluency Program

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

0 students

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

0 students

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill Division – Texas Maravillas Literacy Resources Inc. – Heggerty Spanish Estrellita, Inc. – Estrellita Estrellita, Inc. – Lunita Estrellita, Inc. - Escalera Heinemann – Shared Reading
--

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

0 students

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

0 students

English Reading Language Arts (RLA) 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026-27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill School Division – Texas StudySync
Voyager Sopris Learning – Rewards
Sopris West – The Six-Minute Solution: A Reading Fluency Program

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Division – Texas StudySync

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning, Elementary Mathematics
Zearn
Progress Learning, LLC – Progress Learning

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

3,300 students

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026-27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6-8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Maneuvering the Middle LLC – Maneuvering the Middle
Get More Math - Get More Math
Walk with Purpose - Educate
Formative Loop - Formative Loop, Inc.

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

0 students

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Maneuvering the Middle LLC – Maneuvering the Middle

Get More Math - Get More Math

Walk with Purpose - Educate

Formative Loop - Formative Loop, Inc.

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

The College Board – SpringBoard Mathematics
Walk with Purpose - Educate
Bluebonnet Learning, Secondary Mathematics
All Things Algebra LLC, All Things Algebra
Maneuvering the Middle LLC – Maneuvering the Middle

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Studies Weekly - Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Lowman Consulting, LLC – Lowman Education

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

HMH – The Americans: United States History, World Geography, World History
Lowman Consulting, LLC – Lowman Education

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

Great Minds-PhD Science
Progress Learning, LLC – Progress Learning

Science 6-8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026-27, will your local school system provide materials to cover 100% of the **science TEKS grades 6-8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6-8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Savas Learning - Savvas Learning Company
Progress Learning, LLC – Progress Learning

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw Hill Science - McGraw Hill

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0:

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

Yes

No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

English reading language arts

Spanish reading language arts

English phonics

Spanish phonics

Full-subject, Tier one mathematics

Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

District County Number (6-digit ID):

050910

District Name:

Copperas Cove ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 21, 2026

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve a Resolution in Support of Military Children and Families

District Goal

Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.

Summary

(Purpose/
Objective)

April is the month of the military child. In an effort to raise awareness, show support, and recognize the sacrifices military children make, including frequent moves and parental deployments, CCISD brings forth this resolution in support of our military students and families.

This resolution serves as a formal commitment from the district to provide support, resources, and a welcoming environment for military-connected students and their families.

Military initiatives such as these aim to provide tangible engagement opportunities, increase awareness, and show appreciation and support for the service and sacrifice of military-connected students and families.

Fiscal Impact

N/A

Administrative
Recommendation

Administration recommends approval of the resolution

Attachments

Resolution in Support of our Military Children and Families

Contact Person

E-Mail Address

Resolution in Support of Military Children and Families

WHEREAS, our nation owes a debt of gratitude to the members of the Armed Forces, and to the family members and loved ones who share in their service and sacrifice; and

WHEREAS, the Board of Trustees of Copperas Cove Independent School District recognizes and honors the strength, resilience, service, and character of military-connected students and families in our district; and

WHEREAS, military families often face unique challenges, including deployment, reintegration, service in combat zones, and frequent relocations based on duty assignments; and

WHEREAS, these circumstances may affect students academically, socially, emotionally, and behaviorally, requiring schools to respond with understanding, flexibility, and support; and

WHEREAS, the Board of Trustees of Copperas Cove Independent School District is committed to providing a welcoming, responsive, and supportive environment for military-connected students and families; and

WHEREAS, the Board of Trustees of Copperas Cove Independent School District affirms its commitment to offering resources, services, and programs that support the academic success, well-being, and social-emotional development of military-connected students; and

WHEREAS, the Board of Trustees of Copperas Cove Independent School District encourages meaningful partnerships among schools, families, community organizations, and military-connected stakeholders in order to strengthen support for students and families; and

WHEREAS, the Board of Trustees of Copperas Cove Independent School District desires to continue recognizing and honoring military children and families through awareness activities, appreciation events, and other district and campus initiatives;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Copperas Cove Independent School District officially expresses its support for all military children and families; and be it

FURTHER RESOLVED, that the Board of Trustees of Copperas Cove Independent School District encourages all district staff, students, families, and community members to participate in activities and initiatives that recognize the service, strength, and sacrifice of military-connected students and families; and be it

FURTHER RESOLVED, that the Board of Trustees of Copperas Cove Independent School District supports the continued development of programs, partnerships, and practices designed to meet the academic, social, emotional, and transitional needs of military-connected students; and be it

FURTHER RESOLVED, that the Board of Trustees of Copperas Cove Independent School District affirms its commitment to fostering a culture of appreciation, belonging, and opportunity for military children and families throughout the district.

ADOPTED this 13th day of April, 2026, by the Board of Trustees of Copperas Cove Independent School District.

Board President

Date: _____

Superintendent

Date: _____

Out of State Trip Request Form

Submitted by: Megan Kenobbie
 Date Submitted: 3/26/20
 Campus: CPE

Who will go on the trip?	Marla Raelina	
What is the purpose of the trip?	Kodaly Training	
When will the trip take place?	June 8-20, 2020	
Where will the person/people go?	BYU Utah	
What is the account number for funding the trip? <i>Must come from 6411 or 6412</i>		
What is the cost of the trip?	Registration fee: \$979-1200 [depending on when]	
	Meals: 0	
	Mileage: 0	Airfare: 0
	Substitute: 0	
	Hotel: 0	
	Other expenses (e.g. Airport Shuttle/Parking): 0	
	Total: \$979-1200	
How is this trip addressed in your campus or the district plan?	District Plan Goal	

- ★ **Car Rental – Contact the Business Office for Vendors**
- ★ Attach supporting documentation and the principal's / director's letter of approval.
- ★ Submit form and documentation to the Superintendent's Secretary. Information must be received two weeks prior to the regularly scheduled Board meeting. If Board approval is necessary for purchasing airline tickets or for paying pre-registration fees, information must be submitted three months prior to the out of state trip.

TO: Dr. Hawkins, Mrs. Crawley & Mrs. Kenobbie
FROM: Marla Raoelina
DATE: March 26, 2026
SUBJECT: Approval Request for Kodály Training in Utah

I am writing to request approval to attend Kodály Certification Training (Level III) in Utah. This training represents the third and final portion of the Kodály certification process, which I have been actively completing to further strengthen my instructional practice in music education.

The Kodály approach is a nationally recognized method of music instruction that emphasizes strong musical literacy, sequential skill development, and high-quality pedagogy. This level of training is specifically designed for educators with established musical foundations, including classroom music teachers, conductors, and studio instructors with sufficient musical skills. Completing this final level will allow me to fully implement advanced, research-based strategies in the classroom that directly impact student achievement in music literacy and performance.

Participation in this training will enhance my ability to deliver high-quality, standards-aligned instruction that supports student growth in alignment with TEKS. The skills and knowledge gained will not only benefit my classroom but will also support the broader goals of the Copperas Cove ISD Fine Arts Department by strengthening curriculum, instructional practices, and student outcomes across campuses.

Additionally, completing the full Kodály certification process will position our district among those with highly trained, specialized music educators, further elevating the quality and reputation of our fine arts programs.

The following is an estimate of conference costs:

- Registration: Approximately \$979–\$1200 (depending on registration type)
- Travel Costs: Teacher is covering

Thank you for considering supporting my continued professional growth and the ongoing development of our music programs.

**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date:	<u>3/9/2026</u>	Presented By:	<u>Dr. Hawk</u>
Subject:	<u>Consideration to Approve the 2026- 2027 CCISD Salary Instrument</u>	Related Page(s)	<u>Attached Sheets</u>

Action

BOARD GOAL:

GOAL II: OPERATIONS (Performance Goals: 5—Management of Administrative, Fiscal, and Facilities Function)

- **GOAL:** The district will be good stewards of taxpayer funds. The administration will implement specific procedures for budget development and expenditures to monitor spending and living within projected resources.

BACKGROUND INFORMATION:

PURPOSE/GOALS OF THE REVIEW

As a result of this review and the subsequent implementation of changes that result in its overall compensation plan, CCISD hopes to achieve the following goals:

- To assess all employee, pay based on job value as derived from education, certification, and longevity.
- To compare pay for every position in the district with that of the same position in a group of competitive market districts to assess the level of competitiveness;
- To enable fiscal control for the board and administration over future employee compensation costs;
- To place every district employee in a pay grade with a pay structure having minimum, midpoint, and maximum control points;
- To identify and correct possible inequities in the existing system; and
- To develop a plan for implementing and maintaining the new system.

The following is an explanation of the data analysis of the report:

SOURCES OF DATA

Data sources for this project were:

- CCISD personnel and payroll files

- Markets districts in our size and geography
- Regional districts of similar enrollment and geographic proximity
- The Texas Association of School Boards (TASB) database resulting from their **2025-26 Salary Surveys**
- Interviews with Admin from some competitive districts
- Other salary surveys with comparable intent and purpose
- Texas Education Agency (TEA) **PEIMS Standard Reports** database.

MARKET COMPARISON DISTRICTS

The competitive job market group was determined by the prior consultant input as well as looking at the exit of employees that were choosing another district. The selection criteria focused on UIL District 12-6A opponents, larger schools within Region 12, districts situated along the Interstate 35 corridor, and similarly sized districts across the state with enrollments ranging from 7,000 to 9,000 students. The use of **median** values rather than average values for comparison purposes partially offsets any significant differences in the sizes of the comparison districts in some areas.

CCISD non-campus administrative/ professional support personnel are paid, on average, at the **86.1%** level of the comparison group market median.

