

Regular Meeting
Monday, August 21, 2023 6:00 PM

Cleburne ISD Boardroom
505 N. Ridgeway Dr., suite 100
Cleburne, TX 76033

Agenda

1. **CALL TO ORDER**
2. **CLOSED MEETING (TEXAS GOVERNMENT CODE 551)**
 - 2.A. Pursuant to Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.
 - 2.B. Pursuant to Texas Government Code Section 551.072 Consider Purchase, Exchange, Lease or Value of Real Property.
 - 2.C. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
 - 2.D. Pursuant to Texas Government Code Section 551.076, 551.089, to deliberate regarding security devices or security audits
3. **RECONVENE**
 - 3.A. Action, if any, from closed session
 - 3.B. Pledge of Allegiance
 - 3.C. Invocation
4. **2021 BOND UPDATE**

Presenter: Monty Mitchell
5. **COMMENTS FROM BOARD OF TRUSTEES**
6. **HONORS AND RECOGNITIONS**
 - 6.A. National Spanish Exam Honoree
Presenter: Justine Cooper
 - 6.B. Educators Rising National Skills Competition
Presenter: Vanessa Buttler
7. **PRESENTATIONS**
 - 7.A. DATA, RESEARCH AND SCHOOL IMPROVEMENT DEPARTMENT
Presenter: Dr. Chris Jackson
 - 7.A.1. Preliminary STAAR Data and Accountability Update
Presenter: Dr. Chris Jackson
 - 7.B. CURRICULUM AND INSTRUCTION DEPARTMENT
 - 7.B.1. Associate Degree Program Presentation
Presenter: Dr. Kristi Rhone
 - 7.B.2. Math Framework Presentation
Presenter: Ginger Tanem
8. **PUBLIC COMMENT**
 - 8.A. Addressing the School Board: A public speaker must sign up by 5:55pm. A speaker will be limited to three (3) minutes to make comments regarding items on

the agenda. Speakers must address the Board from the podium and state their name before speaking. The Board shall not answer questions and shall not deliberate or decide regarding any subject. Board policy prohibits the discussion of complaints against district employees and/or students during public comment.

9. **CONSENT AGENDA: ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES**

9.A. BOARD OF TRUSTEES

9.A.1. 07-17-23 unapproved minutes

9.A.2. 07-24-23 unapproved minutes

9.B. BUSINESS AND FINANCE DEPARTMENT

9.B.1. Check Register

9.B.2. Co-Curricular and Agency Reports

9.B.3. Tax Report

9.B.4. Monthly Revenue and Expenditure Report

9.C. HUMAN RESOURCES DEPARTMENT

9.C.1. T-TESS Certified Appraiser List

9.C.2. T-TESS Calendar

9.D. STUDENT SERVICES DEPARTMENT

9.D.1. Early Childhood Intervention (ECI) of North Texas MOU

9.D.2. Juvenile Justice Alternative Education Program (JJAEP)

10. **ACTION ITEMS**

10.A. HUMAN RESOURCES DEPARTMENT

Presenter: Allen Roberts

10.A.1. Consider ratifying contractual hires for 2023-2024

10.A.2. Consider and approve extending the Superintendent as final hiring authority

10.B. STUDENT SERVICES DEPARTMENT

Presenter: Dr. Mark McClure

10.B.1. Consider and approve the 2023-2024 Student Code of Conduct

10.C. DATA, RESEARCH, AND SCHOOL IMPROVEMENT DEPARTMENT

Presenter: Dr. Chris Jackson

10.C.1. Consider and approve Update EIE(Local)

10.D. CURRICULUM AND INSTRUCTION DEPARTMENT

Presenter: Dr. Kristi Rhone

10.D.1. Consider and approve TEKS Certification

Presenter: Dr. Kristi Rhone

10.E. BUSINESS AND FINANCE DEPARTMENT

Presenter: Sarah Taylor

10.E.1. Consideration of the proposed Cleburne ISD - Hill College Tax Rate

11. **PURCHASES OVER \$50,000**

11.A. BUSINESS AND FINANCE DEPARTMENT

Presenter: Sarah Taylor

11.A.1. Consider and approve new leases for Xerox district-wide copiers

11.B. HUMAN RESOURCES DEPARTMENT

Presenter: Allen Roberts

11.B.1. Consider and approve Frontline Renewal Contract

11.C. PUBLIC COMMUNICATIONS DEPARTMENT

Presenter: Allison Rodden

11.C.1. Consider and approve media, marketing and consulting services

11.D. District Operations Department

Presenter: Shawn Shockler

11.D.1. Consider and approve Purchase of New Vehicles for Maintenance

11.D.2. Consider and approve 2023-2024 District Insurance Purchase/Renewal

12. **BUSINESS AND FINANCE DEPARTMENT**

Presenter: Sarah Taylor

12.A. Consider and approve budget amendment

13. **SUPERINTENDENT'S REPORTS**

13.A. Human Resources

13.A.1. Personnel Reports

13.B. Operations

13.B.1. Facilities

13.B.2. Operations Tickets Reports

13.B.3. Child Nutrition Department

13.C. Student Services Department

13.C.1. Enrollment reports

14. **CLOSED MEETING (TEXAS GOVERNMENT CODE 551)**

14.A. Pursuant to Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

14.B. Pursuant to Texas Government Code Section 551.072 Consider Purchase, Exchange, Lease or Value of Real Property.

14.C. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

14.D. Pursuant to Texas Government Code Section 551.076, 551.089, to deliberate regarding security devices or security audits

15. **RECONVENE TO OPEN SESSION**

15.A. Action, if any, from closed session

16. **ADJOURNMENT**



BOARD OF TRUSTEES RECOGNITION

TITLE: Recognition of National Spanish Exam Honoree
FROM: Lisa Magers
DATE: August 21, 2023

BACKGROUND

Among the Cleburne HS students who achieved honors in late May for outstanding performance on the National Spanish Exam was Advanced Academics Spanish 2 student Joscelin Sanchez, who had a perfect score. She is believed to be the first student to achieve this honor since the administration of the National Spanish Exam became an optional opportunity for CHS students in the Languages Other Than English program. Joscelin's teacher, Justine Cooper, will be recognizing her.



BOARD OF TRUSTEES RECOGNITION

TITLE: Recognition of National Finalists in Educators Rising National Skills Competition
FROM: Lisa Magers, Director of Community Relations
DATE: 8 August 2023

BACKGROUND

Four Cleburne HS students were finalists in teaching-related skills events at the 2023 Educators Rising National Conference held this summer in Orlando, Florida. This is the second year Ivy Grace Smith has competed and placed at the national level. This year, she was also selected to be among the state representatives involved in a collaboration to review/plan future initiatives for this national conference.

CHS members of Texas Association of Future Educators who competed at the state level, including nine qualifying for national competition, were honored by Trustees in the spring. In our efforts to grow and attract future educators, I think recognizing/promoting these national finalists in an education-related competition is important.



BOARD OF TRUSTEES PRESENTATION ITEM

TITLE: 2023 Preliminary STAAR Data and Accountability Update

FROM: Dr. Chris Jackson, Assistant Superintendent of Data, Research, and School Improvement

DATE: August 21, 2023

BACKGROUND

On Friday, August 11, school districts received preliminary STAAR performance data from the Spring 2023 administration. STAAR reporting was delayed until August this year due to the reset of cut scores with the inclusion of the new test item types. Because of the delay in score reporting and the restructuring of the state accountability system, district and campus ratings will not be published until September 28.

This presentation will give an overview of preliminary district and campus STAAR performance data and updates on the 2023 accountability system.

CONSIDERATION/RECOMMENDATION

No Board action is required. This presentation is for information only.



**2023 Preliminary STAAR Data and
Accountability Update
Cleburne ISD**

Dr. Chris Jackson

Assistant Superintendent

Data, Research, and School Improvement

2023 A-F Communications Timeline

- 
- MAY**
 - **May 31:** Preliminary “What If” ratings / communications resources released to districts via TEAL
 - **May 31:** EOC performance levels available to districts
 - JUNE**
 - **June 9:** A–F Estimator released to districts
 - **June 20:** 2023 *Accountability Manual* public comment period closes
 - **June 30:** EOC results published in Family and Analytic Portals
 - AUGUST**
 - **August 11:** STAAR 3-8 performance levels available to districts
 - **August 16:** STAAR 3-8 assessment results published in Family and Analytic Portals
 - SEPTEMBER**
 - **Early September:** Final 2023 *Accountability Manual* adopted into rule and appendices released
 - **Early September:** 2023 A–F district communications toolkit (resources for communicating 2023 accountability ratings)
 - **September 26:** 2023 A–F ratings released to districts via TEAL
 - **September 28:** 2023 A–F ratings released publicly (e.g., press release, [TXschools.gov](https://www.txschools.gov))

Key Points of 2023 Accountability Ratings

“It is possible that a school may **increase** their STAAR scores from 2022, and its rating will **decrease** with the 2023 accountability reset.”

Mike Morath

Commissioner

Texas Education Agency

Key Points of 2023 Accountability Ratings

“TEA anchored ... a **mid-C to average performance.**”

**2023 Accountability
Development Document**
Texas Education Agency

Summary of 2023 STAAR and A-F Changes

- ***Reset of cut points for STAAR performance levels (Approaches, Meets, and Masters) due to new test item types***
- Reset of targets for A-F domain ratings
- Reset of CCMR targets for high schools
- Change district rating to weighted average of individual campuses instead of separate calculation
- ***New methodology of student growth calculation***
- New methodology for Closing the Gaps Domain
- Updates to AEA campus accountability (TEAM School)

New STAAR Test Item Types



New STAAR Test Item Types

In Spring 2023, TEA introduced a redesigned STAAR that reduced the number of multiple choice questions and replaced them with new item types such as:

- **Equation Editor** - Student enters an equation, inequalities, or expression.
- **Text Entry** - Student types in a number, word, or phrase.
- **Graphing** - Student creates a bar, line, and function graph.
- **Inline Choice** - Student chooses from a dropdown list of options.
- **Hot Spot** - Student selects one or more areas of a graphic image.
- **Drag and Drop** - Student drags text or an object to a different location.
- **Multipart** - Student provides a response and justification for the response.
- **Match Table Grid** - Student matches information in a table to the answer.
- **Multiselect** - Student selects more than one correct answer.
- **Short Constructed Response** - Student provides a short written response.
- **Extended Constructed Response** - Students writes an in-depth response by explaining, analyzing, and evaluating information in a reading selection.

Grade 5 Math - Graphing Example

7

GUEST, GUEST

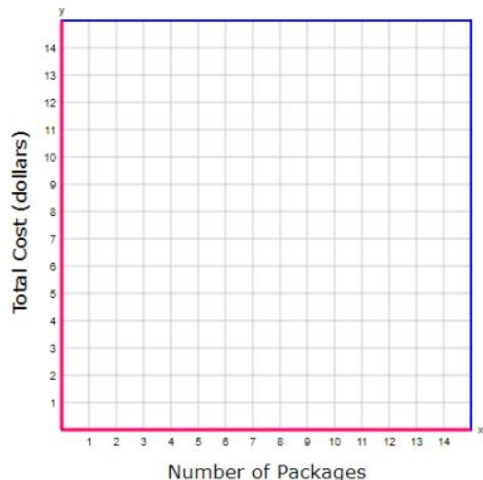


A store sells packages of cupcakes for \$3 each. The relationship between the number of packages, x , and the total cost in dollars, y , can be represented by the equation $y = 3x$.

Plot four points that satisfy this rule.

Plot each point on the coordinate grid.

Cost of Cupcakes



Grade 3 Reading/Language Arts

Multiselect Example

1

GUEST, GUEST



What are the most likely reasons the author includes the photograph in the article?

Select **TWO** correct answers.

- To help the reader see how large Big Tex is
- To show the reader how Big Tex was built
- To help the reader see how Big Tex moves
- To show the reader how Big Tex is dressed
- To help the reader see how famous Big Tex is

Grade 8 Social Studies - Hot Spot Example

3

GUEST, GUEST



This map shows a part of the eastern United States.

Which location on the map was the site of a turning point in the Civil War?

Select the correct answer.



Student Growth Methodology



Calculation of Student Growth Domain

Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Calculation of Student Growth Domain

Preliminary 2023 A–F Refresh Cut Scores and Scaling Resources

Updated 3/9/2023

Table 3: School Progress, Part A Domain

School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K–12	AEA
<i>A</i>	85	85	85	80
<i>B</i>	76	72	76	68
<i>C</i>	69	65	69	58
<i>D</i>	64	60	64	47

Calculation of Student Growth Domain

Example

Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Let's assume 60 students are equally distributed at all performance levels and maintain their level on STAAR from 2022 to 2023.

What would be the school's rating in student growth?