CCISD campus administrative/ professional support personnel are paid, on average, at the **89.5%** level of the market median salaries of the comparison group.

CCISD clerical/paraprofessional personnel are paid, on average, at the **86.6%** level of the comparison group market median.

CCISD auxiliary personnel are paid, on average, at the **84.6%** level of the comparison group market median.

All CCISD pay groups are within 4.9% of the District vs. Market

Positions that fall below the 80% agreement with the market group need to be reviewed by Administration in terms of job title, job description, pay grade assignment, pay grade range, and experience of the incumbent in that position.

RECOMMENDATION:

The Administration and Board Leadership members recommends the approval of the 2026-2027 Salary Instrument as presented. This document should cycle for review each year with the scales moving based on the recommendation derived from a CPI and considered by future board action with funding from the State of Texas. The positions that are below market agreement of 80% should be reviewed by administration and adjusted if warranted. The HB2 funds as addressed in law have adjusted the teacher pay scale and since it was a biennium increase from the State of Texas a one-time retention bonus of \$500 is recommended. Rise teachers can enter the teacher pay scale, so no adjustment is recommended. All other employees are recommended at a 3% of the midpoint of their salary scale. Employees that are outside of that salary scale will be frozen until the scale encumbers their salary range.

BOARD ACTION REQUIRED

Motion-Second-Vote

**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: 4/13/2026 Presented By: Dr. Hawk
Subject: Consideration to Approve CCISD Board
Operating Procedures Related Page(s) Attached

Action

BOARD GOAL:

BACKGROUND INFORMATION:

Please see attached that was edited from the Board Training and Board Policy alignment

RECOMMENDATION:

Motion, second, vote

BOARD ACTION REQUIRED



Copperas Cove Independent
School District

Board Operating Procedures

(Reviewed 3/11/2026)



CCISD Board Operating Procedures

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CCISD Board Operating Procedures

The Superintendent and Board function as a “Team of Eight.” The Board defines the district’s policies and goals that shall reflect the district’s advocacy for all students. The policies set by the Board will ensure the district’s mission and goals are achieved. A responsibility of the Board is to hire a Superintendent, who then implements the policies and goals adopted by the Board. The Board shall evaluate the Superintendent’s job performance based upon these policies and goals on an annual basis.

A district is only as strong as the Superintendent/Board relationship. The Superintendent is the CEO of the organization and the Board is a governing body. The Board must give the Superintendent leeway to accomplish the directives provided by the Board without getting involved in the day-to-day operations of the district and campuses.

An effective Board Member communicates with the Superintendent as it is the Superintendent’s job to address concerns. Board Members and the Superintendent should honor their commitment to the district and to each other. The Board’s role is governance and the Superintendent’s role is day-to-day operations of the district. Failure to honor these roles often results in unclear expectations between district patrons, staff, the Superintendent, and the Board.

Board Protocol

New Board Member Orientation

- As a supplement to the information provided in relation to his/her candidacy, a local district orientation for a new Board Member will be scheduled to begin within two weeks of the date a new Board Member takes the Oath of Office.
- At a minimum, the Superintendent and Board President will participate in the orientation. Additional administrative staff also may be included to provide specific information about the district.
- The orientation should include, but will not be limited to the following:
 - Board Operating Procedures and Board Policies.
 - Superintendent’s overview of district administrative organization.
 - Training to access district electronic communications.
 - Local district practices including curriculum and instruction, business and finance operations, district operations, superintendent evaluation, and Board member roles and responsibilities.
 - District budget overview.
 - District goals overview.
 - Board annual calendar and briefing of upcoming events.
 - Expense reimbursement procedures.
 - Framework for School Board Development from SBOE
 - Board Members Ethics BFF (Local)
 - Ethics Conflict of Interest Disclosure BBFA (Legal)

Commented [A1]: BBD (LEGAL) requires this within 120 calendar days after election or appointment.



CCISD Board Operating Procedures

- Ethics Prohibited Practices BBFB (Legal)
- Continuing education requirements of 19 TAC 61.1 and the Open Meetings Act, Public Information Act, and cybersecurity
- At the discretion of the Board President or the request of the new member, new Board Members may be assigned an existing Board Member who will serve as a mentor.
- New Board Members should feel free to ask questions of the Superintendent, Board President, and other Board Members.

Related Policies: BBD(LEGAL), ~~BBD(EXHIBIT)~~, ~~BBF(LOCAL)~~, ~~BBFA(LEGAL)~~, ~~BBFB(LEGAL)~~

New Board Member Training

- A new Board Member is required to receive the following training:
 - Local district orientation (at least 3 hours) within ~~60-120~~ calendar days of his/her election or appointment.
 - ~~Open Meetings Act Training (at least 1 hour but not more than 2) not later than the 90th day after taking the oath of office~~
 - ~~Three-hour training session on the orientation to the Texas Education Code within the first year of board service~~ 120 calendar days after election or appointment.
 - TASB ISD training offered at Summer Leadership Institute
 - ~~Team-building session (at least 3 hours) must include a "review of the roles, rights, and responsibilities of the local board as outlined in the Framework for Governance Leadership and an assessment of continuing education needs of the Board-Superintendent team." (www.tasb.org) including its oversight relationship to administrators, as outlined in the framework for school board development."~~
 - Continuing education in fulfillment of assessed needs (at least 10 hours) during the first year of service.
 - Continuing education on evaluating student academic performance (at least 3 hours) within 120 calendar days after election or appointment.
 - Election Code orientation (at least 3 hours) within 120 calendar days after election or appointment.
 - Continuing education on identifying and reporting abuse (at least 1 hour) within 120 calendar days after election or appointment.
 - Online school safety training course as adopted by the SBOE within 120 calendar days after election or appointment.

**Note the list above does not include trainings required annually of all board

members.**

Related Policies: BBD(LEGAL) (LOCAL), ~~BBD(EXHIBIT)~~



Ongoing Board Training

- After their first year of Board service, all Board Members must receive eight hours of continuing education. This includes the annual three (3) hour team building session and at least five (5) additional hours of training. It does not include the update to the Education Code which takes place following each legislative session. Every two years, Board Members must receive at least three hours of continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness and at least one hour on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with TEC 11.159(c)(2).
- Every two years, Board Members must complete online training on school safety as adopted by the SBOE.
- All Board Members and the Superintendent must participate annually in a three-hour “Team of Eight” team building session. A Board Member’s role in the Team of Eight means the following:
 - 7 of 7 Board Members plus the Superintendent
 - A trustee for the entire ISD
 - A leader for the entire ISD
 - An elected public official
 - Responsible for governance
 - Equal to all the other Board Members
 - Responsible for personal preparation for all meetings
 - Expected to attend district-wide functions, as available
 - Expected to be familiar with current laws
 - Expected to attend further training
 - Expected to support Board decisions
 - Expected to support the chain of command in dealing with problems
 - Will not be a divisive or negative influence
 - Will not divulge inside information
 - Is not expected to be a legal expert on all aspects of public education
 - Expected to assist in educating the public on district issues where appropriate
 - Expected to attend Board meetings
- The Board shall attend a legislative update as required by law.
- Trustees are encouraged to attend seminars and training at various locations offered by Region 12 Education Service Center and the Texas Association of School Boards (TASB). The Secretary to the Superintendent can provide information on various training dates.
- At the ~~October meeting~~last regular board meeting before an election of trustees, the Board President is required by law to report whether or not each individual Board Member has or has not met his/her training requirements.

Related Policies: BBD(LEGAL)



Reimbursable Board Travel, Expenses, and Training Opportunities

- All Board Member training travel, paid for by CCISD, must have a direct benefit on the Board Member's ability to perform as an effective Board Member. Generally, the district will not pay for personal membership in special group organizations, with the exception of OASIS, NAFIS, and TAFIS.
- For a conference or training opportunity to be eligible for reimbursement, it must meet the following criteria:
 - Meet the criteria for Board continuing education hours, as defined by statute.
 - Be limited to the day(s) of travel that serve the Board purpose (i.e., expenses related to additional days added for personal use will not be reimbursed by the district).
- A Board Member may be reimbursed for reasonable, allowable expenses incurred in carrying out Board business and for allowable expenses incurred while attending meetings or conferences as an official representative of the Board.
- Payment for authorized and documented travel expenses will be made in accordance with legal and local requirements.
- If a Board Member travels for training or as a Board representative, arrangements for air travel, lodging, and rental cars can be made by the Secretary to the Superintendent. The Board Member is responsible for notifying the Secretary to the Superintendent of his/her preferences for time of travel, seating, lodging accommodations and choice of rental car vehicle type, where appropriate. Please notify the Secretary to the Superintendent if you plan to book any aspect of your own travel.
- Following the completion of travel, a Board Member must submit a "Travel Expense Form," with itemized receipts for allowable expenses attached, within thirty (30) days to the Superintendent's office for reimbursement. Please email the Secretary to the Superintendent for a copy of the travel form. Alcohol is not an allowable expense.
- Trustees shall make prudent spending decisions while traveling.
- All Board Members attending a conference or training session are encouraged to attend two-thirds or more of available continuing education opportunities. All "early bird" Workshops paid extra by the district must be attended except in a case of emergency.
- All personal costs (outside of travel, parking, lodging, and meals as allotted by law and District policy) will be borne by individual Board Members. Family member travel will not be a reimbursable expense.
- Board Members will be reimbursed for all allowable expenses unless prior arrangements for payment are made with the Superintendent's office.
- Questions regarding travel will be addressed through the Board President.

Commented [A2]: There is no provision for this in policy.

Commented [A3]: This is also not in policy.

Commented [A4]: Most of this is not in policy.