Calculation of Student Growth Domain

Example

Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

$$10 \times 0 = 0$$

$$10 \times 0.5 = 5$$

$$10 \times 0.5 = 5$$

$$10 \times 0.5 = 5$$

$$10 \times 1 = 10$$

$$10 \times 1 = 10$$

35

35 points / 60 tests

=

58% Growth Points

Calculation of Student Growth Domain

Example

Preliminary 2023 A–F Refresh Cut Scores and Scaling Resources

Updated 3/9/2023

Table 3: School Progress, Part A Domain

School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K–12	AEA
A	85	85	85	80
B	76	72	76	68
C	69	65	69	58
D	64	60	64	47

Calculation of Student Growth Domain

Example

Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

58%
of Growth
Points Possible

=

F
in Student
Growth Domain

Cleburne ISD and State Results



2022 to 2023 STAAR Comparison

MATH										
Grade/Campus	2022			2023			INCREASE/DECREASE			
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	
3rd Grade - State	70%	42%	21%	72%	43%	19%	2%	1%	-2%	
3rd Grade - CISD	67%	32%	12%	64%	32%	10%	-3%	0%	-2%	
4th Grade - State	69%	41%	23%	69%	46%	21%	0%	5%	-2%	
4th Grade - CISD	71%	41%	19%	71%	42%	13%	0%	1%	-6%	
5th Grade - State	75%	46%	23%	79%	49%	21%	4%	3%	-2%	
5th Grade - CISD	76%	39%	12%	79%	45%	11%	3%	6%	-1%	
6th Grade - State	72%	37%	15%	74%	37%	15%	2%	0%	0%	
6th Grade - CISD	73%	32%	8%	73%	30%	11%	0%	-2%	2%	
7th Grade - State	59%	29%	12%	61%	35%	10%	2%	6%	-2%	
7th Grade - CISD*	46%	15%	2%	53%	21%	1%	7%	6%	-1%	
8th Grade - State	69%	38%	13%	70%	44%	16%	1%	6%	3%	
8th Grade - CISD	58%	24%	8%	56%	21%	5%	-2%	-3%	-3%	
Algebra I EOC - State	74%	46%	30%	74%	44%	16%	0%	-2%	-14%	
Algebra I EOC - CISD	75%	49%	28%	79%	42%	18%	4%	-7%	-10%	

* Accelerated testers not included

2022 to 2023 STAAR Comparison

READING											
Grade/Campus	2022			2023			INCREASE/DECREASE				
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		
3rd Grade - State - Eng	77%	52%	31%	75%	48%	19%	-2%	-4%	-12%		
3rd Grade - State - Sp	55%	24%	14%	54%	26%	14%	-1%	2%	0%		
3rd Grade - CISD (E+S)	73%	40%	20%	69%	40%	10%	-4%	0%	-10%		
4th Grade - State - Eng	77%	54%	28%	76%	46%	21%	-1%	-8%	-7%		
4th Grade - State - Sp	49%	29%	15%	51%	31%	13%	2%	2%	-2%		
4th Grade - CISD (E+S)	74%	48%	21%	75%	35%	11%	1%	-13%	-10%		
5th Grade - State - Eng	80%	57%	37%	80%	55%	28%	0%	-2%	-9%		
5th Grade - State - Sp	64%	34%	14%	62%	33%	14%	-2%	-1%	0%		
5th Grade - CISD (E+S)	80%	55%	28%	78%	44%	14%	-2%	-11%	-14%		
6th Grade - State	69%	42%	22%	75%	50%	21%	6%	8%	-1%		
6th Grade - CISD	65%	36%	16%	66%	39%	11%	1%	3%	-5%		
7th Grade - State	78%	54%	36%	77%	52%	26%	-1%	-2%	-10%		
7th Grade - CISD	73%	45%	26%	72%	46%	16%	-1%	1%	-10%		
8th Grade - State	82%	56%	36%	82%	56%	27%	0%	0%	-9%		
8th Grade - CISD	71%	41%	22%	73%	38%	17%	2%	-3%	-5%		
English I EOC - State	63%	48%	11%	71%	54%	14%	8%	6%	3%		
English I EOC - CISD	55%	39%	5%	66%	45%	6%	11%	6%	1%		
English II EOC - State	71%	57%	9%	74%	56%	9%	3%	-1%	0%		
English II EOC - CISD	66%	51%	4%	67%	50%	4%	1%	-1%	0%		

2022 to 2023 STAAR Comparison

SCIENCE

Grade/Campus	2022			2023			INCREASE/DECREASE		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
5th Grade - State	66%	37%	17%	63%	34%	15%	-3%	-3%	-2%
5th Grade - CISD	65%	35%	14%	57%	24%	7%	-8%	-11%	-7%
8th Grade - State	73%	43%	22%	72%	45%	16%	-1%	2%	-6%
8th Grade - CISD	60%	31%	13%	63%	33%	9%	3%	2%	-4%
Biology EOC - State	82%	57%	23%	89%	57%	22%	7%	0%	-1%
Biology EOC - CISD	82%	57%	22%	93%	59%	21%	11%	2%	-1%

SOCIAL STUDIES

Grade/Campus	2022			2023			INCREASE/DECREASE		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
8th Grade - State	59%	29%	17%	60%	31%	15%	1%	2%	-2%
8th Grade - CISD	40%	12%	3%	43%	15%	6%	3%	3%	3%
US History EOC - State	89%	71%	44%	95%	71%	39%	6%	0%	-5%
US History EOC - CISD	82%	59%	30%	96%	71%	34%	14%	12%	4%

Percent of Students Meeting Growth Target in Cleburne ISD

Subject/Grade/Campus	Number of Students	Percent of Students Meeting Growth Target
Math	2518	64.97%
+ 4th	428	68.46%
+ 5th	415	62.35%
+ 6th	460	52.83%
+ 7th	419	50.12%
+ 8th	482	69.04%
+ 9th	314	95.06%
RLA	2957	58.53%
+ 4th	425	50.94%
+ 5th	416	60.28%
+ 6th	464	36.96%
+ 7th	419	68.56%
+ 8th	488	54.46%
+ 9th	412	65.11%
+ 10th	333	81.31%

Key Takeaways on 2023 STAAR and A-F Accountability in Cleburne ISD

- No significant changes in STAAR performance from 2022 to 2023 with the new question item types.
- There will be a statewide decrease in school ratings with a mid-C reflecting “average performance”.
- TEA cut scores are preliminary and *may change* before A-F ratings are released in late September.
- *Based on preliminary cut scores*, I expect Cleburne ISD will have 2-3 campuses fall into the D-range, but I do not anticipate any campuses with an F rating at this time.



2023 Preliminary STAAR Data and Accountability Update Cleburne ISD

Questions or Comments?

Dr. Chris Jackson

Assistant Superintendent

Research, Data, and School Improvement



BOARD OF TRUSTEES PRESENTATION ITEM

TITLE: Associate Degree Program (ADP)
FROM: Dr. Kristi Rhone, Assistant Superintendent
DATE: August 21, 2023

BACKGROUND

With your support and dedication, we implemented our first Associate Degree Program cohort in 2022-2023. These students will have the opportunity to graduate from CISD while simultaneously earning a 60-hour Associate Degree from Hill College.

After a successful initial year, our sophomore cohort will take Business Computer Information Systems-1305, Psychology-2301, Texas Government-2306, and Sociology-1301.

Of 129 applications received for our 2023-24 freshmen cohort, 25 were selected based on a rubric examining attendance, grades, behavior, resiliency, and their essay answers.

We appreciate the support and financial commitment the board provides in order to offer this opportunity for our students.

CONSIDERATION/RECOMMENDATION

No Board action is required. This presentation is for information only.



BOARD OF TRUSTEES INFORMATION ONLY

TITLE: CISD Math Framework
FROM: Ginger Tanem, Math Coordinator
DATE: August 21, 2023

BACKGROUND

During the 2022-2023 school year a district-wide committee of 26 teachers, administrators, and instructional support staff was created to develop a mathematics framework for Cleburne ISD. The purpose of this framework is to establish systems and structures that lead to math literacy for all students.

Presentation to staff and implementation of this framework will begin in 2023-2024 with focused professional development and instructional support for the identified district mathematics initiatives.

[CLEBURNE ISD MATHEMATICS FRAMEWORK](#)

CONSIDERATION/RECOMMENDATION

No Board action is required. This presentation is for information only.



CLEBURNE ISD MATHEMATICS FRAMEWORK

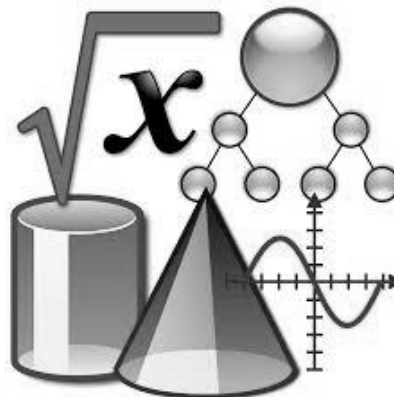
Introduction

PURPOSE

The purpose of the PK-12 math plan is to provide a comprehensive guide for math instruction and professional learning for teachers in Cleburne ISD that supports the implementation of the written curriculum through the components of a student-centered math classroom in all grade levels.

COMPONENTS

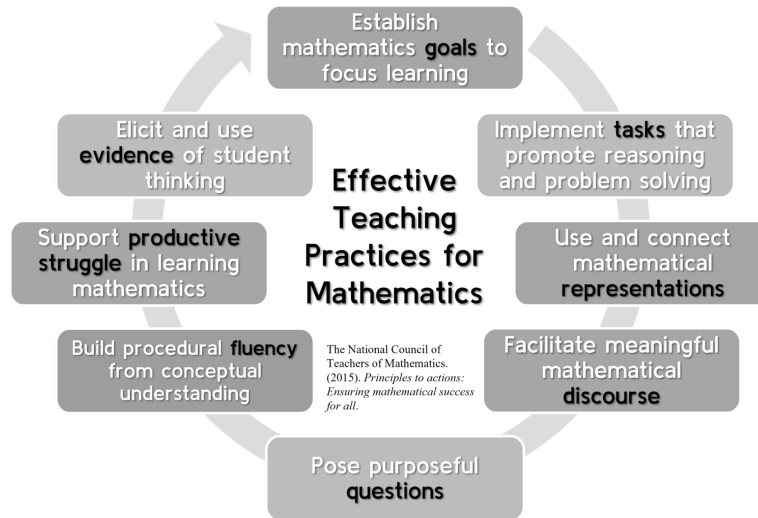
- Foundational Principles
- Instructional Models
- Sample Lesson Cycles
- District Expectations
- Teacher and Administrator Support
- Professional Development
- Implementation



MATH LITERACY

Mathematical literacy is "an individual's capacity to formulate, employ and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens." (OECD, 2018, p. 67)

Foundational Principles



The Eight Mathematics Teaching Practices provide a research-based framework for the teaching and learning of mathematics. The National Council of Teachers of Mathematics (NCTM) outlined *teacher and student moves* that are necessary for mathematics learning to be at its highest quality.

Teacher Moves (8 Practices)

<i>Establish mathematics goals to focus learning.</i>
<i>Implement tasks that promote reasoning and problem solving.</i>
<i>Use and connect mathematical representations.</i>
<i>Facilitate meaningful mathematical discourse.</i>
<i>Pose purposeful questions.</i>
<i>Build procedural fluency from conceptual understanding.</i>
<i>Support productive struggle in learning mathematics.</i>
<i>Elicit and use evidence of student thinking.</i>

Student Moves (TEKS Processing Standards)

<i>Apply mathematics to problems arising in everyday life, society, and the workplace.</i>
<i>Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</i>
<i>Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</i>
<i>Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</i>
<i>Create and use representations to organize, record, and communicate mathematical ideas.</i>
<i>Analyze mathematical relationships to connect and communicate mathematical ideas.</i>
<i>Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</i>



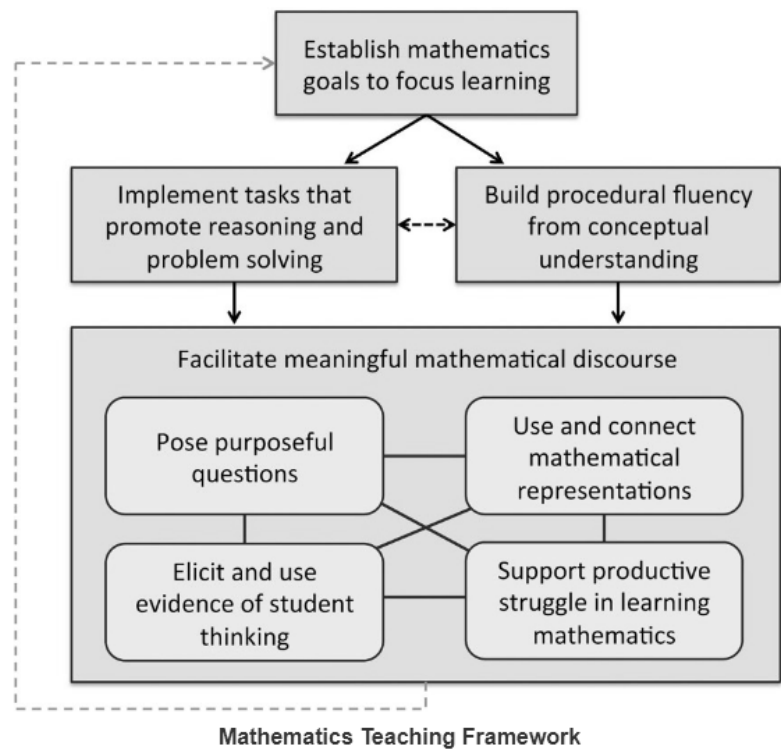
6 Instructional Recommendations for Math Literacy

The National Research Council offers six research based instructional recommendations to help promote students' deeper learning in order to become mathematically literate, which are consistent with the 8 teaching practices and the TEKS mathematics process standards.

1. Use multiple and varied visual representations of concepts and tasks, such as diagrams, numerical and mathematical representations, and simulations, combined with activities and guidance that support mapping across the varied representations.
2. Encourage elaboration, questioning, and explanation.
3. Engage learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning process and the status of their understanding.
4. Teach with examples and cases, such as modeling step by step how students can carry out a procedure to solve a problem and using sets of worked examples.
5. Prime student motivation by connecting topics to students' personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than just using grades or scores.
6. Use the formative assessment process to make student learning goals clear; continuously monitoring and providing feedback to students, and responding to students' learning progress and proficiency; and involve students in self- and peer-assessment and monitoring.

Math Teaching Framework

The Mathematics Teaching Framework illustrates how the eight effective teaching practices form a coherent framework for an ambitious teaching of mathematics; when implemented together, they create a classroom learning environment supportive of equitable mathematics learning. (Examining Equitable Teaching Using the Mathematics Teaching Framework, Robert Berry, May 2019)



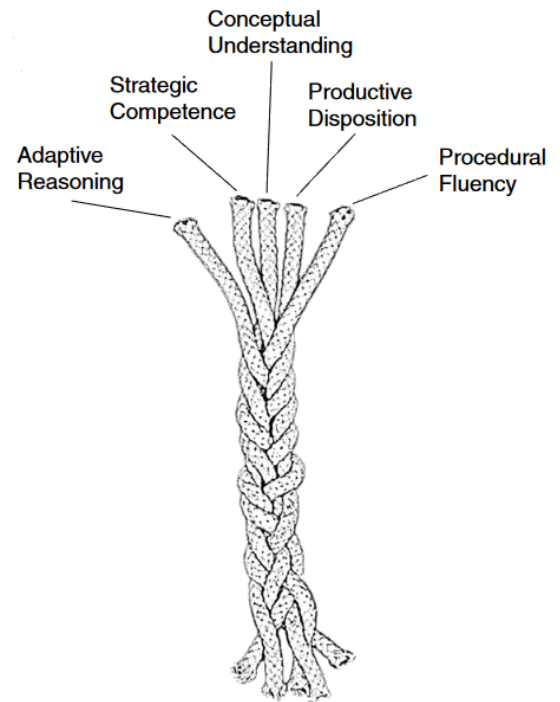
THE FIVE STRANDS OF MATHEMATICAL PROFICIENCY

The National Research Council's *Adding It Up: Helping Children Learn Mathematics* (2001) describes mathematical proficiency as five interconnected strands: *conceptual understanding, procedural fluency, strategic confidence, adaptive reasoning, and productive disposition.*

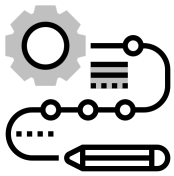
Conceptual Understanding

Conceptual understanding is the comprehension and connection of concepts, operations, and relations. "Conceptual understanding refers to an integrated and functional grasp of mathematical ideas. Students with conceptual understanding know more than isolated facts and methods. They understand why a mathematical idea is important and the kinds of contexts in which it is useful. Students have organized their knowledge into a coherent whole which enables what they already know.