Related Policies: BBG(LEGAL), BBG(LOCAL)

Activities Related to Elections



CCISD Board Operating Procedures

Election Activities

- Board Members will follow all applicable laws in all campaign activities.
- Neither the Board, as a body corporate, nor any Board Member individually, will may use district funds (whether state or local) or other resources to electioneer for or against any candidate, measure or political party. Texas Education Code 11.169.

Endorsements

- Seeking Endorsements - No Board Member seeking re-election to the Board will may solicit district employees for endorsement during employee work hours or at any time while on district property.

Providing Endorsements

- The Board, as a body corporate, will not endorse any candidate running for any public office.
- Recognizing that the Board operates as a non-partisan elected body that works with other elected officials in its duties, individual Board Members should exercise heightened caution when providing a personal endorsement to any candidate, including all on social media.
- If an individual Board Member chooses to provide an endorsement to a candidate for elected office, no reference to the Trustee's role as a Copperas Cove ISD Board Member will may be used.

Board Elections

- Board Members serve three-year terms that expire on a rotating basis. A Board election is held every year in November, or as otherwise required by law, to fill seats that are contested, or are or will become vacant. If all seats are uncontested, the election may be canceled. At the conclusion of an election, Board Members work together as a body corporate to govern the district in a cooperative manner.
- ~~Individually, Board Members may participate in the electoral process according to each Board Member's individual conscience. However, Board Member support of candidates in a Board election can have an adverse impact on the ability to function cohesively and constructively as a corporate body.~~
- ~~Board Members are encouraged to consider such impact, as well as the influence their elected position may elicit in the political process, and therefore, should give careful consideration prior to endorsing any candidate running for the Board.~~

Related Policies: [BBBD\(LEGAL\)](#); [BBB\(LEGAL\)](#); [BBB\(LOCAL\)](#)



Compliance with Board Operating Procedures

Board Members' Concerns about another Board Member's Performance

Commented [A5]: Not in policy.

- If a Board Member has a serious, specific, concern about the performance of another member which appears to be in violation of Board Operating Procedures or Policies, the recommended process for addressing such concerns shall be the following:
 - The concerned member shall have a private conversation with the member in order to address the differences or resolve the issue(s).
 - If the concern(s) remain, the concerned member will meet privately with the Board President and outline the specific issue(s). The Board President and the complainant will meet with the member and attempt to resolve the issue(s). If the concern is with the performance of the Board President, the Vice President will be notified and will meet with the complainant.
 - If the issue is still not resolved, the complainant will hold a conference with the Board President (or Vice President with concerns regarding the President) and the Superintendent to develop a plan of action to resolve the concerns.
- When a member with concern(s) about another member's performance has gone through the outlined steps above and the issue(s) remain unresolved, the concerned member will, through the Board President, request that an item be placed on a regularly scheduled agenda as an executive/closed session item, posted as "Consideration of the Duties of a Public Officer." See Board Operating Procedure, Meetings, "[Preparation of the Agenda](#)," regarding the steps to follow when placing an item on the agenda.
- Should the Board determine that reprimand or censorship is warranted, such action may only be taken in a duly posted public meeting.
- No action may be taken that would conflict with the Texas Open Meetings Act. Nothing in this operating procedure shall be construed to limit a Board Member's constitutional rights.

Related Policies: BBC(LEGAL), BBF(LOCAL)

Censure of a Board Member

- If a Board Member acts in a manner that is unbecoming of a member and disruptive to the business of the district, the Board can pass a resolution to censure that Board Member. This would consist of a calmly worded statement identifying the following:
 - The inappropriate behavior of the named Board Member.
 - The desired behavior.
 - A statement of agreement by a majority of the Board Members that the behavior is inappropriate.
- Resolutions are non-binding, but they have the effect of publicly disciplining a colleague since removal from office is rare.



CCISD Board Operating Procedures

- The Board may choose to withhold financial resources from the offending Board Member. Examples might be disallowance of reimbursement for attendance at conventions, seminars, or other district travel plans.
- Under extreme conditions, the Board may agree to ask the offending Board Member to resign. However, a Board Member may only be removed from office for incompetency, official misconduct, intoxication, or conviction ~~of a felony by a jury for any felony or misdemeanor official misconduct.~~

Commented [A6]: Possible difficulty with enforcement.

Related Policies: BBC(LEGAL)

Board Development

Annual Board Review and Establishment of Board Goals

Effective boards are marked by certain characteristics. They have embraced a vision and a set of clearly defined priorities for the district that structure both the Board's decision making and the work of the district staff. They develop and follow clearly defined procedures and schedules for doing their work. They foster, through their own practices, the free flow of information within the community.

- Each year, no later than June 30, the Board may meet in a Workshop Session setting to evaluate its performance from the previous year and to set Board goals for the coming school year.
- The process will be facilitated by the Board President or designee, unless a majority of the Board Members feel the process would be better served by using an independent facilitator.
- The Board will document and adopt its visions and goals for the upcoming school year no later than September 1.

Commented [A7]: Not in policy.

Related Policies: BAA(LEGAL), BBD(EXHIBIT), ~~BG(LEGAL)-BQ(LEGAL)-BQ(LOCAL)~~

Reauthorization of Board Operating Procedures

- These operating procedures will be reviewed no later than the first board meeting after the installation of new board members and shall reflect a continuous improvement model.

Preparation of Annual Board Calendar

- No later than August 1 of each year, the Board President, in cooperation and consultation with the Superintendent, will develop a draft of the Board's annual calendar of Board Meetings and Workshop Sessions. The annual calendar will serve as a template for agenda and activity planning purposes.



CCISD Board Operating Procedures

- The Superintendent will ensure that all necessary information to meet the calendar's timelines will be delivered to the Board Members in compliance with Board Operating Procedures, Meetings, and "Preparation of the Agenda."

Related Policies: ~~BDAF(LEGAL)~~, BE(LOCAL), ~~BJCD(LEGAL)~~, ~~BQ(LEGAL)~~, ~~BR(LEGAL)~~, ~~CFA(LEGAL)~~, ~~CFC(LEGAL)~~, ~~DNB(LEGAL)~~, ~~EB(LEGAL)~~

Communications

Board Member Communications between Meetings

- The Superintendent will keep all Board Members updated on important district issues. Any correspondence a Board Member may have received at the district office will be delivered to the Board Member at the earliest opportunity.
- The Superintendent will communicate requested information to all Board Members in a reasonable time without interfering with the regular conduct of district business.
- The Superintendent will distribute to all Board Members any information requested for the Board by the Board President or a Board Member, at the Superintendent's discretion.
- Board Members may communicate with other individual Board Members or the Superintendent or staff for the purposes of asking clarifying questions, providing clarifying information or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.
- Board Members may not communicate with other individual Board Members for purposes of soliciting votes in support of or opposition to items of business that may come before the Board.

Related Policies: BBE(LEGAL), BBE(LOCAL), ~~BBI(LEGAL)~~, ~~BBI(LOCAL)~~, BE(LEGAL), ~~BE(LOCAL)~~, BJA(LOCAL), ~~GB(LEGAL)~~

Board Member Requests for Information Other Than Agenda Items

- Board Members will communicate their individual requests for detailed or sensitive non-agenda information to the Superintendent while copying the request to the Board President, as deemed appropriate. The Superintendent will respond within the time frame required by law.
- ~~If the requested information can be provided from readily available data with no diversion of staff's time, then it will be provided within a reasonable amount of time after the request.~~
- ~~If the request requires a special report that will divert staff time from established priorities, the Superintendent will notify the requestor and the Board President. The Board President will determine if the request should be considered by the full Board or will direct the Board Member to procedures regarding placing an item on the agenda.~~
- The Board President may elect to place the request for information on a future meeting agenda



CCISD Board Operating Procedures

to determine if a majority of the Board agrees the requested information is important for its future decision-making.

- Information requested by one Board Member will be provided to all Board Members at the same time, at the Superintendent's discretion.
- If a Board Member has a question requiring the Board attorney's updates or response, he/she ~~should~~ shall refer the question to the Superintendent ~~or~~ the Board President, or the Board's designee, as appropriate, who will relay the answer ~~to the Board~~ the information to the attorney. Advice from legal counsel shall be reported to the Board upon request of the Board or when deemed necessary by the Superintendent, Board President, or Board's designee.

Related Policies: BBE(LLEGAL), BBE(LOCAL), BDD(~~LEGAL~~LOCAL), BJA(LOCAL)

Board Member Contacts with Campuses and District Staff*

- Board Members are encouraged to visit any campus.
- Board Members must honor the campus rules and follow district guidelines regarding visitors. The identification badge must be visible while on campus. Board members shall be treated as any other community member is treated when visiting a campus.
- Board Members may communicate with any staff member without interrupting scheduled learning periods or interfering with the learning process.
- Board Members will not assume a supervisory role with staff or students.
- Board Members will not assume a participatory role with staff or students unless specifically requested by campus staff.
- ~~Do not~~ Board Members should not attempt to solve problems or make promises.
- Remember ~~you~~ Board Members are ~~a~~ public servants. ~~Your~~ Board Member actions and behavior should reflect this critical role.
- Board Members should mMake positive observations about the campus and express any concerns privately to the Superintendent.
- Board Members are encouraged to know staff members but ~~are never to~~ may not give staff members ~~a~~ directives.
- Board members shall refrain from serving as an officer in any PTO, Booster Club, etc. and any school ~~-~~ based committee that is not mandated by law.

*This operating procedure does not pertain to visits as a parent, as a spectator at school events, or other events open to the general public.

Related Policies: BBE(LLEGAL), BBE(LOCAL)

Board Member Responses to Community or Employee Complaints**

Updated: March 2026



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- Listen respectfully and remain impartial. ~~Notify the Superintendent of the complaint.~~
- ~~The chain of command is the appropriate channel to take to get problems solved, and the person at the lowest level and closest to the problem should strive to solve an issue.~~
- ~~Ask if the complainant has followed the district's procedures and/or chain of command. Determine if the escalation process is formal or informal by referring to FNG(LOCAL) for student/parent issues, GF(LOCAL) for community issues, and DGBA(LOCAL) for employee issues.~~
- ~~If the complainant does not know the procedures or chain of command, provide the information about the informal and formal grievance processes by referring to policies mentioned above. Even after initiating the formal complaint process, a complainant is encouraged to seek an informal resolution of his/her concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.~~
- If employees, parents, students, or other members of the public bring concerns or complaints to an individual Board Member, the Board Member shall refer them to the Superintendent or another appropriate administrator, who shall proceed according to the applicable complaint policy.
- If a complaint or concern directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Board Member may request that the issue be placed on the agenda.
- The Superintendent will inform Board Members of the resolution, or progress, of any referred issue.
- If a matter becomes a formal grievance and the Board Member knows or learns anything about the grievance or appeal case, except what is admitted through the formal documents, that might render him/her unable to hear the grievance or appeal impartially, and then he/she must inform the Superintendent immediately and will be expected to recuse himself/herself from the hearing.

**This policy will not be construed to apply to complaints alleging criminal activity.

Related Policies: BBE(LEGAL), BBE(LOCAL), ~~BED(LEGAL), BED(LOCAL), DAA(LEGAL) DG(LEGAL),~~ DGBA(LEGAL), DGBA(LOCAL), ~~DIA(LEGAL), DIA(LOCAL), DNA(LEGAL), DNA(LOCAL), FB(LEGAL), FB(LOCAL), FFH(LEGAL), FFH(LOCAL),~~ FNG(LEGAL), FNG(LOCAL), GF(LEGAL), GF(LOCAL)

Board Member Communication with the Media

- The Board President or designee will be the spokesperson for the Board to the media on issues that relate to a) Board operations, b) Board actions or c) Board positions which have been approved by the Board.
- Press releases issued on behalf of the Board ~~will~~ must be approved by the Board prior to release, unless an emergency or public necessity exists.
- The Superintendent or a designated staff member will be the official spokesperson for the district on issues of media attention that relate to district operations.
- A Board Member who receives a call from the media requesting information, comments, or an interview regarding district business ~~is encouraged~~ should direct the caller to the Superintendent.
- The Superintendent will notify the Board, periodically, of any media requests. If the matter is urgent, the Superintendent will notify each Board Member via phone or e-mail, whichever is

Commented [A8]: Nothing in this section is included in policy.



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more practical.

- The Superintendent or designee will keep Board Members apprised of issues the media may be considering.
- Statements will not be made to the media regarding personnel or other matters protected by law.
- A Board Member retains the right to speak at meetings, hearings, public functions, or to the media, but all remarks should be clarified that it is their personal opinion. However, members should understand that any comment will likely be interpreted by viewers/readers as an official statement of the Board **and can impact the image of the district**. In speaking as an individual, the Board Member should do the following:
 - Clarify that he/she is speaking as an individual and not for the Board.
 - Remind the media representative(s) that official statements of the Board are made only by the Board President (or his/her designee).
 - Remind the media representative(s) of the position or action of the Board related to the issue in question.
 - Notify the Superintendent and Board President about the media request **or statement made**.
- Once a majority decision has been reached, individual Board Members will publicly support that vote.

Related Policies: [BBF\(LOCAL\)](#)

Board Member Communication with the Community

- Board Members will communicate with the community through public forums, regular Board meetings, committee meetings, electronic media, and regular publications, as appropriate to the role.
- To be most effective, Board Members should be present and active in the local community. As such, Board Members are encouraged to participate in community activities as liaisons between the public and the school district. When speaking to members of the community, Board Members are expected to do the following:
 - Listen politely and respectfully.
 - Accurately relay information about the district.
 - Refer questions about specific district activities/issues to the appropriate staff person or spokesperson when they do not know the answers.
 - Clarify Board Member's limitations, obligations, and responsibilities as a member of the Board.
 - Respect Board decisions.
 - Relay official action by the Board, if applicable.
- ~~Regarding policy, boundaries, finances, or other responsibilities of the Board – Citizens wishing to express themselves should be directed by Board Members to use one or more of these alternatives: contact appropriate staff members, e-mail, telephone or write Board Members, speak at public forums or participate in the public forum portion of a Board Meeting.~~



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- ~~Regarding students, teachers, principals or other campus administrators—Citizens wishing to express themselves should be directed by Board Member to follow the grievance procedures by referring to policy FNG (LOCAL) for student/parent issues, and DGBA (LOCAL) for employee issues. According to DGBA (LEGAL), the Board is not required to conduct an open meeting to hear a complaint or charge against an employee. However, the Board may not conduct a closed meeting if the employee who is the subject of the hearing requests a public hearing.~~
- ~~Concerns regarding school matters not addressed in FNG (LOCAL) or DGBA (LOCAL) above should be directed by Board Member to follow the grievance procedures by referring to policy GF (LOCAL) for community issues.~~
- As noted above, if employees, parents, students, or other members of the public bring concerns or complaints to an individual Board Member, the Board Member shall refer them to the Superintendent or another appropriate administrator, who shall proceed according to the applicable complaint policy. If a complaint or concern directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Board Member may request that the issue be placed on the agenda.
- A Board Member retains the right to communicate in any manner to anyone as an individual, but must understand that any comment will likely be interpreted by the listener as being an official statement of the Board. In communicating as an individual, the Board Member should do the following:
 - Clarify that he or she is speaking as an individual and not for the Board.
 - Remind community representatives of any position or action that the Board has officially taken related to the issue in question.

Related Policies: BBF(LOCAL), BED(LOCAL)

Patrons Addressing the Board

- Members of the public may address the Board during ~~any r~~Regular board meetings during the public forum portion of the meeting regardless of whether the topic is an item on the agenda posted with notice of the meeting~~If an item is on the agenda. For s~~Special ~~c~~Called board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting~~the public can address on any topic. The Board Members through the presiding officer will listen to the comments but will not conduct an interchange with the speaker~~may provide specific factual information or recitation of existing policy 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.
- ~~The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board but shall not engage in a two-way dialogue with patrons.~~
- ~~The Board is assembled to gather input only. No action may be taken.~~

Protocol for public forum:



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- The Board will limit response time to ~~five~~ **three** minutes per speaker. However, when necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.
- ~~The Board will determine total time allowed for patron input.~~
- ~~The Board will not accept negative comments on individual students, individual personnel, or members of the Board.~~
- Formal acknowledgements and written responses to patrons will be provided by the appropriate staff. Leadership will make every effort to respond within ten (10) working days of the meeting date at which the communications was presented to the School Board. The Board will be copied on all such communications.

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Related Policies: BED(LOCAL)

Phone/Voice Mail, Written Correspondence, including, but not limited to, E-mail, Text Messages or Social Media Protocol

- Board Members are encouraged to respond to phone calls and written correspondence, including, but not limited to, e-mail, text messages or social media from constituents, but should bear in mind that any such responses may be subject to Public Information Act requests and ~~may be applicable to~~ the Texas Open Meetings Act.
- A Board Member retains the right to respond to an individual but must understand that such communication may be interpreted as being an official statement of the Board. The member should do the following:
 - Clarify that he/she is responding as an individual and not for the Board.
 - Remind the individual any position/action the Board has officially taken on the subject.
- Board Members are encouraged to share communications they receive regarding district matters with the rest of the Board if the following applies, and they feel it would be appropriate:
 - The information is not of a personal or confidential nature.
 - It is not obvious that the individual has contacted the rest of the Board Members.
 - The Board does not engage in any conversation or action which would violate the Texas Open Meetings Act.
- Board Members will not respond to anonymous communications, unless the communication pertains to criminal, health or safety issues. Any such communication, pertaining to criminal, health or safety issues, will-should be forwarded to the Superintendent for action. Board Members will be informed, if appropriate. Non-threatening, anonymous communications should be shared with the Superintendent.
- If a Board Member receives any communication which he/she perceives to be of a threatening nature, the Board Member will immediately call and forward the communication to the Superintendent for action. The Superintendent will contact all Board Members, if deemed



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necessary.

- ~~Board Members may use social media in their roll as district ambassadors of the district. Non-threatening, anonymous communications should be shared with the Superintendent. However,~~
- Board Members who participate in social media, ~~such as, but including, but~~ not limited to, Facebook and Twitter, should be careful to avoid online conversations that could be construed as speaking for the Board or constituting an online board meeting.

Related Policies: BBF(LOCAL), GBA(LEGAL)

Board Member ~~Communication with Governmental or Legislative Agencies~~ Testimony

- The Superintendent or a designated staff member will testify at any public hearing or other governmental proceeding on behalf of the district, unless the Board otherwise directs or unless another individual is specifically subpoenaed.
- The Board President or designee will be the spokesperson for the Board, unless the Board directs otherwise, and such testimony will be limited to positions officially adopted by the Board or general practices of the district.
- If a Board Member chooses to speak or testify in front of another governmental or legislative agency on an issue that is not intended to be a reflection of any Board position, the Board Member must clarify that such testimony reflects his/her own opinions and not that of the Board.
- If a Board Member is invited to speak on behalf of the Board or wishes to speak on behalf of the Board, he or she must inform Board Members ~~as soon as possible~~ and obtain consent from the Board President.
- If a Board Member is going to testify ~~regarding district business~~, he or she should provide the Superintendent and Board President with a copy of the subpoena, in advance if possible or as allowed by the subpoena. The Board President will notify the rest of the board of the upcoming testimony.
- Nothing in this Operating Procedure may be construed in such a way that would violate the Texas Open Meetings Act or a Board Member's constitutional rights.