A significant indicator of conceptual understanding is being able to represent mathematical situations in different ways and knowing how different representations can be useful for different purposes." (National Research Council, 2001, 118-119)



Intertwined Strands of Proficiency



Procedural Fluency

Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. (National Research Council, 2001.)



Strategic Competence and Adaptive Reasoning

Strategic competence and adaptive reasoning reflect a need for students to develop mathematical ways of thinking as a basis for solving mathematics problems that they may encounter in real life. Strategic confidence is the ability to formulate, represent, and solve mathematical problems. Adaptive reasoning is a capacity to think logically and to justify one's thinking.

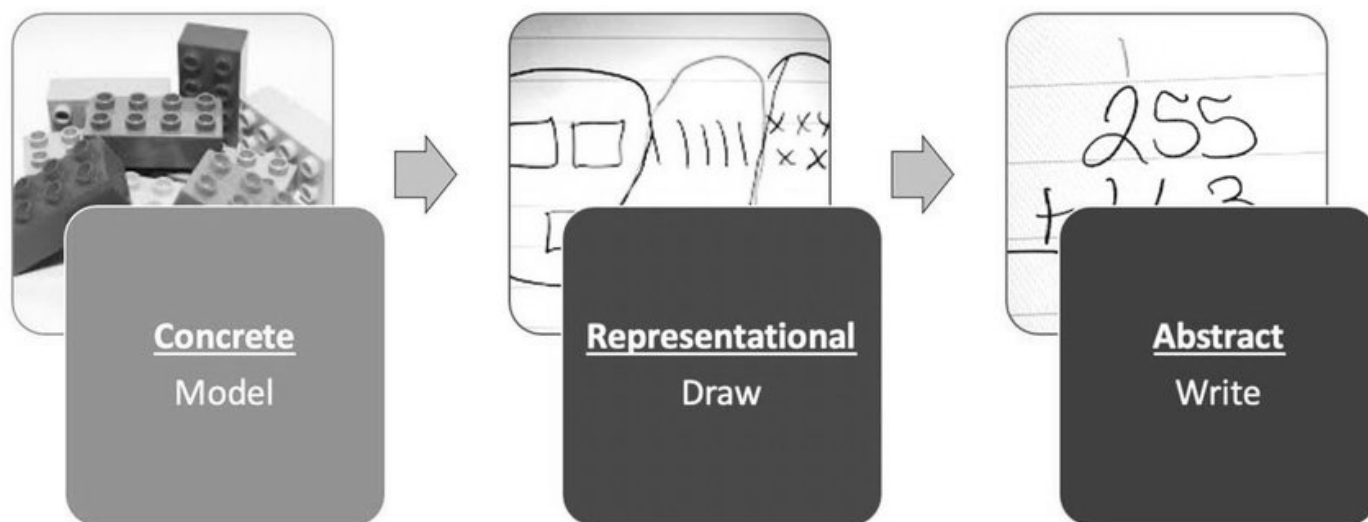
Productive Disposition

Productive disposition is to see oneself as an effective learner and doer of mathematics, to perceive it as both useful and worthwhile, to believe that steady effort in learning mathematics pays off, and to see oneself as an effective learner and doer of mathematics. Students must believe that mathematics is understandable, not arbitrary; that, with diligent effort, it can be learned and used; and that they are capable of figuring it out. (National Council of Teachers of Mathematics, 2014)

Instructional Models and Design

CONCRETE - REPRESENTATIONAL - ABSTRACT (CRA)

Instruction in mathematics should follow the Concrete - Representational - Abstract model (CRA).



Includes manipulatives, measuring tools, or other objects students can physically handle

Includes drawings, diagrams, charts or graphs that students can relate back to the concrete objects

Symbolic representation such as numbers, letters, and standard algorithms

The CRA model allows students to first access mathematics content through a concrete approach ("doing" stage) then representational ("seeing" stage) and then finally abstractly ("symbolic" stage). The CRA model allows students to develop conceptual understanding, so that they have a deeper understanding of mathematics and are able to apply and transfer their understanding across concepts and content. While the progression of learning flows from conceptual, through representational, ending in abstract; **it does not require that the 3 models be instructed in isolation or separately from each other. Rather the objective is to connect all approaches arriving at a deeper understanding of concepts.** "Teachers need to develop procedural fluency that is built upon and reinforced by conceptual understanding using concrete, representational, and abstract representations for all students." (Berry & Thunder). Therefore, more than one approach may be utilized in a single daily lesson.

To support the CRA model through lesson delivery, in grades K - 6, the lesson cycle follows the **Math Workshop/Guided Math lesson** cycle. Components of this lesson cycle include *Number Sense Routine, Task and Share, Focus Lesson, Guided Math, Workstations, and Student Reflection*. In grades 7 - 12 the components of the lesson cycle include the **5E model**: *Engage, Explore, Explain, Elaborate, Evaluate*. Formative assessment and math discourse occur throughout the cycle. These lesson cycle components allow teachers flexibility in how they implement the CRA Instructional model to support all learners.

MATH WORKSHOP

Math Workshop is a framework that allows students to learn new math content each day, practice math strategies in a variety of ways, and reflect on learning through verbal or written sharing. The teacher's role is as a facilitator, clarifier and connector, monitor, and data collector. The components of Math Workshop include: Number Sense Routine, Task and Share, Focus Lesson, Guided Math, Workstations and Student Reflection. Math instruction is delivered through one of the 3 methods below as appropriate for the timing of the unit cycle and the learning objectives.

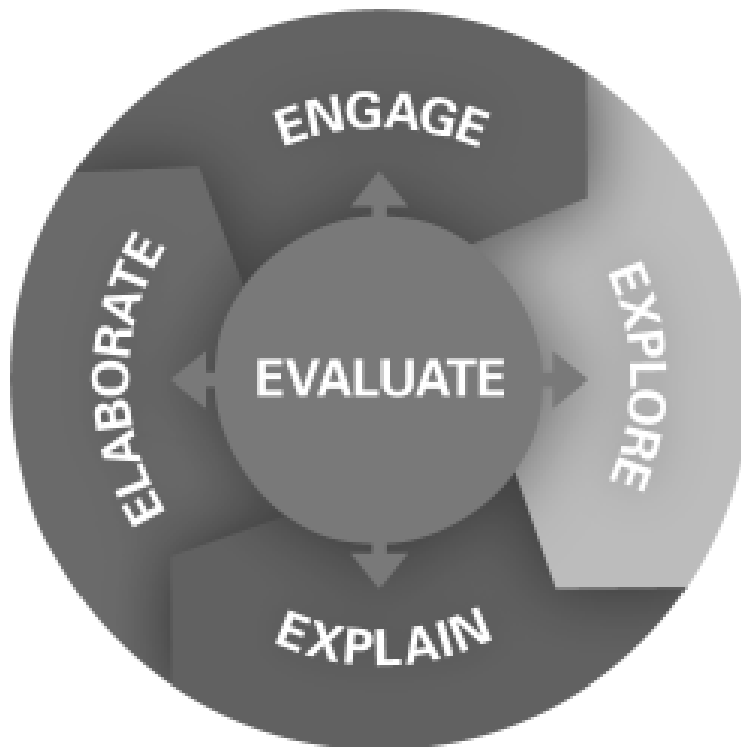
Method 1	Method 2		Method 3	
Task & Share	Focus Lesson, Guided Math, & Stations		Guided Math & Stations	
Number Sense Routine	Number Sense Routine		Number Sense Routine	
Math Task	Focus Lesson		Guided Math	Learning Stations
Task Share & Reflection	Guided Math	Learning Stations		
	Reflection		Reflection	



5E INSTRUCTIONAL MODEL

Centered on a gradual transition from teacher-led instruction to student-driven learning, the 5E model allows students to explore context before content, to develop a deep mathematical understanding of the standards.

Engage	Diagnose students' background knowledge and engage them in new content that ties in real-world connections.
Explore	Students explore concepts using manipulatives to build upon their prior knowledge and to generate new ideas.
Explain	Students use fun, collaborative grouping strategies, journaling, and visuals to share their understandings of the exploration activities.
Elaborate	Students are challenged to extend their conceptual understanding and apply their skills through differentiated activities.
Evaluate	Students demonstrate their knowledge and skills through a variety of assessment types throughout the lesson cycle.



CISD Problem Solving Model - UPSC/E

U - Understand	Understand the problem.
P - Plan	Devise a plan to solve the problem.
S - Solve	Implement the plan.
C/E - Check/Evaluate	Reflect on the problem and your solution.

Research

A “learning by doing” approach to problem solving improves students’ abilities to think about mathematics in a way that can be applied to many different types of problems. In the *UPS Check* process, students can learn to apply a four-step process to various problems involving simple tasks as well as more complex multi-step problems (Van de Walle, Karp & Bay-Williams, 2013).

Application

As suggested by Van de Walle, Karp & Bay-Williams (2013), “Don’t take the problem solving out of problem solving” (p. 34). Rather, teach *through* problem solving, and teach students to solve problems with effective processes and strategies. Pose tasks carefully. Find tasks that encourage students to practice a particular problem solving strategy. As students grapple with the math, and discuss their ideas about their solutions, they develop skills and learn to organize their thinking (Van de Walle, Karp & Bay-Williams, 2013).



The following problem-solving process chart illustrates several strategies to be used to facilitate work with problem-solving. This process should be seen as a dynamic, non-linear, and flexible approach. Learning these and other problem-solving strategies will enable students to deal more effectively and successfully with most types of mathematical problems.

Step 1: Understanding the Problem			
<i>1-Read/Reread (for understanding)</i>	<i>2-Paraphrase (your own words)</i>	<i>3-Visualize (mentally or drawing)</i>	<i>4-Work in pairs or small groups</i>
<i>5-Identify goal or unknown</i>	<i>6-Identify required information</i>	<i>7-Identify extraneous information</i>	<i>8-Detect missing information</i>
<i>9-Define/Translate Use a dictionary</i>	<i>10-Check conditions and/or assumptions</i>	<i>11-Share point of view with others</i>	<i>12-Others as needed</i>
Step 2: Devising a Plan to Solve the Problem			
<i>1-Estimate (quantity, measure or magnitude)</i>	<i>2-Revise 1st estimate, 2nd estimate & so on....</i>	<i>3-Share/Discuss strategies</i>	<i>4-Work in pairs or small groups</i>
<i>5-Explain why the plan might work</i>	<i>6-Each try a common strategy or a different one</i>	<i>7-Reflect on possible solution processes</i>	<i>8-Others as needed</i>
Step 3: Implementing the Plan			
<i>1-Experiment with different solution plans</i>	<i>2-Allow for "mistakes"/errors</i>	<i>3-Show all of my work including partial solutions</i>	<i>4-Work in pairs or small groups</i>
<i>5-Discuss with others different solution plans</i>	<i>6-Keep track and save all results/data</i>	<i>7-Compare attempts to solve similar problems</i>	<i>8-Find solution~ do not give up</i>
<i>9-Implement your own solution plan</i>	<i>10-Attempts could be as important as the solution</i>	<i>11-Check your answer(s)/solutions(s)</i>	<i>12-Others as needed</i>
Step 4: Reflecting on the Problem - Looking Back			
<i>1-Reflect on plan after you have an answer</i>	<i>2-Reflect on plan while finding the answer</i>	<i>3-Check if all problem conditions were made</i>	<i>4-Make sure I can justify/explain my answer</i>
<i>5-Check if correct assumptions were made</i>	<i>6-Check that I answer the problem/question</i>	<i>7-Check if answer is unique or if there are others</i>	<i>8-Reflect for possible alternative strategies</i>
<i>9-Reflect about possible more efficient process</i>	<i>10-Look for ways to extend the problem</i>	<i>11-Reflect on similarity/ difference to other problems</i>	<i>12-Others as needed</i>

Daily Math Block Samples

K-6 Mathematics Daily 90-Minute Instruction Block

Minutes	Lesson Structure	Explanations
10 - 20	Daily Routines	<ul style="list-style-type: none"> Calendar Time, Problem of the Day (<i>POTD</i>)
Math Workshop		
Option 1 - Task and Share		
10 - 15	Number Sense	<ul style="list-style-type: none"> Purposeful routine that promotes math discussion and supports numeric thinking
25 - 30	Math Task	<ul style="list-style-type: none"> High quality math task with multiple entry points allowing for all students to have access to the problem Students work in small groups Teacher monitors and asks probing questions Stems from <i>Explore</i> Activities
10 - 15	Task Share	<ul style="list-style-type: none"> Whole class discourse over various strategies used to solve the task Students ask questions, clarify their thinking, modify their work and add to their collection of strategies
5 - 10	Student Reflections	<ul style="list-style-type: none"> Intentional time for students to reflect on daily learning orally or in writing
Option 2 - Focus Lesson, Guided Math, & Learning Stations		
10 - 15	Number Sense	<ul style="list-style-type: none"> Purposeful routine that promotes math discussion and supports numeric thinking
10 - 15	Focus Lesson	<ul style="list-style-type: none"> Whole group lesson focused on the daily learning objective
30 - 45	Guided Math	<ul style="list-style-type: none"> Small group instruction/intervention allowing teacher to support students' understandings and address misconceptions
	Learning Stations	<ul style="list-style-type: none"> Individual, partner, or small group tasks in which students engage to support and/or extend learning.
5 - 10	Student Reflection	<ul style="list-style-type: none"> Intentional time for students to reflect on daily learning orally or in writing
Option 3 - Guided Math & Learning Stations		
10 - 15	Number Sense	<ul style="list-style-type: none"> Purposeful routine that promotes math discussion and supports numeric thinking
45 - 60	Guided Math	<ul style="list-style-type: none"> Small group instruction and/or intervention allowing teacher to support students' understandings and address misconceptions
	Learning Stations	<ul style="list-style-type: none"> Individual, partner, or small group tasks in which students engage to support and/or extend learning.
5 - 10	Student Reflection	<ul style="list-style-type: none"> Intentional time for students to reflect on daily learning orally or in writing

K-6 Math Block Component Recommended Minutes

Component	K	1	2	3	4	5	6
Daily Routine (Calendar/POTD)	10	10-15	10-15	10-15	10-15	10-15	10-15
Number Sense	10	10-15	10-15	10-15	10-15	10-15	10-15
Focused Instruction	10-15	15-20	20-25	20-25	25-30	25-30	25-30
Math Task (**Task & Share day)	20-30	20-30	20-30	20-30	20-30	20-30	20-30
Guided Math / Learning Stations (Happen Concurrently)	50-60	40-50	35-45	35-45	30-40	30-40	30-40
Student Reflections	5-10	5-10	5-10	5-10	5-10	5-10	5-10

K-6 Curriculum Resource Connections

Component	District Resource Connections	
Daily Routine (Calendar/POTD)	<ul style="list-style-type: none"> Stemscopes - <i>Decide and Defend, STAAR Based Assessments, Foundation Builders, Problem Based Tasks</i> (K-6) 	<ul style="list-style-type: none"> CISD Problem Solving & Strategies Slide Deck (K-6)
Number Sense	<ul style="list-style-type: none"> Stemscopes - <i>Daily Numeracy</i> (K-6) 	<ul style="list-style-type: none"> Hand2Mind Daily Math Fluency Kits (6)
Focused Instruction	<ul style="list-style-type: none"> Stemscopes - <i>Engage, Explore, Explain, Evaluate</i> (K-6) Hand2Mind Manipulative Kits (K-5) 	<ul style="list-style-type: none"> TEKSing Toward STAAR (6) TEA Eureka Math (K-5) TEA Carnegie Learning (6)
Math Task (**Task & Share day)	<ul style="list-style-type: none"> Stemscopes - <i>Explore Activities</i> (K-6) Hand2Mind Manipulative Kits (K-5) 	<ul style="list-style-type: none"> TEKSing Toward STAAR (6) TEKS AIRR (3-5)
Guided Math (Teacher Table)	<ul style="list-style-type: none"> Stemscopes - <i>Engage, Explore, Explain, Evaluate, Intervention, & Acceleration</i> (K-6) Hand2Mind Manipulative Kits (K-5) TEKSing Toward STAAR (6) TEKS AIRR (3-5) 	<ul style="list-style-type: none"> ESTAR/MSTAR Intervention Lessons/Activities (K-6) Mary Kemper Interventions/Activities (K-6) Hand2Mind Fluency Kits (6)
Learning Stations	<ul style="list-style-type: none"> Stemscopes - Engage (<i>Fluency Builders, Math Story, Interactive Practice, Life/Career Connections</i>), Acceleration (<i>Math Today, Connection Station, Create Your Own</i>) (K-6) Hand2Mind Manipulative Kits (K-5) 	<ul style="list-style-type: none"> TEKSing Toward STAAR (6) TEKS AIRR (3-5) Hand2Mind Differentiated Math (K-5) IXL
Student Reflections	<ul style="list-style-type: none"> Stemscopes - <i>Student Journals, Exit Tickets</i>, (K-6) 	<ul style="list-style-type: none"> TEKSing Toward STAAR (6)

7-12 Mathematics Daily Instructional Block

Minutes	Lesson Structure	Possible Activities (including but not limited to)
5	<p style="text-align: center;">Hook</p> <p>→ Engage students' attention. → Establish mathematical goal to focus learning</p>	<ul style="list-style-type: none"> ● Daily Numeracy Work ● Problem of the Day ● Inquiry / Explore Concept ● Graffiti Wall ● Which One Doesn't Belong ● Concept Dump ● Quick Write ● Stemsopes - Engage (7, 8, Alg 1)
<p><i>*Should occur throughout lesson cycle intermittently for a total of</i></p> <p>5 - 10</p>	<p style="text-align: center;">Check for Understanding & Math Discourse</p> <p>→ Choose Multiple Response Strategies (MRS) or use open ended questions to promote student discussion → Use questioning to help students connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> ● Informal Formative Assessments ● Rubrics/Checklists ● Exit Tickets ● Think Alouds ● Kagan Discussion Strategies ● Error Analysis <ul style="list-style-type: none"> ● MRSs (including but not limited to) <ul style="list-style-type: none"> ○ Response Cards ○ Think-Pair-Share ○ Quick Response ○ Table Talk ○ Oral/Choral Response ○ White boards
<p>10 - 15</p> <p><i>*Whole group strategies can also be used in small group instruction.</i></p>	<p style="text-align: center;">Learning Experience</p> <p>→ Model strategies to support lesson objective (LO) using concrete tools, teacher thinking, and self-talk → Create/review anchor chart, intro vocabulary and review essential question → Reinforce vocabulary and LO through lesson incorporating math discussions, active learning and conceptual understanding</p>	<ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ Discovery Lessons ○ Rigorous Tasks ○ Conceptual Learning Experiences (Concrete) ○ Questioning ○ Feedback ○ Manipulatives ● Small Group <ul style="list-style-type: none"> ○ Learning Stations ○ Feedback ○ Manipulatives ○ Scaffolding ○ Practice
10 - 15	<p style="text-align: center;">Structured Practice</p> <p>→ Intentionally designed problem sets, activity, or task to support and reinforce the new learning</p>	<ul style="list-style-type: none"> ● Guided (Small group) ● Partnered ● Individual
5	<p style="text-align: center;">Closure</p> <p>→ Assess math understanding by eliciting evidence of student thinking and rationalization</p>	<ul style="list-style-type: none"> ● Reflection ● Summary ● Quick Write ● Exit Ticket

District Expectations

Teachers are expected to adhere to the district approved scope and sequence and assessment schedules found in CISD curriculum documents and pacing tools for each grade level/course.

Instructional Resources

Instructional resources used for all tiers of instruction in the classroom should follow all guidance for math instruction included in the CISD Mathematics Framework to include:

- 100% alignment to the Texas Essential Knowledge and Skills (TEKS) for Mathematics
- 100% coverage of the English Language Proficiency Standards (ELPS)
- Evidence - based strategies for and methods of lesson development
- Research-based support for ALL learners (Emergent Bilingual, Special Education, Gifted & Talented, etc.)
- Support for or integration of the 5E and/or Math Workshop Models of lesson delivery
- District reviewed and approved

Cleburne ISD provides the following instructional resources at the district level for core and supplemental instruction in mathematics.

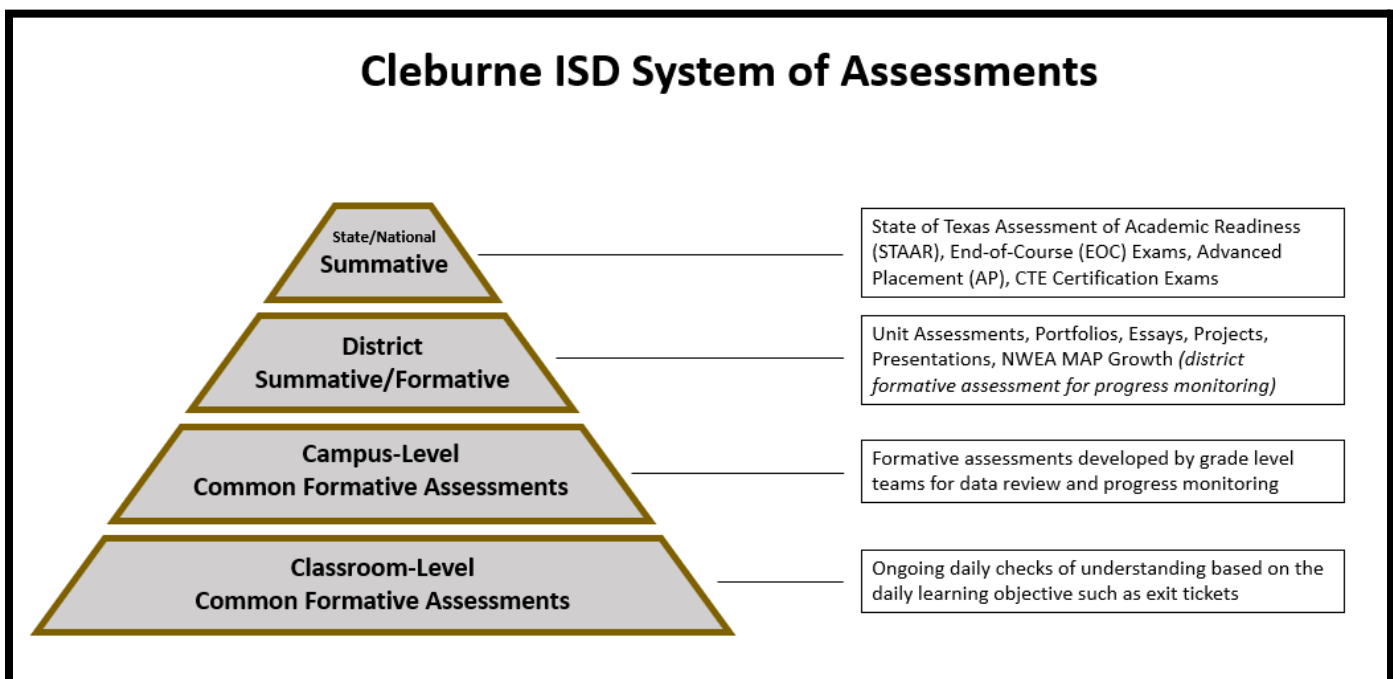
Grade Levels/Course	Resources
PK	Frog Street , CLI Engage
K-2	STEMScopes Math, Hand2Mind Manipulative Kits, Hand2Mind Differentiation Kits, BrainPop, IXL
3-4	STEMScopes Math, Hand2Mind Manipulative Kits, Hand2Mind Differentiation Kits, TEKS AIRR Activity Book, BrainPop, IXL
5-6	STEMScopes Math, Hand2Mind Manipulative Kits, Hand2Mind Differentiation Kits, TEKS AIRR Activity Book (5), TEKSing Toward STAAR (6), BrainPop, IXL
7-8	STEMScopes Math, Hand2Mind Manipulative Kits, Hand2Mind Differentiation Kits, TEKS AIRR Activity Book, TEKSing Toward STAAR, BrainPop, IXL
8th - Advanced Algebra 1	STEMScopes Math, Agile Minds, TEA Carnegie Learning, IXL

Course	Resources
Algebra 1	STEMScopes Math, Agile Minds, TEA Carnegie Learning
Geometry	TEA Carnegie Learning
Algebra 2	TEA Carnegie Learning
Math Models with Applications	Math Models with Applications, Cengage Coursemate
Algebraic Reasoning	Algebraic Reasoning - Cosensa and Associates LLC
PreCalculus	Pearson - PreCalculus
AP Calculus	College Board Calculus
AP Statistics	College Board Statistics

Campus provided instructional materials should be sent to the District Math Coordinator for review of alignment to the TEKS and district instructional initiatives. Request for any technological assistance or integrative set up of campus provided materials in district technology platforms or programs is the responsibility of campus administrators

Assessment

Assessment in the classroom can happen at one of four levels: State/National Summative, District Summative/Formative, Campus-level Common Formative Assessments, or Classroom-level Common Formative Assessments. See the graphic below for types of assessments that fall into each category.



Intervention & Enrichment Practices

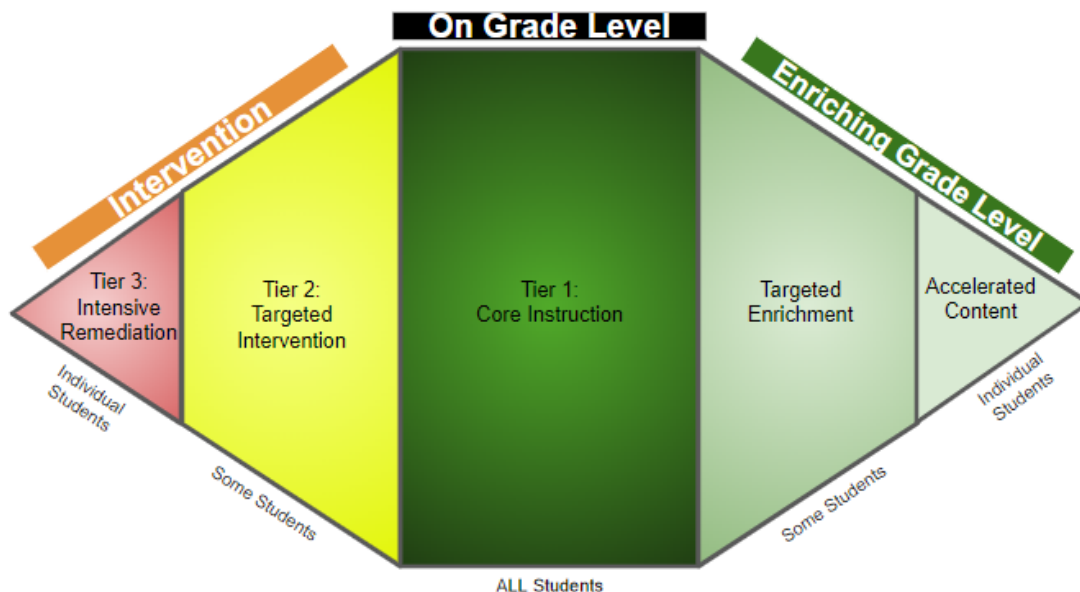
Tiered Instructional Model Overview

The CISD Math Instructional Models provide ALL students access to High-Quality Tier 1 instruction through rigorous math tasks that allow for multiple entry points, rich math discussions, peer assessment, oral and written feedback, and meaningful student self-reflections.

Tier 2 and 3 supports are provided to students who have not mastered grade level concepts. In CISD, this is referred to as intervention. The classroom teacher gives Tier 2 targeted, intervention support through guided math groups, learning stations, and digital interventions. Tier 3 intervention could be provided by the classroom teacher or a campus interventionist.

Additionally, enrichments are extended to students who have demonstrated mastery of grade level concepts before the end of a unit. Enrichment students are provided opportunities to extend their learning in small group settings by engaging in enriched, challenging learning experiences that are designed to help them make deeper connections to the lesson content.

The graphic below depicts this tiered instructional model.



Please refer to the CISD MTSS Handbook for more detailed information regarding MTSS practices and resources.