Related Policies: BE(LEGAL)

Speaking Engagements

- Board Members are encouraged to draw upon opportunities to speak to the public outside of Board Meetings when requested by citizens of the district. Speaking engagements will help promote a better understanding of topics relating to the district and allow the public to become more acquainted with the members of the Board.



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- Every Board Member may accept opportunities to visit with their constituents. If unable to accept, consider suggesting that another Board Member attend.
- A Board Member will inform the Superintendent and Board President if he/she has been directly requested to give a public presentation.

Related Policies: DBD(LOCAL)

Meetings

Types of Meetings

There are a variety of meetings for Board Members. Attendance at some meetings is more critical than others, but all are important to attend. While most meetings occur on a regular basis, dates can change or meetings can be omitted altogether due to other conflicts on the calendar.

- **Board Regular Meetings** - These open meetings are usually held in accordance with the published calendar, at the CCISD Board Room located at 408 S. Main Street, Copperas Cove, Texas 76522. These meetings are held to conduct the formal business of the district in public. Action may be taken during this meeting.
 - Board Meetings will generally be held at 6:30 **6:00** p.m. on the second **Tuesday** **Monday** of each month (exceptions do apply). All meetings are open to the public and are subject to provisions of Texas law.
- **Workshop Meetings** - ~~These open meetings are held for Board Members and staff to discuss items and receive information. These meetings are held at 12:00 p.m. on the second Monday of each month. No action is taken at a Workshop Meeting.~~
 - ~~Board Workshop Meetings are held at the CCISD Board Room located at 408 S. Main Street, Copperas Cove, TX 76522.~~
- **Special Meetings** - A special meeting is a business meeting held on a date other than the regularly scheduled meeting at the Board President's discretion or on request by two members of the Board. Action may be taken. ~~The Special meetings will generally be held at 5:00 p.m.~~
- **Emergency Meetings** - An emergency meeting is a business meeting scheduled with at least a twoone -hour notice to the public 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. An emergency meeting is usually called to address a situation which must be handled immediately. Action may be taken.

Commented [A10]: If second Tuesday isn't the Board's intent, BE (LOCAL) will need to be amended.

Related Policies: BE(LEGAL), BE(LOCAL), ~~BEC(LEGAL), BED(LEGAL), BED(LOCAL), DGBA(LEGAL), DGBA(LOCAL), FNG(LEGAL), FNG(LOCAL), GF(LEGAL), GF(LOCAL)~~



Preparation of the Agenda

- Agendas are drafted by the Superintendent in consultation with the Board President.
- ~~Any Board Member may request that a subject be included on the agenda, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by at least two Board Members.~~ ~~At least two Board Members may request that a subject be included on the agenda for a meeting.~~
- The deadline for submitting items for inclusion on the agenda is ~~noon~~ of the ~~eleventh-tenth~~ calendar day before regular meetings and ~~noon~~ on the ~~fifth-tenth~~ calendar day before special meetings.
- Requests for agenda topics will be forwarded to the Board President and Superintendent in writing. The Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval prior to finalizing the official agenda. In reviewing the preliminary agenda, ~~t~~The Board President ~~will~~ shall ensure that any topics the Board or ~~individual~~ at least two Board Members have requested to be addressed either on the agenda or scheduled for discussion at an appropriate time in the near future. The Board President ~~will~~ shall not have authority to remove from the agenda a subject requested by at least two Board Members without that member's specific authorization from those Board members. ~~Once that item is on the agenda it will not be placed back on the agenda for a six month time frame.~~
- ~~No item can be placed on a Board Meeting agenda by the Superintendent less than 72 hours~~ ~~5 business days~~ in advance of the meeting unless an emergency or urgent public necessity exists.
- Preliminary draft agenda packets will be electronically posted to BoardBook and e-mailed seven (7) days in advance of Board Meetings. BoardBook is an online service for the board agenda and agenda documentation (packet).
- The Superintendent will ensure that adequate back-up materials are provided for each Board Meeting agenda item. Items not available when the agenda is electronically posted and e-mailed will be updated on BoardBook and e-mailed immediately upon completion.
- The Superintendent will ensure all necessary or requested information is supplied to the Board Members to allow for informed decisions, ~~and,~~ Board Members are encouraged to meet with the Superintendent face to face for agenda review prior to the meeting, subject to Open Meetings Act limitations.
- The dates, times, and locations of all Board Meetings and Board Workshops will be published on the Board approved meeting calendar.
- Consent Agenda - The 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. ~~During a board meeting any board member may remove an item from the consent agenda for special consideration~~ 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. ~~However, prior to the meeting the Board member will make every effort~~

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Commented [A12]: Duplicative and in contrast of the 10 day deadline above.

Commented [A13]: Is this an internal calendar?



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~~to inform the Superintendent of his or her intent so that the appropriate staff member can be prepared.~~ Examples of such items include:

- Routine financial information or updates
- Minutes of regular and special Board meetings
- Routine bid recommendations

Related Policies: BE(LEGAL), BE(LOCAL)

Board Member Preparation for Meetings

- Board Members ~~will should~~ read and study the Board packet prior to each meeting. Board members are encouraged to set up a one on one with the Superintendent.
- Board Members will direct their individual requests for additional materials or information relating to agenda items to the Superintendent, via e-mail, by the week before the board meeting.
- If the requested information can be provided from readily available data with no diversion of staff time, then it will be provided within a reasonable amount of time after the request.
- The Superintendent or designee will ensure that any additional materials or information that is provided to one Board Member is provided to all Board Members. This operating procedure will not limit a Board Member's ability to ask questions during the Board Meeting.
- In order to honor the time of the administrative staff, Board Members will make every attempt to submit questions about Board Meeting agenda items as soon as possible before a meeting.
- ~~If the requested information is not readily available or requires a significant investment of time that will divert staff from established priorities, the Superintendent will notify the requestor and the Board President as soon as possible.~~
- The Board President will place the request for information on a future agenda if at least two Board Members agree the requested information is important for future decision-making.
- ~~During a Board Meeting, any Board Member may remove an item from the consent agenda for separate consideration. Prior to the meeting, the Board Member will make every effort to inform the appropriate staff member of his/her intent to remove the item from the consent agenda so the staff member may prepare additional information as needed, which may include documents or other material. The Board Member will also notify the Superintendent or the Board President of his /her need to further discuss the consent agenda item prior to action by the Board. The Board President may remove the item from the agenda and place on future agenda if this process is not followed.~~

Commented [A14]: Is this type of request separate from that considered in BBE?

Commented [A15]: Duplicative.

Related Policies: BE(LEGAL), BE(LOCAL)

Board Participation during Meetings/Public Forums

- All Board Members are expected to conduct themselves professionally and ethically during all



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meetings and public forums.

- Board etiquette restricts Board Members from using personal electronic devices during meetings/public forums.
- During posted meetings, all members will conduct themselves according to *Roberts Rules of Order, Newly Revised*.
- If, during a meeting or public forum, any member conducts him/herself in a manner that is intolerable or prevents the accomplishment of goals, the Board President may adjourn or recess the meeting.
- Differences of opinion, if respectfully submitted, are not to be construed as unacceptable behavior but rather as alternate views on a subject.
- Meetings held by teleconference may only occur if an emergency or public necessity exists, as defined by the Texas Open Meetings Act, and it is difficult or impossible to convene a quorum of the Board at one location. Such meetings must meet all requirements of the Texas Open Meetings Act.

Related Policies: BE (LEGAL), ~~BED(LEGAL)~~, ~~BED(LOCAL)~~, BBF(LOCAL)

Board Participation in Discussion, Debate and Voting

- *Robert's Rules of Order, Newly Revised* is the parliamentary procedure adopted in policy by this Board. Meetings, motions, and debate will follow these guidelines unless suspended by a two-thirds majority vote of members present.
- All Board Members are expected to conduct themselves with professionalism, respect, and integrity.
- The Board President, or chair, of a meeting will recognize any member who wishes to speak on a subject. Members will not be allowed to speak a second time until every member who wishes to participate has spoken once.
- Debate and discussion must continue until such time as each Board Member feels that he/she has had adequate time to ask clarifying questions or make other comments, unless the previous question has been moved and adopted by the Board President. However, the Board President may halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired.
- Questions or comments must always be germane to the current agenda item. The Board President shall halt discussion that does not apply to the business before the Board.
- No Board Member will shall coerce another member to vote in a particular manner, and no member may attempt to solicit votes in any manner inconsistent with the Texas Open Meetings Act.
- ~~No Board Member will criticize any other member with regard to his/her questions, discussion, or vote.~~ Board members will comply with the Board Member Code of Ethics when communicating with another board member regarding questions, discussion or vote.
- Although it is the duty of every Board Member who has an opinion on a question to express it by his/her vote, he/she can abstain since he/she and cannot be compelled to vote.
- Only Board Members who are counted as present may participate in discussion, debate or voting.



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- Any Board Member may abstain from voting on an item.
- ~~The Board President will vote on all action items.~~
- In case of a tie vote, the item fails.
- Dissenting and abstaining votes shall be recorded in the minutes of the Board Meeting.
- Once a majority decision has been reached, individual Board Members will publicly support that vote.
- Nothing in this operating procedure will be construed to limit a Board Member's ability to ask questions during the board meeting, subject to Open Meetings Act requirements.