Teacher & Administrator Support

K-6 Classroom Look Fors

The K-6 Teacher

Evidence

- ❑ Teacher and students pose thought-provoking questions and problems that challenge all students' thinking and contribute to their understanding.
- ❑ Teacher routinely asks students to explain, clarify, and justify their ideas and solutions in oral and written form (journaling, quick writes, quick write summaries, and talk moves).
- ❑ Teacher creates anchor charts with students that include vocabulary, strategies, and models.
- ❑ Teacher supports students during focused instruction and/or in small group, and references anchor charts throughout instructional time.
- ❑ Teacher encourages all students to select mathematical tools that will help them build understanding and solve problems.
- ❑ Teacher incorporates differentiated instructional strategies and models use of technology in a seamless fashion.
- ❑ Teacher provides frequent feedback to students.

Guiding Questions

- ❑ How are you planning questions and opportunities for students to engage in higher-order thinking and problem solving?
- ❑ How are you developing or selecting instructional strategies to teach specific skills?
- ❑ How are you deciding on the instructional grouping of students before/during/after a lesson?
- ❑ How are you encouraging and establishing student-to-student communication during instruction?
- ❑ What are pre-assessments or anecdotal records indicating about your students' learning needs?
- ❑ In what ways are the activities, resources, technology, and instructional materials aligning to your instructional goals?

The K-6 Student

Evidence

- ❑ Student communicates their understandings, strategies, and solutions in oral and written form.
- ❑ Student creates and uses representations to organize, record, and communicate mathematical ideas.
- ❑ Student engages in purposeful activities in math stations.
- ❑ Student utilizes anchor charts for referencing to support their learning.
- ❑ Student uses a problem-solving model that incorporates analyzing, planning, justifying, and evaluating the reasonableness of the solution.
- ❑ Student selects math tools to support their learning and engages in individual goal setting to grow as a mathematician.

Guiding Questions

- ❑ What are some strategies you use to provoke and guide discussion with students?
- ❑ What cues are telling you if students do not understand what is being presented?
- ❑ How are students using feedback to make adjustments?
- ❑ How is data provided to students to help them identify learning needs and track progress?
- ❑ How is goal setting happening within instructional groups?

The K-6 Administrator

Evidence

- ❑ Frequently walks campus to check implementation of core instruction in the math block (number sense routines, problem solving, core content, and fluency).
- ❑ Conducts mini data checks with teachers to monitor evidence of student progress.
- ❑ Checks for evidence of effective planning through PLC minutes collected at each grade level.
- ❑ Checks for evidence of goal setting by students.
- ❑ Checks for a variety of math workstations that address grade level TEKS.
- ❑ Periodically ensures that teachers are conducting common formative assessments.
- ❑ Ensures teachers are providing instructional opportunities to accelerate, reteach and enrich based on student needs.
- ❑ Ensures focused instruction and/or small group instruction is being conducted daily.
- ❑ Collects and analyzes teacher lesson plans to ensure fidelity to the instructional framework.

SECONDARY - Classroom Look Fors

The Secondary Teacher

Evidence

- ❑ Has established and articulated clear learning goals students are learning in a lesson, or a series of lessons, or throughout the unit.
- ❑ Supports students while exploring tasks without taking over their thinking and encourages them to use a variety of approaches and strategies.
- ❑ Provides time for students to struggle with tasks and scaffolds student thinking without intervening or doing the work for them.
- ❑ Uses visual models to support students' understanding.
- ❑ Sequences student approaches and solution strategies purposefully for whole class analysis and discussion.
- ❑ Engages students in purposeful sharing of ideas, reasoning and approaches.
- ❑ Asks students to make drawings or use other visual supports to explain or justify.
- ❑ Asks intentional questions that build on student thinking and prior knowledge to make connections.
- ❑ Asks questions that make mathematics more visible and accessible for student thinking and discussion while allowing sufficient wait time.
- ❑ Praises students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems.

Guiding Questions

- ❑ How do you communicate and use the learning goal throughout your lesson? How do students know what is expected of them by the end of the lesson? Unit?
- ❑ How do you scaffold probing questions to support a student's understanding and problem solving of high cognitive tasks?
- ❑ How do you select or design tasks that allow multiple entry points for students?
- ❑ How do you plan for mathematical discourse?
- ❑ When making consideration about the type of cognitive demand you plan with a mathematical task, how do you ensure balance between surface, deep and transfer learning?
- ❑ What questions can you ask that will probe thinking and require explanation and justification?
- ❑ What type of multiple representations can you use and connect to deepen student understanding of concepts and procedures?
- ❑ What misconceptions can you anticipate students will have through their thinking or procedures of the task?
- ❑ How can routines for mathematical discourse, such as Talk Moves, Guided Questioning and Quick Writes support students' mathematical identity and growth mindset?

The Secondary Student

Evidence

- ❑ Regulates, assesses and monitors their own progress toward the goal.
- ❑ Perseveres in tasks while exploring and reasoning.
- ❑ Uses models, tools and representations to support their thinking, problem solving and to make connections.
- ❑ Presents and explains ideas, reasoning, and representations to one another in pairs, small-group, and whole class discourse.
- ❑ Listens to, comments on, and appropriately challenges, via questioning the contribution of their peers.
- ❑ Asks questions that will help them make progress to understand and solve problems.
- ❑ Asks questions, responds to, and gives suggestions to support the learning of their peers.
- ❑ Justifies their reasoning orally and/or in written response.
- ❑ Struggles at times, but perseveres through confusion while problem solving.
- ❑ Reveals their understanding, reasoning and methods in writing and discourse.

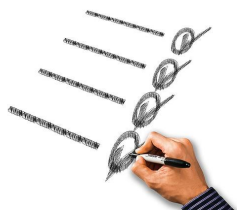
Guiding Questions

- ❑ What tools or methods do you use to help students regulate, assess and monitor their progress?
- ❑ What routines do you have that support students' perseverance?
- ❑ How do you consider what models, tools and representations to use to support student thinking and sense making?
- ❑ What routines can support a positive classroom environment to ensure equity and growth mindset?
- ❑ What routines and procedures can support mathematical discourse?
- ❑ How might sentence stems help students who don't know what to say or ask?
- ❑ How do you promote and support productive struggle in your classroom?
- ❑ When writing questions, how do you anticipate and sequence a series of questions that will scaffold student thinking?
- ❑ What are some strategies you can use to foster discussion in the classroom?
- ❑ How do you use writing in the classroom to support reasoning and evidence of learning?

The Secondary Administrator

Evidence

- ❑ Frequently conducts short observations to verify content and skill alignment of TEKS.
- ❑ Checks that teachers are using a variety of instructional strategies that support conceptual and deep learning.
- ❑ Conducts mini data checks with teachers to monitor evidence of student progress.
- ❑ Collects and analyzes teacher lesson plans to ensure fidelity to the instructional framework.
- ❑ Periodically ensures that teachers are conducting common formative assessment.
- ❑ Ensures teachers are providing instructional opportunities to accelerate, reteach and enrich based on student needs.



Professional Development

Cleburne ISD provides professional development through various avenues to support the implementation of the PK-12 curriculum and instructional best practices for the mathematics classroom. Professional development can take the form of face-to face, online, and blended learning experiences. To support the implementation of the PK-12 Math Plan the following have been developed. Professional development topics are presented to teachers, math specialists, interventionists, and administrators to support the implementation of the plan.

Professional Development Opportunities

Audience	Purpose	Description of Specific Opportunities
All Teachers	<ul style="list-style-type: none"> Provide continued learning in the implementation and use of the CISD math written, taught, and tested curriculum and resources Provide continued learning in CISD math instructional models and best practices 	<ul style="list-style-type: none"> Optional summer professional learning After school professional learning Job embedded observations and modeling/coaching
Campus Math Specialists/Teacher Leaders	<ul style="list-style-type: none"> Provide consistent messaging to all campuses regarding curriculum, instruction and assessment. Participants focus on the development of content knowledge support and Professional Learning Community facilitation in order to distribute their learning at their respective campus. 	<ul style="list-style-type: none"> Team Leader Training Department Head Training Math Specialists Training Interventionists Training
Cohort Members	<ul style="list-style-type: none"> Teachers who have been selected to participate in professional learning specifically designed to focus on the implementation of an instructional model. Participants in these cohorts learn how to design instruction aligned to the instructional model and are encouraged to create a model lab classroom environment to promote job embedded professional development to model instructional practices for their content area focus. 	<ul style="list-style-type: none"> Math Workshop Additional cohorts are developed as needed

Professional Development Implementation Yearly Focus

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Math Workshop (K-6) CRA Model (K-12) Numeracy Routines (K-8) UPS/CE Problem Solving (K-12) District Provided Instructional Materials (K-12) 	<ul style="list-style-type: none"> Continue Year 1 PD Priorities 5E Model (7-12) Guided Math / Small Group Instruction (K-12) Student Discourse (K-12) Learning Stations (K-12) 	<ul style="list-style-type: none"> Continue Years 1 & 2 PD priorities Other PD as indicated via data and feedback.

Implementation

To support the implementation of the CISD Mathematics Framework, the following timeline has been developed.

Year 1 (2023-24)	Year 2	Year 3
<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Launch long-term professional learning plan ● Establish K-6 Math Workshop Cohort A ● Train K-6 teachers and leaders on the guiding principles ● Train K-6 teachers and leaders on the components of the curriculum that support implementation of the Math Workshop instructional model, tiered instruction, and formative assessment <p>Leadership Development:</p> <ul style="list-style-type: none"> ● Develop tools to support teacher and campus leaders in supporting, monitoring, and providing feedback on implementation ● Establish system for observation/feedback coaching to build capacity at the campus level ● Identify and support model lab classrooms <p>Feedback Systems:</p> <ul style="list-style-type: none"> ● Review and revise feedback protocols to support continuous improvement and refine professional learning support 	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Develop and deliver year 2 learning to support K-6 Math Workshop Cohort A teachers ● Establish K-6 Math Workshop Cohort B ● Establish Math Workshop observation protocols for use in model lab classrooms ● Establish 7-12 5E + Student Discourse Cohorts ● Launch Secondary 5E + Student Discourse, tiered instruction and formative assessment initial training for 7-12 teachers ● Develop PD modules for K-6 new teachers <p>Leadership Development:</p> <ul style="list-style-type: none"> ● Engage leaders in focused learning projects to support identified components of the math instructional models ● Utilize learning walks to provide feedback on implementation ● Continue/expand observation/feedback coaching supports to include guided observations <p>Feedback Systems:</p> <ul style="list-style-type: none"> ● Establish evaluation system for professional learning that analyzes teacher implementation of learning ● Engage teachers and leaders in venues to provide feedback on professional learning supports 	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Continue implementation of professional learning long term plan to support the CISD K-6 and 7-12 models of instructional delivery components (Math Workshop, 5E + Student Discourse, CRA, tiered instruction, formative assessment) ● Develop and deliver year 2 learning to support K-6 Math Workshop Cohort B teachers ● Expand observation/coaching to include peer to peer coaching ● Develop modules for 7-12 new teachers <p>Leadership Development:</p> <ul style="list-style-type: none"> ● Utilize model lab classrooms in guided observations ● Develop video exemplars of practice using model classrooms <p>Feedback Systems:</p> <ul style="list-style-type: none"> ● Evaluate fidelity of implementation using developed systems

References

Arlington ISD (2022). K-12 Comprehensive Math Plan. Retrieved from <https://drive.google.com/file/d/1kSDG06f8oMhuxMUiriYkl9Who7epdpiX/view>.

Berry III, R. (2019). Examining Equitable Teaching Using the Mathematics Teaching Framework. National Council of Teachers of Mathematics. Retrieved from https://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/Robert-Q_-Berry-III/Examining-Equitable-Teaching-Using-the-Mathematics-Teaching-Framework/.

Berry III, R. and Thunder, K. (n.d.). Concrete, Representational, and Abstract: Building Fluency from Conceptual Understanding. Virginia Council of Teacher of Mathematics. Retrieved from <https://www.vctm.org/Concrete-Representational-and-Abstract-Building-Fluency-from-Conceptual-Understanding>.

Boucher, D. (n.d.). Effective Mathematics Teaching Practices. Math Coaches' Corner. Retrieved from <https://www.mathcoachscorner.com/2022/01/effective-mathematics-teaching-practices/>.

Fort Bend ISD Teaching and Learning Department (n.d.). PK-12 Math Plan. Retrieved from <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/domain/74/curriculum%20audit/FBISD%20PK-12%20Math%20Plan.pdf>.

Freeman-Green, Shaqwana & Driver, Melissa & Wang, Peishi & Kamuru, Jessica & Jackson, Dia. (2021). Culturally Sustaining Practices in Content Area Instruction for CLD Students with Learning Disabilities. Learning Disabilities Research & Practice. 36.

National Academies of Sciences, Engineering, and Medicine (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/13398>.

National Research Council (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Committee on Defining Deeper Learning and 21st Century Skills, J.W. Pellegrino and M.L. Hilton, Editors. Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Proffitt, T. (2020). How to Use the 5Es in Remote Math Instruction. Edutopia. Retrieved from <https://www.edutopia.org/article/how-use-5es-remote-math-instruction/#:~:text=The%205Es%E2%80%94engage%2C%20explore%2C,observations%2C%20and%20evaluate%20their%20new>.

Santos, L. (n.d.). Make Differentiated Math Centers Simple With Math Workshop. Core Inspiration. Retrieved from <https://www.thecoreinspiration.com/differentiate-math-instruction-with-m-a-t-h-workshop/#:~:text=Math%20Workshop%20is%20a%20framework,to%20participate%20in%20differentiated%20activities>.

The National Council of Teachers of Mathematics (2015). *Principles to Actions: Ensuring Mathematical Success for All*.

The National Council of Teachers of Mathematics (2015). *Taking Action: Implementing Effective Mathematics Teaching Practices in Grades K-5*.

Van de Walle, J., Karp K., Bay-Williams, J. (2013). *Elementary and middle school mathematics: Teaching developmentally* (8th ed). New York, NY: Pearson. Retrieved from <https://ttac.odu.edu/curriculum-and-instruction/check-out-the-ups-of-problem-solving/>.

Acknowledgements

CISD Mathematics Plan Committee

Tracy Arriola
Lisa Marie Barnes
Erin Bell
Christy Burton
Garrett Clothier
Dr. Audrey Dobrenn
Mollie Ford
Brenda Gutierrez-Robles
Allyson House
Lee Howington
Dr. Chris Jackson
Savannah Lee
Tina Martin
Kim Meland
Amanda Montgomery
Betsy Rains
Dr. Kristi Rhone
Jennifer Rhoten
Cobette Riza
Sarah Sims
Michelle Smith
Charlotte Stone
Ginger Tanem
Autumn VanWinkle
Dr. Amber White
Ronda Woodall

Regular Meeting
Monday, July 17, 2023 5:00 PM Central

Cleburne ISD Boardroom
505 N. Ridgeway Dr., suite 100
Cleburne, TX 76033

Elizabeth Childress: Present
Wendell Dempsey: Present
John Finnell: Present
DeAnna King: Present
Teddy Martyniuk: Present
Dr. Jason Tennison: Present
Joe Trevino: Present
Present: 7.

1. CALL TO ORDER

Meeting was called to order at 5:02pm by Elizabeth Childress.

2. CLOSED MEETING (TEXAS GOVERNMENT CODE 551)

Board convened to closed session at 5:02pm.

2.A. Pursuant to Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

2.B. Pursuant to Texas Government Code Section 551.072 Consider Purchase, Exchange, Lease or Value of Real Property.

2.C. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

3. RECONVENE

Board reconvened to open session at 6:00pm.

3.A. Action, if any, from closed session, no action

3.B. Pledge of Allegiance

3.C. Invocation

4. HONORS AND RECOGNITION

4.A. UIL Texas Band and Vocal Solo and Ensemble State Contest Gold Medalists

4.B. 2022-2023 Imagine Learning District of Distinction Award

5. PUBLIC COMMENT

5.A. Addressing the School Board: A public speaker must sign up by 5:55pm. A speaker will be limited to three (3) minutes to make comments regarding items on the agenda. Speakers must address the Board from the podium and state their name before speaking. The Board shall not answer questions and shall not deliberate or decide regarding any subject. Board policy prohibits the discussion of complaints against district employees and/or students during public comment.

6. PRESENTATIONS

6.A. State of Communications

6.A.1. Public Relations Department

6.B. Data, Research, and School Improvement Department

6.B.1. 2023 State Accountability Update

6.B.2. Annual End-of-year Staff and Parent Survey Results

7. CONSENT AGENDA: ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES

I move to approve the consent agenda, as presented. This motion, made by DeAnna King and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

7.A. Board of Trustees

7.A.1. 06-19-23 unapproved minutes

7.A.2. 06-20-23 unapproved minutes

7.A.3. 06-21-23 unapproved minutes

7.A.4. 06-22-23 unapproved minutes

7.A.5. 06-26-23 unapproved minutes

7.A.6. 06-27-23 unapproved minutes

7.A.7. 06-29-23 unapproved minutes

7.A.8. 07-10-23 unapproved minutes

7.B. Check Register

7.C. Monthly Revenue and Expenditure Report

7.D. Tax Report

7.E. Co-Curricular and Agency Reports

8. ACTION ITEMS

8.A. Human Resources

8.A.1. Consider and approve additional Counseling FTE for Phoenix/DAEP and Smith Intermediate School

I move to approve the additional Counseling position for the 2023-2024 school year, as presented. This motion, made by DeAnna King and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.A.2. TASB Policy Update 120 - First Reading

I move for a second reading for policy update 120, as presented. This motion, made by Joe Trevino and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.A.3. TASB Policy Update 121 - First Reading

I move for a second reading of update 121, as presented. This motion, made by Joe Trevino and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.A.4. Consider Approval of Contractual Hires for 2023-2024 School Year

I move to approve the chapter 21 contracts, as presented. This motion, made by John Finnell and seconded by Wendell Dempsey, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.A.5. Consider and approve Special Education Director

I move to approve the Special Ed Director, as presented. This motion, made by DeAnna King and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.A.6. Consider and approve Athletic Director

I move to approve the Athletic director, as presented. This motion, made by Dr. Jason Tennison and seconded by John Finnell, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

8.B. Data, Research, and School Improvement Department

8.B.1. Consider Approval of 2024-2025 School Calendar

I move to approve the 2024-2025 academic calendar, as presented. This motion, made by DeAnna King and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

9. PURCHASES OVER \$50,000

9.A. Curriculum and Instruction Department

9.A.1. Consider approval of the purchase of School Pace IRLA/ENIL

I move to approve the purchase of School Pace IRLA/ENIL in the amount of \$59,500, as presented. This motion, made by John Finnell and seconded by Wendell Dempsey, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

9.B. Student Services Department

9.B.1. Consider and approve the 2023-2024 Imagine Learning Software Renewal

I move to approve the 2023-2024 Imagine Learning in the amount of \$82,040, as presented. This motion, made by DeAnna King and seconded by Teddy Martyniuk, Passed.

Elizabeth Childress: Yea, Wendell Dempsey: Yea, John Finnell: Yea, DeAnna King: Yea, Teddy Martyniuk: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 7, Nay: 0

10. SUPERINTENDENT'S REPORTS

10.A. Human Resources

10.A.1. Personnel Report

10.B. Operations

10.B.1. Child Nutrition

10.B.2. Facilities

10.B.3. Transportation

10.B.4. Workorder Summary Report

11. CLOSED MEETING (TEXAS GOVERNMENT CODE 551)

11.A. Pursuant to Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

11.B. Pursuant to Texas Government Code Section 551.072 Consider Purchase, Exchange, Lease or Value of Real Property.

11.C. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

12. RECONVENE TO OPEN SESSION

12.A. Action, if any, from closed session

13. ADJOURNMENT

Meeting was adjourned at 7:33pm.

Board President

August 21, 2023

Date Minutes Approved

Board Secretary

August 21, 2023

Date Minutes Signed

Called Meeting
Monday, July 24, 2023 6:45 PM Central

Sting Bistro
850 N. Nolan River Rd.
Cleburne , TX 76033

Elizabeth Childress: Present
Wendell Dempsey: Absent
John Finnell: Present
DeAnna King: Present
Teddy Martyniuk: Absent
Dr. Jason Tennison: Present
Joe Trevino: Present
Present: 5, Absent: 2.

1. CALL TO ORDER

Meeting was called to order at 6:47pm by Elizabeth Childress.

2. PUBLIC COMMENT

No public comments

2.A. Addressing the School Board: A public speaker must sign up by 6:40pm. A speaker will be limited to three (3) minutes to make comments regarding items on the agenda. Speakers must address the Board from the podium and state their name before speaking. The Board shall not answer questions and shall not deliberate or decide regarding any subject. Board policy prohibits the discussion of complaints against district employees and/or students during public comment.

3. ACTION ITEMS

3.A. Human Resources

3.A.1. Consider approving Administrative Contractual Hires for 2023-2024 School Year
I move to approve the chapter 21 contracts, as presented. This motion, made by John Finnell and seconded by DeAnna King, Passed.

Wendell Dempsey: Absent, Teddy Martyniuk: Absent, Elizabeth Childress: Yea, John Finnell: Yea, DeAnna King: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 5, Nay: 0, Absent: 2

3.A.2. Consider approving Superintendent as final hiring authority temporarily
I move to approve the superintendent as the hiring authority from July 24th to August 18th, 2023, as presented. This motion, made by DeAnna King and seconded by Dr. Jason Tennison, Passed.

Wendell Dempsey: Absent, Teddy Martyniuk: Absent, Elizabeth Childress: Yea, John Finnell: Yea, DeAnna King: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 5, Nay: 0, Absent: 2

3.B. District Operations Department

3.B.1. Consider and approve approval authority for ongoing construction projects
I move to approve the superintendent or his designee, as the approval authority for ongoing construction projects, as presented. This motion, made by DeAnna King and seconded by John Finnell, Passed.

Wendell Dempsey: Absent, Teddy Martyniuk: Absent, Elizabeth Childress: Yea, John Finnell: Yea, DeAnna King: Yea, Dr. Jason Tennison: Yea, Joe Trevino: Yea
Yea: 5, Nay: 0, Absent: 2

4. CLOSED MEETING (TEXAS GOVERNMENT CODE 551)

Board convened to closed session at 6:47pm

4.A. Pursuant to Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

4.B. Pursuant to Texas Government Code Section 551.072 Consider Purchase, Exchange, Lease or Value of Real Property.

4.C. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

5. RECONVENE

Board reconvened to open session at 7:13pm.

5.A. Action, if any, from closed session

6. ADJOURNMENT

Meeting was adjourned at 7:13pm.

Board President

August 21, 2023

Date Minutes Approved

Board Secretary

August 21, 2023

Date Minutes Signed

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125697	111784	2W INTERNATIONAL, LLC	14001035	2724	07/21/2023		SACHECK	6607	07/21/2023	3,000.00	07/21/2023	INV	PD	
125903	105322	806 TECHNOLOGIES	2400653	129362	07/26/2023	114388	07262023	7452	07/26/2023	1,500.00	07/26/2023	INV	PD	Training
125965	105322	806 TECHNOLOGIES	2400677	129371	07/31/2023	114449	07312023	7456	07/31/2023	5,500.00	07/31/2023	INV	PD	Renewal Software
125271	110831	A & G SERVICES		30001066	07/11/2023	113799	07122023	39485	07/12/2023	270.00	07/11/2023	INV	PD	JUN FY23/Open
125272	110831	A & G SERVICES		30001076	07/11/2023	113800	07122023	39485	07/12/2023	360.00	07/11/2023	INV	PD	JUN FY23/Open
125684	111106	DARIANA AGUILAR		FALL 2023	07/20/2023	114180	07202023	1049	07/20/2023	312.50	07/20/2023	INV	PD	Geen/Davis Scholarship
125227	104774	MARGARET ALEXANDER	2400009	2400009/ADV	07/06/2023	113757	07072023	39431	07/07/2023	507.76	07/06/2023	INV	PD	FCSTAT Conference travel reimb
125820	104774	MARGARET ALEXANDER	2400009	2400009/REIMB	07/25/2023	114312	07262023	39673	07/26/2023	92.06	07/25/2023	INV	PD	FCSTAT Conference travel reimb
125202	21053	SYNCB/AMAZON		1R9P-W4NY-XYK7	07/06/2023	113731	07072023	39432	07/07/2023	1,023.94	07/06/2023	INV	PD	CEF Grant - Flexible seating c
125520	21053	SYNCB/AMAZON		1LHQ-KIJX-H1PW	07/14/2023	114020	07142023	39546	07/14/2023	72.99	07/14/2023	INV	PD	Hand cart
125544	21053	SYNCB/AMAZON	2400350	19LP-JGRT-VRCH	07/17/2023	114045	07172023	39573	07/17/2023	69.88	07/17/2023	INV	PD	TSI STUDY GUIDE 2023-2024 TSI
125547	21053	SYNCB/AMAZON	2400136	1VGH-MJWM-6F66	07/17/2023	114048	07172023	39573	07/17/2023	76.74	07/17/2023	INV	PD	Thermometers
125582	21053	SYNCB/AMAZON	2400442	1MTK-K94Y-T3L6	07/18/2023	114084	07192023	39580	07/19/2023	17.95	07/18/2023	INV	PD	desk calendar
125597	21053	SYNCB/AMAZON		14FR-1Q7N-CJNM	07/19/2023		SACHECK	6443	07/19/2023	120.59	07/19/2023	INV	PD	
125633	21053	SYNCB/AMAZON	2400007	1PKG-V9-RW-9KLL	07/19/2023	114128	07192023	39580	07/19/2023	125.22	07/19/2023	INV	PD	White board cleaner, room spr
125689	21053	SYNCB/AMAZON	2400550	1HJQ-6XPF-3KHP	07/20/2023	114185	07212023	39631	07/21/2023	80.12	07/20/2023	INV	PD	TABLECLOTHS, TRINKET TOYS, MIN
125694	21053	SYNCB/AMAZON	2400408	1WKQ-HCVV-R9VD	07/20/2023	114190	07202023	39631	07/21/2023	62.00	07/20/2023	INV	PD	WORKING WITH STUDENTS WITH EMO
125706	21053	SYNCB/AMAZON	2400478	119N-MQFX-MXJH	07/20/2023	114200	07212023	39631	07/21/2023	369.49	07/20/2023	INV	PD	MNT-battery tray assembly for
125718	21053	SYNCB/AMAZON	2400563	1LKY-1NLV-CVKK	07/20/2023	114212	07212023	39631	07/21/2023	244.35	07/20/2023	INV	PD	Supplies for back to school
125754	21053	SYNCB/AMAZON	2400477	113Y-XK31-KW6F	07/24/2023	114248	07242023	39665	07/24/2023	9.59	07/24/2023	INV	PD	23-24 Swim: stopwatches, fins,
125799	21053	SYNCB/AMAZON	2400443	1JNT-GR64-KJTK	07/25/2023	114293	07262023	39674	07/26/2023	606.26	07/25/2023	INV	PD	Batteries
125804	21053	SYNCB/AMAZON	2400209	1YRP-C44L-KMCH	07/25/2023	114298	07262023	39674	07/26/2023	255.00	07/25/2023	INV	PD	Hats for student chefs
125808	21053	SYNCB/AMAZON	2400550	1QXV-7YD7-Y3GT	07/25/2023	114302	07262023	39674	07/26/2023	10.85	07/25/2023	INV	PD	TABLECLOTHS, TRINKET TOYS, MIN
125857	21053	SYNCB/AMAZON	2400705	11F4-G3Q9-PR6H	07/26/2023	114341	07262023	39674	07/26/2023	269.26	07/26/2023	INV	PD	MNT-drawer locks, truck cart,
125931	21053	SYNCB/AMAZON	2400211	19NK-TJ1P-XRPC	07/28/2023	114414	07282023	39721	07/28/2023	239.94	07/28/2023	INV	PD	Open PO for various tech suppl
125932	21053	SYNCB/AMAZON	2400211	1N19-VQTV-GCJG	07/28/2023	114415	07282023	39721	07/28/2023	26.86	07/28/2023	INV	PD	Open PO for various tech suppl
125933	21053	SYNCB/AMAZON	2400211	1TKL-T99C-FMYX	07/28/2023	114416	07282023	39721	07/28/2023	131.20	07/28/2023	INV	PD	Open PO for various tech suppl
125934	21053	SYNCB/AMAZON	2400211	1KPW-3NCJ-VYG3	07/28/2023	114417	07282023	39721	07/28/2023	107.52	07/28/2023	INV	PD	Open PO for various tech suppl
125935	21053	SYNCB/AMAZON	2400211	11KN-7FGD-14C3	07/28/2023	114418	07282023	39721	07/28/2023	235.84	07/28/2023	INV	PD	Open PO for various tech suppl
125936	21053	SYNCB/AMAZON	2400211	1HXT-P47M-JP7N	07/28/2023	114419	07282023	39721	07/28/2023	7.47	07/28/2023	INV	PD	Open PO for various tech suppl
125937	21053	SYNCB/AMAZON	2400211	163M-PJ4D-3MFM	07/28/2023	114420	07282023	39721	07/28/2023	12.08	07/28/2023	INV	PD	Open PO for various tech suppl
125947	21053	SYNCB/AMAZON	2400702	17HQ-47M1-GT43	07/31/2023	114431	07312023	39743	07/31/2023	35.95	07/31/2023	INV	PD	adhesive visitor badge rolls f
125948	21053	SYNCB/AMAZON	2400444	1PRN-4L7L-D6F9	07/31/2023	114432	07312023	39743	07/31/2023	224.24	07/31/2023	INV	PD	Pens, correction tape, file fo
125984	21053	SYNCB/AMAZON	2400477	1KLC-VNVC-WY6V	07/31/2023	114467	07312023	39743	07/31/2023	1,510.50	07/31/2023	INV	PD	23-24 Swim: stopwatches, fins,
125985	21053	SYNCB/AMAZON	2400477	11P9-FCJ1-LPLP	07/31/2023	114468	07312023	39743	07/31/2023	160.93	07/31/2023	INV	PD	23-24 Swim: stopwatches, fins,
125193	110858	AMAZON WEB SERVICE, INC.		1377941909	07/06/2023	113722	07072023	39433	07/07/2023	29.00	07/06/2023	INV	PD	Amazon Web Services 12 months @ approximat
125770	96119	THE AMERICAN FUNDS GROUP		125770	07/25/2023	114264	July	31482	07/25/2023	740.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125771	96121	AMERICO FINANCIAL LIFE & ANNUITY		125771	07/25/2023	114265	July	31483	07/25/2023	120.04	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125769	96116	AMERIPRISE FINANCIAL SERVICES, INC		125769	07/25/2023	114263	July	31484	07/25/2023	1,000.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125970	108268	ANONYMOUS ALERTS	2400678	23-10188	07/31/2023	114454	07312023	7457	07/31/2023	4,400.00	07/31/2023	INV	PD	Renewal site license
125191	103474	APPLE, INC.		AL26205651	07/06/2023	113720	07072023	39434	07/07/2023	1,600.00	07/06/2023	INV	PD	PK2K3LL/A Personalized 10.2 inch iPad Wi-Fi 64G
125235	107207	KATIE ARELLANO	2400110	2400110/ADV	07/07/2023	113765	07072023	39435	07/07/2023	299.09	07/07/2023	INV	PD	travel for EB teacher to atte
125801	107207	KATIE ARELLANO	2400110	2400110/REIMB	07/25/2023	114295	07262023	39675	07/26/2023	181.09	07/25/2023	INV	PD	travel for EB teacher to atte
125581	111778	ARROW EDUCATIONAL SERVICES	2400464	JUNE 27 23 INV	07/18/2023	114083	07192023	39581	07/19/2023	11,576.74	07/18/2023	INV	PD	Superintendent Search
125704	5384	ASCD	2400586	000002759846/RENEWAL	07/20/2023	114198	07212023	39632	07/21/2023	89.00	07/20/2023	INV	PD	Staff-Membership Fees/Dues
125838	5384	ASCD	2400698	2400698/MBRSHSP	07/26/2023	114326	07262023	39676	07/26/2023	59.00	07/26/2023	INV	PD	ASCD membership
125515	98675	AT & T	2400144	81716210140912/JUL23	07/13/2023	114015	07142023	39547	07/14/2023	860.79	07/13/2023	INV	PD	Monthly Bill-July 2023
125636	98675	AT & T	2400144	98132421809	07/19/2023	114131	07192023	39582	07/19/2023	886.94	07/19/2023	INV	PD	Monthly Bill-July 2023
125923	98675	AT & T	2400144	817A4400381230/JUL23	07/28/2023	114407	07282023	39722	07/28/2023	3,855.59	07/28/2023	INV	PD	Monthly Bill-July 2023
125256	12371	AT&T MOBILITY		825061830X06282023	07/11/2023	113785	07122023	39486	07/12/2023	276.29	07/11/2023	INV	PD	District Hotspots
125516	12371	AT&T MOBILITY		287277977313X0702203	07/14/2023	114016	07142023	39548	07/14/2023	286.89	07/14/2023	INV	PD	JUN 23 Utilities
125565	12371	AT&T MOBILITY		287286657594X0702023	07/18/2023	114067	07192023	39583	07/19/2023	39.37	07/18/2023	INV	PD	Air card for CTE director
125339	7573	ATMOS ENERGY		000059263/JUN 23	07/11/2023	113867	07122023	39487	07/12/2023	116.78	07/11/2023	INV	PD	JUN FY23 Open
125340	7573	ATMOS ENERGY		000050192/JUN 23	07/11/2023	113869	07122023	39487	07/12/2023	94.01	07/11/2023	INV	PD	JUN FY23 Open