Related Policies: BE(LEGAL), BE(LOCAL), ~~BBF(LOCAL)~~

Board Responses to Inquiries about Executive/Closed Session

- Given the legal and sensitive nature of executive/closed sessions, the members of the Board understand that the law requires that all such sessions are strictly confidential.
- When it is apparent to the Board that it would be in the best interest of the students, staff, community or Board to make a statement regarding anything that occurs in or results from an executive/closed session, the Board President will compose an official public statement that meets with the approval of a majority of the Board. Any such statement will comply with the limitations of the law.
- If individual Board Members are pressed for information regarding executive/closed sessions, that Board Member will state clearly that he/she can give no information other than what is posted on the agenda. If pressed further, the Board Member will refer the inquiry to the Board President and Superintendent.

Related Policies: BEC(LEGAL), BBF(LOCAL)

Participation by People Other Than Board Members in Executive/Closed Sessions

- No person other than the Board and the Superintendent is entitled to attend or participate in executive/closed sessions.
- If the Board President, designee or the Superintendent believes that consultation with a person or group would be beneficial to the discussion, that person or group may be invited to participate for a specific purpose. Such consultants must leave the room upon the conclusion of their participation or when the Board no longer believes such participation is productive. Similarly, Level 3 grievances may be heard in closed session in accordance with the Open Meetings Act. Individuals participating in the Level 3 grievance will be invited to participate for that specific purpose. Such individuals must leave the room upon conclusion of the grievance presentation.



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- The Superintendent may be prohibited from participating in executive/closed sessions where the Board may be considering any aspect of his/her employment or job performance.
- Participation by people other than the Board Members will not conflict with the Texas Open Meetings Act or any other applicable provisions of the law.
- In the event any persons other than the Board and Superintendent participate in executive/closed sessions, the Superintendent and Board will ensure that the participant(s) are aware of the limitations placed on disclosure of the content of the discussion occurring in executive/closed session.

Related Policies: BE(LEGAL), BE(LOCAL), BEC(LEGAL)

Executive/Closed Session Attendance and Confidentiality

- Topics that can be discussed in executive/closed session include the following:
 - Personnel Matters: Resignations; employment; evaluation; appointment; assignments; terminations; non-renewal; additions; and extension and/or renewal of contracts of individual teachers, individual administrators, individual support staff; and Superintendent's evaluation and/or contract Appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. (However, the Board may not conduct an executive/closed session if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.)
 - Employee-Employee Complaints: Deliberation in a case in which a complaint or charge is brought against a district employee by another employee and the complaint or charge directly results in the need for a hearing. (However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.)
 - Attorney Consultation: Private consultation with the Board's attorney only when the Board seeks the attorney's advice about pending regarding or contemplated litigation; or a settlement offer or on a matter in which the duty of the attorney to the governmental body Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 554 the requirements for open meetings.
 - Real Property: Deliberation discussion of the purchase, exchange, lease, sale or value of real property if deliberation in a closed meeting would have a detrimental effect of the Board's position in negotiations with a third person.
 - Economic Development: To discuss or deliberate regarding economic development negotiations commercial or financial information that the Board has received from a business prospect that the Board seeks to have locate, stay, or expand in or near the district and with which the Board is conducting economic development negotiations or to deliberate the offer of a financial or other incentive to such a business prospect.
 - School children; school district employee; disciplinary matter or complaint; Prospective Gift: Deliberation of a negotiated contract for a prospective gift or donation to the district if



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deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.

- Student Discipline: Deliberation in a case involving discipline of a public school child. (However, the Board may not conduct a closed meeting for this purpose if the child's parent or guardian makes a written request for an open hearing.)
- Personally Identifiable Student Information: Deliberation of a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. (Note, this exception does not apply if the parent or guardian or eligible student (over 18) requests an open meeting in writing.)
- Security: Deliberation regarding the deployment, or specific occasions for implementation of security personnel or devices or a security audit. Deliberation regarding security assessments or deployments relating to information resources technology; network security information described by Government Code section 2059.055(b); or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.
- Cybersecurity: Deliberation of a cybersecurity measure or policy.
- Critical Infrastructure Facility: Deliberation of contract solely intended to protect a critical infrastructure facility located in the jurisdiction of the district.
- Assessment Instruments: To discuss or adopt individual assessment instruments or assessment instrument items.
- Emergency Management: Deliberation of information confidential under Government Code 418.175–418.182, relating to Homeland Security.
- All matters discussed in executive/closed session are considered confidential. Board Members will not disclose executive/closed session conversations. Closed session may be filmed recorded at the discretion of the Board President or in compliance with the Open Meetings Act and Texas Education Code.
- The Board President will take minutes of executive/closed session meetings. A certified agenda or recording of each closed meeting shall be made, except for private consultation permitted under Texas Government Code section 551.071. After the Board President has signed, the minutes will be sealed in an envelope and given to the Secretary to the Superintendent.

Related Policies: BEC(LEGAL), DGBA(LEGAL), DGBA(LOCAL), FNG(LEGAL), FNG(LOCAL) GF(LEGAL), GF(LOCAL)

Board Hearings of Grievances

Prepare for Hearing

- The Board normally operates in a legislative capacity for executive/closed sessions. However, it operates in a judicial capacity during a grievance hearing. Members must be fully informed on Board policies relating to the process for grievances in advance of a hearing.
- Once a grievance reaches a Level 3 hearing with the Board, a hearing date is set. The



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grievant will receives instructions about how the grievance process works and the Board hearing.

- The grievant may elect to hold the hearing in executive/closed or open session, but the Board will make the final determination, subject to Open Meetings Act requirements. ~~All documentation that was presented by both parties at each of the previous hearing levels is collected and submitted to each Board Member and to the grievant for complete review in advance of the hearing. The Superintendent shall provide the Board with a copy of the record which the grievance may request a copy of.~~
- All grievance-related materials received by a Board Member must be held in the strictest confidence. A Board Member ~~will~~ shall neither share information from that documentation nor what is heard during the actual grievance proceeding(s).
- Board Members may only consider information that is presented during the grievance process and record; ~~Board Members~~ will ~~may~~ not privately seek out information regarding a grievance. If new information is presented during the Level 3 hearing (i.e., information not considered at Levels 1 and/or 2), the Board may remand the grievance to a lower level. No party may present or submit new documentation during the Level 3 hearing.
- If a Board Member knows or learns anything about a grievance ~~case, except outside of~~ what is admitted through the ~~documents record, that might render him or her~~ the Board Member may be unable to hear the grievance or appeal impartially. In that circumstance, ~~then he/she~~ the Board Member must inform the Superintendent and Board President immediately. In addition, if the Board Member has been involved in communication with the grievant previous prior to the Level 3 grievance hearing, ~~then~~ the Board Member should recuse himself/herself from the hearing.
- By statute Board Members are not allowed to engage with an employee grievant during a grievance process prior to the hearing.

Conduct hearing

- The Board Secretary will serve as the timekeeper for the grievance hearing, record the official minutes and create an audio recording of the proceeding.
- The grievant and the school district may each elect to have its own legal counsel.
- The Board President will ~~presides~~ over the hearing and provides direction to all parties throughout the hearing.
- As a standard, the grievant and the school district will each have a total of 15 minutes to present ~~its~~ their "case." The time limit may be adjusted at the discretion of the Board when deemed appropriate. ~~Each party is given an opportunity to make an opening statement followed by the opportunity to rebut the other party's opening statement.~~ Each party is responsible for allocating the usage of this time as they wish. The Board Secretary can provide minute usage updates during testimony, if requested. Each party will be given an opportunity to make a closing statement but the time will be include in their total allotted time.
- Once each party has presented its "case", the Board may ask questions of each party



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based upon the information presented. The time allocated to this activity is not limited.

- At the conclusion of all Board Member questions, the Board President will conclude the hearing. The grievant and the school district representatives are will be excused if the Board will deliberate in closed session.

Deliberation

- If the grievance hearing was held in open session, ~~then~~ the Board will adjourn to executive/closed session under an exception to the Open Meetings Act, as stated in the posted agenda. The Board and its legal counsel, if present, will participate in the executive/closed session.
- Board Members ~~may now~~ will consult with one another and legal counsel, if present, regarding ~~a the~~ possible grievance decision recommendation. Only deliberations occur in these meetings. No decisions ~~are may be~~ made in executive/closed session.
- Grievance decisions often become precedent-setting events. The Board should seek counsel from its legal representatives in order to understand the potential implications of a ~~ny~~ decision. Legal counsel can share information about previous decisions that may impact the current decision.
- Board Members will return all grievance materials to the Superintendent or his/her designee upon the conclusion of deliberations.

Ruling/Decision

- Upon returning to open session, the Board may vote on the decision.
- ~~The public reflection of a grievance hearing occurs at the next open meeting. An agenda item regarding the grievance appears on the agenda.~~
- Any Board Member who was not present for the entire grievance hearing must recuse him/herself from the actual vote in open session.
- If a Board Member wishes to uphold the administration's Level 2 decision, then he/she can make a motion to that effect. If the motion is seconded, ~~then~~ the Board President will conduct a vote. If a Board Member wishes to reverse the administration's Level 2 decision, then he/she can make a motion to that effect. The Board President will conduct a vote if the motion receives a second. If a board Member wishes to remand the grievance to a lower level, he/she can make a motion and the Board President will conduct a vote if there is a second. If the Board takes no action during the next open meeting, then the administration decision at Level 2 is automatically upheld. The Board also may choose to return the grievance to administration for solution and consideration. A decision must be made no later than 30 calendar days after the date of the Board meeting at which the complaint was presented.
- Only the Board President can may make a public statements arising from regarding a grievance.
- Any Board Member who violates the Board policy on grievances may be subject to censure.

Commented [A16]: If the above section on communication with the media is edited, this section will need to be edited to read consistently.