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125341	7573	ATMOS ENERGY		1711460/JUN 23	07/11/2023	113870	07122023	39487	07/12/2023	110.91	07/11/2023	INV	PD	JUN FY23 Open
125342	7573	ATMOS ENERGY		800133911/JUN 2023	07/11/2023	113871	07122023	39487	07/12/2023	67.56	07/11/2023	INV	PD	JUN FY23 Open
125343	7573	ATMOS ENERGY		11R132510/JUN 23	07/11/2023	113872	07122023	39487	07/12/2023	67.56	07/11/2023	INV	PD	JUN FY23 Open
125344	7573	ATMOS ENERGY		003938417/JUn 23	07/11/2023	113873	07122023	39487	07/12/2023	67.56	07/11/2023	INV	PD	JUN FY23 Open
125345	7573	ATMOS ENERGY		117195445/JUN 2023	07/11/2023	113874	07122023	39487	07/12/2023	67.56	07/11/2023	INV	PD	JUN FY23 Open
125509	7573	ATMOS ENERGY	2400125	000216469/JUL 23	07/13/2023	114009	07142023	39549	07/14/2023	67.56	07/13/2023	INV	PD	Utilities-Natural Gas July 202
125510	7573	ATMOS ENERGY	2400125	19M217416/JUL 23	07/13/2023	114010	07142023	39549	07/14/2023	67.56	07/13/2023	INV	PD	Utilities-Natural Gas July 202
125512	7573	ATMOS ENERGY	2400125	000734000/JUL 23	07/13/2023	114012	07142023	39549	07/14/2023	272.56	07/13/2023	INV	PD	Utilities-Natural Gas July 202
125513	7573	ATMOS ENERGY	2400125	000730789/JUL 23	07/13/2023	114013	07142023	39549	07/14/2023	86.61	07/13/2023	INV	PD	Utilities-Natural Gas July 202
125603	7573	ATMOS ENERGY	2400125	000722599/JUL 23	07/18/2023	114102	07192023	39584	07/19/2023	116.78	07/18/2023	INV	PD	Utilities-Natural Gas July 202
125604	7573	ATMOS ENERGY	2400125	2054504/JUL 23	07/18/2023	114103	07192023	39584	07/19/2023	718.56	07/18/2023	INV	PD	Utilities-Natural Gas July 202
125605	7573	ATMOS ENERGY	2400125	000314355/JUL 23	07/18/2023	114104	07192023	39584	07/19/2023	94.74	07/18/2023	INV	PD	Utilities-Natural Gas July 202
125606	7573	ATMOS ENERGY	2400125	041002643/JUL 23	07/18/2023	114105	07192023	39584	07/19/2023	77.90	07/18/2023	INV	PD	Utilities-Natural Gas July 202
125700	7573	ATMOS ENERGY	2400125	17H672252/JUL 23	07/20/2023	114194	07212023	39633	07/21/2023	90.62	07/20/2023	INV	PD	Utilities-Natural Gas July 202
125701	7573	ATMOS ENERGY	2400125	2235749/JUL 23	07/20/2023	114195	07212023	39633	07/21/2023	535.61	07/20/2023	INV	PD	Utilities-Natural Gas July 202
125920	7573	ATMOS ENERGY	2400748	042011511/JUL 23	07/28/2023	114404	07282023	31593	07/28/2023	71.23	07/28/2023	INV	PD	Food Service-Gas Service
125632	111104	FAWN AUVENSHINE	2400262	2400262/REIMB	07/19/2023	114127	07192023	39585	07/19/2023	83.00	07/19/2023	INV	PD	Travel reimbursement for THOA
125772	96127	AXA EQUITABLE		125772	07/25/2023	114266	July	31485	07/25/2023	47,164.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125653	111791	MEGAN BAADSGAARD		FALL 2023	07/20/2023	114148	07202023	1299	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125364	106647	DARLA MCNEELY BARNES	14001002	14001002/REFUND	07/12/2023		SACHECK	6576	07/12/2023	357.00	07/12/2023	INV	PD	
125654	111792	KATIE BARNES		FALL 2023	07/20/2023	114149	07202023	1300	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125878	111819	MICHELLE C. BEESON, MD, PLLC	2400855	1086	07/26/2023	114362	07262023	39677	07/26/2023	1,000.00	07/26/2023	INV	PD	Medical service
125206	1032	BENNETT PRINTING & OFFICE SUPPLY		817129-0	07/06/2023	113736	07072023	7446	07/10/2023	418.00	07/06/2023	INV	PD	Information magnets
125207	1032	BENNETT PRINTING & OFFICE SUPPLY		816899-0	07/06/2023	113737	07072023	7446	07/10/2023	519.45	07/06/2023	INV	PD	Information magnets
125360	1032	BENNETT PRINTING & OFFICE SUPPLY	2400270	538307-0	07/12/2023	113888	07122023	39488	07/12/2023	12.00	07/12/2023	INV	PD	Name Plate for DMckittrick-PO#
125579	1032	BENNETT PRINTING & OFFICE SUPPLY	2400271	538435-0	07/18/2023	114081	07192023	39586	07/19/2023	22.90	07/18/2023	INV	PD	Office Supplies-name plate, bu
125588	1032	BENNETT PRINTING & OFFICE SUPPLY	2400115	538689-0	07/18/2023	114090	07192023	39586	07/19/2023	274.56	07/18/2023	INV	PD	Flow chart
125628	1032	BENNETT PRINTING & OFFICE SUPPLY		816821-0/RE-ISSUE	07/19/2023	114125	07192023	39586	07/19/2023	699.00	07/19/2023	INV	PD	PO#2307583 Re-issue
125187	108862	DEAN BLACK	2400047	2400047/ADV	07/03/2023	113716	07072023	39426	07/03/2023	577.80	07/03/2023	INV	PD	Travel for state FFA conventio
125589	108862	DEAN BLACK	2400047	2400047/REIMB	07/18/2023	114091	07192023	39587	07/19/2023	162.00	07/18/2023	INV	PD	Travel for state FFA conventio
125278	536	BOBS AUTO SUPPLY		03VQ6747	07/11/2023	113806	07122023	39489	07/12/2023	151.59	07/11/2023	INV	PD	JUN FY23/Open
125279	536	BOBS AUTO SUPPLY		03VQ6229	07/11/2023	113807	07122023	39489	07/12/2023	115.09	07/11/2023	INV	PD	JUN FY23/Open
125280	536	BOBS AUTO SUPPLY		03VR9321	07/11/2023	113808	07122023	39489	07/12/2023	(19.00)	07/11/2023	CRM	PD	JUN FY23/Open
125705	536	BOBS AUTO SUPPLY	2400182	03VS2664	07/20/2023	114199	07212023	39634	07/21/2023	10.49	07/20/2023	INV	PD	JUL FY24/Open
125568	108399	BOOST PROMOTIONS		11452	07/18/2023	114070	07192023	39588	07/19/2023	458.50	07/18/2023	INV	PD	JUN FY23/Open
125196	18272	GEORGINA BORDEN		JUNE 23 CELL/BORDEN	07/06/2023	113725	07072023	39436	07/07/2023	20.00	07/06/2023	INV	PD	June 23 Cell Phone Reimb.
125953	111781	BOUNTEAFUL BLESSINGS/KATHRYN ST	2400610	2400610A	07/31/2023	114437	07312023	39744	07/31/2023	40.00	07/31/2023	INV	PD	Tea for staff during inservice
125596	104887	SANDRA BRAND	14750001	14750001/REFUND	07/19/2023		SACHECK	6444	07/19/2023	1,600.00	07/19/2023	INV	PD	
125504	105854	DAWN BROADWAY	2400384	2400384/ADV	07/13/2023	114004	07142023	39550	07/14/2023	396.00	07/13/2023	INV	PD	Travel-Employee Meals/Hotel/Re
125199	111165	SARAH BROCKETT		JUNE 23CELL/BROCKETT	07/06/2023	113728	07072023	39437	07/07/2023	20.00	07/06/2023	INV	PD	June 23 Cell Phone Reimb.
125963	106214	DEIDRE BROWN		2308483/REIMB	07/31/2023	114447	07312023	39745	07/31/2023	246.78	07/31/2023	INV	PD	Reimb for travel
125715	105836	BURLESON OUTDOOR POWER EQUIPW	2400483	140347	07/20/2023	114209	07212023	39635	07/21/2023	499.50	07/20/2023	INV	PD	GRND-PO2308113-rotary scissor
125716	105836	BURLESON OUTDOOR POWER EQUIPW	2400484	141802	07/20/2023	114210	07212023	39635	07/21/2023	790.54	07/20/2023	INV	PD	GRND-Striper unit repairs
125717	105836	BURLESON OUTDOOR POWER EQUIPW	2400486	141799	07/20/2023	114211	07212023	39635	07/21/2023	3,272.74	07/20/2023	INV	PD	GRND-unit 11 Hustler 15160177
125363	111772	RONNIE BURRUSS	14001024	14001024/REFUND	07/12/2023		SACHECK	6577	07/12/2023	178.50	07/12/2023	INV	PD	
125225	99922	BRENT BURTON	2400062	2400062/ADV	07/06/2023	113755	07072023	39438	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125719	99922	BRENT BURTON	2400062	2400062/REIMB	07/20/2023	114213	07212023	39636	07/21/2023	167.82	07/20/2023	INV	PD	Estimated travel expenses July
125234	20190	CHRISTY BURTON	2400089	2400089/ADV	07/07/2023	113764	07072023	39439	07/07/2023	299.09	07/07/2023	INV	PD	travel for Dir of WL to atten
125802	20190	CHRISTY BURTON	2400089	2400089/REIMB	07/25/2023	114296	07262023	39678	07/26/2023	189.01	07/25/2023	INV	PD	travel for Dir of WL to atten
125627	110843	BUSINESS ESSENTIALS	2400397	326125-0	07/19/2023	114124	07192023	39589	07/19/2023	166.68	07/19/2023	INV	PD	Office Supplies
125957	110843	BUSINESS ESSENTIALS	2400606	326278-0	07/31/2023	114441	07312023	39746	07/31/2023	378.30	07/31/2023	INV	PD	Supplies: toner, staples, fold
125958	110843	BUSINESS ESSENTIALS	2400644	326451-0	07/31/2023	114442	07312023	39746	07/31/2023	129.36	07/31/2023	INV	PD	Binders and tabs
125959	110843	BUSINESS ESSENTIALS	2400644	326451-1	07/31/2023	114443	07312023	39746	07/31/2023	379.75	07/31/2023	INV	PD	Binders and tabs
125229	111377	VANESSA BUTTLER		2307265/REIMB	07/06/2023	113759	07072023	39440	07/07/2023	173.00	07/06/2023	INV	PD	Advisor meals for EdRising Nat