Related Policies: ~~DCD(LEGAL), DCD(LOCAL), DG(LEGAL)~~, DGBA(LEGAL), DGBA(LOCAL), FNG(LEGAL), FNG(LOCAL), GF(LEGAL), GF(LOCAL)

Transitions on the Board

Board Member Vacancies

- Vacancies on the Board may, and do, occur at times other than at the end of a term. Trustee vacancies may occur if a Trustee moves out of the school district, resigns ~~for personal reasons, encounters sudden death or illness, or some other valid reason to resign, declines the office, accepts an incompatible office, is removed from office, is automatically removed from office for a qualifying criminal offense, is declared ineligible, or dies.~~
- ~~The departing Board Member should give written notice of impending resignation and deliver it to the Board President.~~ To be effective, a Board Member’s resignation must be in writing, signed by the Board Member, and delivered to the Board for action. The resignation may be delivered to the Board President or the Board Secretary. As a practical matter, the Board Member may also deliver the resignation to the Superintendent which will constitute delivery to the board. The Board may not refuse to accept the resignation.
 - ~~Regardless of whether the resignation is effective immediately or at a future date, a vacancy occurs on the earlier of the date the board accepts the resignation or the eighth day after the date the Board receives it.~~
 - ~~A Board Member may withdraw a resignation before the earlier of the Board’s acceptance or the eight day, but not after, even if a replacement has not been named.~~
- Possible courses of action to fill a vacancy include:
 - Calling a special election to fill the vacancy for the unexpired term
 - ~~regularly scheduled election~~
 - Appointment until the next regularly scheduled trustee election
 - Leave seat vacant until next election if less than a year remains in the term
- Note, all Board Members shall continue to perform the duties of their offices until their successors shall be duly qualified (i.e., sworn in).
- If more than a year remains in the term of the position vacated, the position must be filled within 180 days.

Related Policies: ~~BDAABB(LEGAL), BDAA(LOCAL)~~

Election of Officers

- Election of Board Officers is governed by Board Policies BDAA (LEGAL) and BDAA (LOCAL), and the election must be held at a properly noticed and posted meeting in compliance with the



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Texas Open Meetings Act, Texas Government Code Chapter 551.001 et seq. ~~The Board Members will shall~~ comply with the requirements of the Board's Policies, Operating Procedures and the Texas Open Meetings Act in the selection of officers.

- No Member shall hold office without two years minimum ~~current~~ Board experience. The two years must be consecutive and can be immediately preceding the appointment to office or during a prior term.
- ~~The December Board Meeting will be scheduled to allow for the canvassing and certification of votes following the November Trustee election. At the first meeting after each election and qualification of trustees,~~ the members of the Board shall organize by electing Board Officers ~~[BDA (LEGAL)]. The Board may also organize at other times.~~
- The Officers shall be a President, Vice-President, and Secretary who all are members of the Board.
- The duties of officer include, but are not limited to, the following:
 - The Board President is the "face of the Board." The President presides at all Board Meetings unless unable to attend; appoints Board ~~M~~members to both committee participation and chairmanships [BDB (LOCAL)]; calls special meetings; speaks on behalf of the Board at most district-wide events, when requested; is a signatory on district checks, legal documents approved by Board action, Board resolutions and student diplomas; and responds on behalf of the Board to media requests. The President has the right to discuss, make motions ~~and,~~ propose resolutions, and vote on all matters coming before the Board.
 - The Board Vice President acts in the capacity and performs the duties of the Board President in the event of the absence or incapacity of the Board President. ~~presides at any Board Meetings when the Board President is unable to attend and speaks on behalf of the Board at events the Board President is unable to attend.~~
 - The Board Secretary ~~presides at any Board Meetings that the Board President and Vice President are unable to attend and speaks on behalf of the Board at events the Board President and Vice President are unable to attend~~ ensures that an accurate record is kept of the proceedings of each Board meeting, ensures that notices of Board meetings are posted and sent as required by law, in the absence of the President and Vice President, calls the meeting to order and acts as presiding officer, and signs or countersigns documents as directed by action of the Board.
- Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office.
- In compliance with the Texas Open Meetings Act, the Board President will entertain nominations of members for officers. A nomination requires a second. The Board will vote for each office in turn, beginning with the Board President. If there is more than one nominee for a position, candidates will be voted on in the order of their nomination.
- The current Board President will preside over the election of the Board President. Following the election of the Board President, the newly placed Board President will officiate the election process for the remaining officer positions.
- Newly-elected officers will assume responsibility for their office immediately upon election to the Board Office.
- In the event of a vacancy in an Officer's position, the Board may, by majority action of the Board at any duly called meeting, fill the vacancy.

Commented [A17]: The majority of this information is not in Board policy.



Related Policies: BDAA(LEGAL), BDAA(LOCAL)

Superintendent and Board

The Superintendent’s Performance Evaluation

A comprehensive evaluation includes a performance evaluation and a contract evaluation.

An important part of the evaluation process is making sure expectations are clear, reasonable, and understood by both the Board and Superintendent. Stating expectations and determining how ~~you~~ ~~will they will be~~ measured ~~them are~~ essential to ~~make~~ the evaluation process work~~ing~~ effectively. ~~Here are~~ Below are some questions the Bboard should consider:

1. What do we expect the Superintendent to accomplish this coming year?
2. Are our goals reflected in budget allocations?
3. Do we have metrics that adequately measure the accomplishment of goals?
4. What has the Superintendent accomplished?
5. What improvements are needed for the Superintendent?

- The Board will conduct a comprehensive evaluation of the Superintendent’s performance at least annually.
- The evaluation instrument will define the criteria for the measurement of the goals.
- The Board or a subcommittee designated by the Board President will annually review the Superintendent’s evaluation instrument to ensure that it continues to be appropriate.
- ~~The Board President will make sure that a fully executed copy of the Superintendent’s current contract is available to all Board Members.~~
- Each Board Member will review the annual report submitted by the Superintendent (described more fully below) and the contract submitted by the Board President.
- The Board President will schedule the Superintendent’s performance evaluation to occur during a posted executive/closed session. Each Board Member will review the Superintendent’s annual report and contract prior to ~~the~~ meeting.

Commented [A18]: The Superintendent’s contract is required to be posted online so this is not necessary.

Related Policies: ~~BBD(EXHIBIT), BF(LOCAL),~~ BJA(LEGAL), BJA(LOCAL), BJCD(LEGAL), BJCD(LOCAL), ~~BJCD(EXHIBIT)~~

Evaluate Results Against Goals

- In ~~June~~ January, the Board will have a formative performance evaluation to discuss progress on the current year’s goals.
- Interim performance evaluations may be conducted as the Board determines will be beneficial.



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The Board will provide the Superintendent with adequate notice of any evaluation and format.

- At the ~~January~~ **December** Board meeting, the Superintendent will use the Board's evaluation instrument to prepare an annual report that summarizes his/her performance against the previous year's annual district goals and the Superintendent's personal goals. The Superintendent will submit the report to all Board Members.
- During executive/closed session, Board Members may ask questions of and discuss results with the Superintendent at this time, prior to completing their individual evaluations.
- The Board will call a Special Meeting prior to the February Board meeting to discuss their individual evaluation results and discuss the performance results as a team. The Board will, by consensus, agree on the final evaluation. This final evaluation document will be presented and discussed with the Superintendent, along with any recommendations for next year's personal goals and contractual modifications, in executive/closed session prior to the February Board meeting.
- Prior to the March Board meeting, the Board and Superintendent will discuss and finalize district and personal goals for the next school year.
- Any action resulting from the evaluation will be at the sole discretion of the Board and agreed to by a majority of the members, in a manner consistent with the Texas Open Meetings Act.
- The Board will ensure that the evaluation process and document(s) will follow/comply with all local, state and federal regulations or guidelines.

Related Policies: BBD(EXHIBIT), ~~BF(LOCAL)~~, BJA(LEGAL), BJA(LOCAL), BJCD(LEGAL), BJCD(LOCAL), ~~BJCD(EXHIBIT)~~

The Superintendent's Contract Evaluation

- Superintendent's contract evaluation is usually completed by the end of ~~June~~ **January** to coincide with the regular ~~budgeting~~ **planning processes**.
- The Board will determine if any contractual ~~additions, changes, or deletions~~ **revisions** should ~~occur~~ **be made**.
- During the annual performance evaluation process, ~~the Board will discuss~~ **discussion** ~~regarding~~ the Superintendent's compensation and benefits ~~will occur. This timing is reflective of which coincides with~~ the annual budgeting process ~~that occurs in the spring~~.
- The Board President will work with the Board's legal representation to make any modifications to the Superintendent's contract by February 1.
- The Board President will submit a copy of the proposed contract to all Board Members for review prior to final approval.

Related Policies: BJCE(LEGAL), BJCF(LEGAL), BJCF(LOCAL), ~~BJCF(EXHIBIT)~~, BJCG(LEGAL)

Personnel



Hiring of Personnel other than the Superintendent

- All school district employees report to the Superintendent. The Superintendent is the only employee of the Board.
- Board Members may not advise the Superintendent on specific hiring decisions unless such input is sought.
- Board Members should refrain from writing letters of recommendation for any person seeking employment in Copperas Cove ISD.
- The Board is not involved in the interviewing process of district employees.
- ~~The Superintendent or the Superintendent's designee is responsible for making all hiring recommendations to the Board.~~ Board has delegated to the Superintendent final authority for employment of contractual personnel, as well as final authority to employ and dismiss noncontractual employees on an at-will basis.
- ~~The Board is required, by state law, only to approve or reject candidates brought forward by the Superintendent.~~
- Board Members may not lobby for specific hiring decisions.
- Board Members must abstain from any votes on personnel issues where a conflict of interest is clear, as defined in Board policy and/or statute.
- If a Board Member has written a recommendation letter for the recommended candidate, he/she must abstain from voting on the candidate's hiring.
- Nothing in this procedure will prevent or in any way limit the ability of Board Members to discuss concerns about specific existing employees or potential candidates with the Superintendent and the Board President.

Related Policies: DBE(LEGAL), DBE(EXHIBIT), DC(LOCAL), DC(LOCAL)

Board Members' Concerns about the Performance of Employees other than Superintendent

- When a Board Member becomes concerned about the performance of district employees and/or student welfare, he/she must bring his/her concerns directly to the Superintendent and inform the Board President. ~~Such concerns must be limited to the following:~~
 - ~~Actions which are illegal~~
 - ~~Egregious violations of Board policy.~~
 - ~~Actions which are harmful to the district's or the Board's reputation.~~
- Board Members must remain cognizant that district personnel and student welfare are the responsibility of the Superintendent, not the Board.
- The Superintendent is obligated to listen to such concerns, review the matter, and notify the Board Member of the resolution of the matter to the extent allowable by policy and law.



Related Policies: DBD(LOCAL), DH(LEGAL), DH(LOCAL), DH(EXHIBIT), DHE(LEGAL), DHE(LOCAL), DIA(LOCAL), FFG(LEGAL), FFH(LEGAL), FFH(LOCAL)

Planning

Establishment of District Vision and Goals

- The district's Strategic Design, approved by the Board and created through the cooperative efforts of the CCISD community, will form the basis of the district's annual goals and initiatives.
- The Superintendent or his/her designee(s) will be responsible for the creation of annual district initiatives designed to fulfill the district's Strategic Design. The Superintendent will identify which goals the annual initiatives will fulfill. These goals will be included in the Superintendent's annual evaluation.
- The district's Strategic Design will serve as the foundation for the district's facilities plan and the technology plan.
- In February of each year, the Board will conduct a Workshop Session with the Superintendent to establish Superintendent goals for the next year.
- These goals will be voted on during the March Board Meeting.
- The Strategic Design will serve as a guide for the administration in preparing the district's budget, as well as any other district, department, or campus improvement plans.
- All staff will be informed about Strategic Design as well as understand and implement the annual initiatives in their position.
- The Board may, at its discretion, review the goals at any time. At a minimum, the Board will direct the Superintendent to develop a process to review and, if needed, update the Strategic plan every five years.

Commented [A19]: Strategic Design isn't mentioned anywhere in policy.

Related Policies: BAA(LEGAL), BBD(EXHIBIT), BE(LEGAL), BE(LOCAL), BQ(LEGAL), BQ(LOCAL)

Approval of the District Performance Objectives Included in the District's Improvement Plan

- The Board Meeting agenda for the ~~September~~ **October** Board Meeting will include an action item for the Board to vote to approve/disapprove the proposed district initiatives as included in the District Improvement Plans (DIP). The DIP will include targets that promote the district's vision established by the Board.
- A School Local Improvement Plan (LSIP) for an academically unacceptable (AU) ~~D or F~~ campus is required by the state to be approved by the Board and submitted to TEA. LSIP must address performance areas that originally contributed to the AU-D or F ratings requirements are set by TEA.

Commented [A20]: Are we calling it Strategic Plan or Strategic Design? Need to be consistent.

Commented [A21]: TEA guidance only discusses D ratings is there something separate for F?



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Related Policies: BAA(LEGAL), BBD(EXHIBIT), BE(LEGAL), BE(LOCAL), BQ(LEGAL) BQ(LOCAL), BQA(LEGAL), BQA(LOCAL), BQB(LEGAL), BQB(LOCAL)

Board's Review of Instructional Programs and District Initiatives

- It is the desire of the Board to have ongoing dialogue about instructional programs.
- The Board and Superintendent will create a list of programs whose reviews will occur over a multi-year revolving calendar. The program review schedule will be included in the Board's Annual Calendar*.

Related Policies: BAA(LEGAL), BBD(EXHIBIT), BE(LEGAL), BE(LOCAL), BQ(LEGAL) BQ(LOCAL), BQA(LEGAL), BQA(LOCAL), BQB(LEGAL), BQB(LOCAL)

Development and Adoption of District Budget (full cycle)

- The Superintendent or designee will draft a detailed budget process calendar to be submitted to the Board in ~~November~~ of each year. The budget process ~~calendar~~* will include:
 - Any action items the Superintendent would like included prior to the budget adoption.
 - A Workshop Session, scheduled early in the budget process calendar with concurrence by the Board, to adopt the Board's budget priorities and parameters.
 - Approximate dates by which the Board will receive information such as staffing (for all areas) and enrollment projections, revenue and expenditure projections, and other data as required by the Board.
 - Timelines by which campuses, departments, and other budget project teams will work.
 - Timing and methodology for community input on the proposed budget.
 - Timing for final Board review of the proposed budget prior to adoption.
 - Timing for completion of legal requirements such as official notices and public hearings.
- All materials or data, including draft budgets, will be delivered to the Board at least ~~four~~ **three business** days prior to consideration of the materials.
- The Superintendent or designee will present a final draft budget, prepared in accordance with the approved budget calendar process, for adoption by the Board at the Board Meeting in August of each year.
- All actions taken in connection with the budget process and adoption will be done in accordance with the Texas Open Meetings Act.

Commented [A22]: We've removed the asterisks next to them because there's no explanation anywhere.

Related Policies: BAA(LEGAL), CE(LEGAL), CE(LOCAL), CEA(LEGAL)

Policy



Protocol for the Review and Amendment of District Policies

- Board Members have access to digital policy manuals. Each Board Member is responsible for becoming familiar with these resources and accessing them accordingly.
- ~~A review of policies will be a continuous event~~ Policies will be reviewed continuously, coordinated by the Superintendent's designee and the TASB policy specialist.
- The Superintendent or designee will also be responsible for ongoing review of local policies to ensure that existing policies are still relevant to current local circumstances. The Superintendent will ensure that all district staff has adequate knowledge of the Board policies.
- ~~LOCAL~~ Local policy amendments may be initiated by the Superintendent, Board Members, school personnel, or community citizens.
- If the Superintendent receives a request from a member of the public or any Board Member to revise an existing policy, the Superintendent will forward that request to the entire Board.
- Requests for policy changes are reviewed by the district Leadership Team. The Superintendent's or his/her designee will draft the revision and submit the revision for legal review prior to placing it on the agenda for consideration by the Board.
- Adoption of such revised policies will occur as an Action item on the agenda. Note, Board Members must be given an advance written notice of the proposed change.
- After adoption, the Superintendent or designee will be responsible for incorporating revisions into the Board's Policy Manual.
- ~~LEGAL~~ Legal policy updates, which are provided by TASB in response to legislative or governmental actions, will be reviewed at duly posted Board Meetings. No action is required as these policies are immediately binding and are not adopted by the Board.
- The Board will attempt to limit local policy changes to June and July as a best practice.

Related Policies: BE(LOCAL), BF(LEGAL), BF(LOCAL), BP(LOCAL)

Development of District Policies

- ~~New LOCAL policies may be developed by the Superintendent, Board Members, school personnel or community citizens. All new policies must be relevant and adhere to all local, state and federal laws and guidelines. Before policies are presented for adoption to the Board, the district's legal counsel reviews all content.~~
- ~~Any newly proposed LOCAL policy will be submitted to the Superintendent.~~
- ~~If the Superintendent receives a request from a member of the public or any Board Member proposing a new policy, the Superintendent will forward that request to the entire Board.~~
- ~~Requests for policy changes are reviewed by the Leadership Team. The Superintendent's designee will draft the revision and submit for legal review prior to the first reading for consideration by the Board.~~
- ~~Such new policy will be presented at a Board Meeting. Any proposed amendments will be discussed/considered. Amendments may be considered at any time during the adoption process.~~



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- ~~Adoption of policies will occur as an Action Item on the agenda at a duly called monthly Board Meeting.~~
- ~~For an amendment to be considered on a policy which is on the agenda of a Board Meeting, a majority of the Board must approve the reconsideration. If necessary, the policy may be pulled off the agenda and sent back to the Superintendent for inclusion in the next scheduled Board Meeting.~~

Related Policies: BE(LOCAL), BF(LEGAL), BF(LOCAL), BP(LOCAL)

Copperas Cove Board of Trustees Code of Conduct

- Each Board Member is expected to comply with the below Trustee Code of Conduct.
 - I realize that to be the most effective advocate for children we, as a board, must function as a team. To this end, I pledge to adhere to the principles listed below. Should I, for whatever reason, fail to follow these guidelines, I ask my fellow board members to call it to my attention. When that happens, I pledge to accept the feedback in a constructive manner without anger or finger-pointing and to renew my efforts to follow this code of conduct.
1. I will always hold the interests of students above those of individuals or special interest groups.
 2. I will deal with issues and not personalities.
 3. I will respect the views of other board members.
 4. I reserve the right to disagree, but I will not be disagreeable, nor will I harbor grudges against other board members from past issues or events.
 5. I will treat other board members, and school employees, parents, students, and community members in a professional manner.
 6. I will fully discuss and share information on board issues in the appropriate settings and will not blindside the administration or the Board.
 7. I will respect the confidentiality of executive sessions and any privileged information shared with me by a board member or the superintendent.
 8. I will seek to inform and include all board members in my discussion of issues, subject to Open Meetings Act requirements.
 9. I will not seek to align a majority vote of board members on an issue outside the regular board meeting.



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10. I will seek to continually improve my knowledge, skills, and abilities as a board member.
11. I will be consistent. What I say in private is what I will say in public. What I say is what I will do.
12. I will strive to attend all board meetings and will be prepared for all board meetings.

Related Policies: BE(LOCAL), BF(LEGAL), BF(LOCAL), BP(LOCAL)