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125913	111377	VANESSA BUTTLER	2400052	2400052/REIMB	07/27/2023	114397	07282023	39723	07/28/2023	241.45	07/27/2023	INV	PD	Travel reimbursement for FCSTA
125797	110615	BYRDSEED, LLC	2400553	2351	07/25/2023	114291	07262023	39679	07/26/2023	360.00	07/25/2023	INV	PD	23-24 RENEWAL 3 ANNUAL TEACHER
125367	111773	ASHELY CAGLE	14001025	14001025/REFUND	07/12/2023		SACHECK	6578	07/12/2023	178.50	07/12/2023	INV	PD	
125643	111811	CAYDEN CANTRELL		FALL 2023	07/20/2023	114138	07202023	39620	07/20/2023	1,200.00	07/20/2023	INV	PD	Frances Nooner Scholarship
125981	110399	CARDINAL'S SPORT CENTER		10069107	07/31/2023		SACHECK	6617	07/31/2023	709.00	07/31/2023	INV	PD	
125365	109862	SONIA CARDOSO	14001001	14001001/REFUND	07/12/2023		SACHECK	6579	07/12/2023	178.50	07/12/2023	INV	PD	
125833	111630	CARE SOLACE, INC.	2400659	2023-10837	07/25/2023	114321	07262023	7453	07/26/2023	24,500.00	07/25/2023	INV	PD	Renewal
125826	110733	ELISA CARNES	14107004	110	07/25/2023		SACHECK	6609	07/26/2023	50.00	07/25/2023	INV	PD	
125267	1602	CARRIER ENTERPRISE, LLC - S.C.		9663984-00	07/11/2023	113795	07122023	39490	07/12/2023	324.23	07/11/2023	INV	PD	HVAC Supplies - district wide, per BuyBoard 631
125254	103958	CAVALLO ENERGY TEXAS LLC		231860020142294	07/11/2023	113783	07122023	39491	07/12/2023	99,980.03	07/11/2023	INV	PD	Electricity Service for June 23
125837	103958	CAVALLO ENERGY TEXAS LLC	2400712	231730020070591	07/25/2023	114325	07262023	31592	07/26/2023	1,356.51	07/25/2023	INV	PD	Food Service-Miscellaneous
125982	21104	CDW GOVERNMENT, INC.	2400590	KV18207	07/31/2023	114465	07312023	39747	07/31/2023	1,157.97	07/31/2023	INV	PD	E&I CNR01439 Printer for Tech
125983	21104	CDW GOVERNMENT, INC.	2400589	KV18664	07/31/2023	114466	07312023	39747	07/31/2023	964.98	07/31/2023	INV	PD	E&I CNR01439 Printer for Tech
125260	1092	CENTRAL APPRAISAL DIST JOHNSON CO		0400-2023-3	07/11/2023	113789	07122023	39492	07/12/2023	144,828.55	07/11/2023	INV	PD	Appraisal Services
125366	111774	ASHLIE CHAMBERS	14001026	14001026/REFUND	07/12/2023		SACHECK	6580	07/12/2023	178.50	07/12/2023	INV	PD	
125968	108631	CHARACTERSTRONG	2400679	21856	07/31/2023	114452	07312023	7458	07/31/2023	4,990.00	07/31/2023	INV	PD	Renewal site license
125969	108631	CHARACTERSTRONG	2400896	21664	07/31/2023	114453	07312023	7458	07/31/2023	5,250.00	07/31/2023	INV	PD	Professional Development
125938	1108	PAUL CHAVEZ	2400554	2400554A	07/28/2023	114421	07282023	39724	07/28/2023	405.00	07/28/2023	INV	PD	Team Meals-08-31-23 Keene
125939	1108	PAUL CHAVEZ	2400466	2400466A	07/28/2023	114422	07282023	39725	07/28/2023	495.00	07/28/2023	INV	PD	Team Meals-8-17-23 Crowley
125940	1108	PAUL CHAVEZ	2400466	2400466B	07/28/2023	114423	07282023	39726	07/28/2023	495.00	07/28/2023	INV	PD	Team Meals-8/24/23 Denton
125941	1108	PAUL CHAVEZ	2400466	2400466C	07/28/2023	114424	07282023	39727	07/28/2023	495.00	07/28/2023	INV	PD	Team Meals-8/31/2023 Midlothian
125265	107746	CHEERLEADING COMPANY		0712556CW	07/11/2023		SACHECK	6575	07/12/2023	526.19	07/11/2023	INV	PD	
125583	107746	CHEERLEADING COMPANY	2400161	0709739	07/18/2023	114085	07192023	39590	07/19/2023	827.33	07/18/2023	INV	PD	23-24 Athletic Clothing/Shoes
125810	107746	CHEERLEADING COMPANY	14001027	0719317CW	07/25/2023		SACHECK	6610	07/26/2023	647.46	07/25/2023	INV	PD	
125794	98156	CHICK-FIL-A	2400594	2400594A	07/25/2023	114288	07262023	39671	07/25/2023	498.45	07/25/2023	INV	PD	Lunch for Leasor Crass Law Tra
125827	98156	CHICK-FIL-A	14107002	14107002A	07/25/2023		SACHECK	6611	07/26/2023	292.06	07/25/2023	INV	PD	
125924	98156	CHICK-FIL-A	2400881	2400881A	07/28/2023	114408	07282023	39728	07/28/2023	95.00	07/28/2023	INV	PD	Sandwiches, nuggets, salads
125203	11873	CHS CULINARY ARTS		21033	07/06/2023	113732	07072023	39441	07/07/2023	400.00	07/06/2023	INV	PD	Assorted Dinner Options for Called Board Meeti
125764	13551	CISD ADMINISTRATION		125764	07/25/2023	114258	July	31486	07/25/2023	35,300.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125751	2068	CISD GENERAL FUND		JUNE 23/CHS	07/21/2023	114245	07212023	39637	07/21/2023	93.18	07/21/2023	INV	PD	Monthly Postage Reimb.
125830	2068	CISD GENERAL FUND		JUNE 23/STU SERV	07/25/2023	114318	07262023	39680	07/26/2023	64.56	07/25/2023	INV	PD	June postage
125844	2068	CISD GENERAL FUND		916	07/26/2023		SACHECK	6612	07/26/2023	355.00	07/26/2023	INV	PD	
125971	2068	CISD GENERAL FUND	2400739	JUN 23/CN	07/31/2023	114455	07312023	31594	07/31/2023	1.20	07/31/2023	INV	PD	Postage
125420	1959	CISD TRANSPORTATION		2306952/REIMB	07/13/2023	113919	07142023	39551	07/14/2023	50.00	07/13/2023	INV	PD	Parking school vehicle @ Love Field
125570	1959	CISD TRANSPORTATION		TRIP 581	07/18/2023	114072	07192023	39591	07/19/2023	5.00	07/18/2023	INV	PD	Trip 581
125572	1959	CISD TRANSPORTATION		TRIP 1085	07/18/2023	114074	07192023	39591	07/19/2023	90.00	07/18/2023	INV	PD	District transportation
125598	1959	CISD TRANSPORTATION		TRIP 1115	07/19/2023		SACHECK	6445	07/19/2023	96.00	07/19/2023	INV	PD	
125623	1959	CISD TRANSPORTATION		TRIP 1076	07/19/2023	114121	07192023	39591	07/19/2023	100.00	07/19/2023	INV	PD	Transportation for math teachers to attend CAM
125624	1959	CISD TRANSPORTATION		TRIP 589	07/19/2023		SACHECK	6605	07/19/2023	10.00	07/19/2023	INV	PD	
125625	1959	CISD TRANSPORTATION		TRIP 1127	07/19/2023	114122	07192023	39591	07/19/2023	122.50	07/19/2023	INV	PD	Transportation to TCU , FTW
125629	1959	CISD TRANSPORTATION		TRIP 878	07/19/2023		SACHECK	6445	07/19/2023	139.00	07/19/2023	INV	PD	
125630	1959	CISD TRANSPORTATION		TRIP 1069	07/19/2023		SACHECK	6605	07/19/2023	48.00	07/19/2023	INV	PD	
125631	1959	CISD TRANSPORTATION		TRIP 933	07/19/2023	114126	07192023	39591	07/19/2023	193.00	07/19/2023	INV	PD	Transportation to Dallas Love Field
125693	1959	CISD TRANSPORTATION	2400421	TRIP 1149	07/20/2023	114189	07212023	39638	07/21/2023	36.00	07/20/2023	INV	PD	REGION 11 SERVICE CENTER Wate
125818	1959	CISD TRANSPORTATION	2400006	TRIP 1129	07/25/2023	114310	07262023	39681	07/26/2023	228.50	07/25/2023	INV	PD	1 SUV to FFA Convention July 1
125819	1959	CISD TRANSPORTATION	2400120	TRIP 934	07/25/2023	114311	07262023	39681	07/26/2023	66.50	07/25/2023	INV	PD	1 SUV for Buttler to FCSTAT Ju
125951	1959	CISD TRANSPORTATION	2400013	TRIP 1128	07/31/2023	114435	07312023	39748	07/31/2023	65.50	07/31/2023	INV	PD	1 SUV to and from TIVA Confere
125349	1121	CITY OF CLEBURNE		JUNE 2023	07/12/2023	113877	07122023	39493	07/12/2023	14,780.02	07/12/2023	INV	PD	JUNE 2023 WATER BILL
125600	1121	CITY OF CLEBURNE	2400186	07-14-23 INV	07/18/2023	114099	07192023	39593	07/19/2023	35,000.00	07/18/2023	INV	PD	23-24 CHS Splash station/ Golf
125601	1121	CITY OF CLEBURNE	2400186	07-14-2023 INV	07/18/2023	114100	07192023	39592	07/19/2023	3,980.00	07/18/2023	INV	PD	23-24 CHS Splash station/ Golf
125610	1121	CITY OF CLEBURNE	2400437	30-0190-04/JUL 23	07/19/2023	114109	07192023	31586	07/19/2023	72.99	07/19/2023	INV	PD	Child Nutrition Dept/Water Serv
125806	1121	CITY OF CLEBURNE	2400118	JULY 2023	07/25/2023	114300	07262023	39682	07/26/2023	114.02	07/25/2023	INV	PD	Utility Water-July 2023
125691	108743	CLASSLINK	2400255	e-114193	07/20/2023	114187	07212023	39639	07/21/2023	26,391.00	07/20/2023	INV	PD	TIPS# 200105 ClassLink Renewal
125786	103733	CLEBURNE EDUCATION FOUNDATION		125786	07/25/2023	114280	July	31487	07/25/2023	2,822.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125548	99774	CLEBURNE WELDING & INDUSTRIAL SU		569037	07/17/2023	114050	07172023	39574	07/17/2023	114.08	07/17/2023	INV	PD	PO #2308771 Open June 23
125707	99774	CLEBURNE WELDING & INDUSTRIAL SU	2400233	571817	07/20/2023	114201	07212023	39640	07/21/2023	48.42	07/20/2023	INV	PD	JUL FY24/Open
125646	111599	TRU COLLUP		FALL 23	07/20/2023	114141	07202023	39621	07/20/2023	250.00	07/20/2023	INV	PD	Johnnie Hyde Scholarship
125655	111599	TRU COLLUP		FALL2023	07/20/2023	114150	07202023	1301	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125368	111764	CELESTE COOLEY	14001015	14001015/REFUND	07/12/2023		SACHECK	6581	07/12/2023	28.50	07/12/2023	INV	PD	
125836	108917	CORE OFFICE INTERIORS	2400721	50869	07/25/2023	114324	07262023	1794	07/26/2023	151,738.35	07/25/2023	INV	PD	Replace PO 2307902 WHEAT Furni
125257	106866	SKL ENTERPRISES LLC	2400157	441335-23	07/11/2023	113786	07122023	39494	07/12/2023	450.00	07/11/2023	INV	PD	Renewal - Corecourse GPA progr
125817	110343	MICHAEL CORNELOUP	2400722	2400722/ADV	07/25/2023	114309	07262023	39672	07/26/2023	501.40	07/25/2023	INV	PD	Hotel For Michael Corneloupp-TA
125698	18949	COWAN COSTUMES INC	14107001	17685	07/21/2023		SACHECK	6608	07/21/2023	241.31	07/21/2023	INV	PD	
125268	8218	COWTOWN MATERIALS, INC.		10081347-00	07/11/2023	113796	07122023	39495	07/12/2023	3,362.92	07/11/2023	INV	PD	MNT-ceiling tile stock
125297	110538	CRAIG GROUP		3398	07/11/2023	113825	07122023	39496	07/12/2023	6,771.00	07/11/2023	INV	PD	Marketing RFP, Board Approved
125270	19075	CRISP-LADEW FIRE PROTECTION COMF		1028648	07/11/2023	113798	07122023	39497	07/12/2023	768.00	07/11/2023	INV	PD	MNT-fire riser equipment leak-
125182	100331	CTAT-CAREER & TECHNOLOGY ASSOCI	2400008	200012227/BAL	07/03/2023	113711	07072023	39427	07/03/2023	225.00	07/03/2023	INV	PD	CTAT sessions for CTE Admin
125183	100331	CTAT-CAREER & TECHNOLOGY ASSOCI	2400008	200011855/BAL	07/03/2023	113712	07072023	39428	07/03/2023	225.00	07/03/2023	INV	PD	CTAT sessions for CTE Admin
125220	108196	KENNETH CULWELL	2400067	2400067/ADV	07/06/2023	113750	07072023	39442	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125721	108196	KENNETH CULWELL	2400067	2400067/REIMB	07/20/2023	114215	07212023	39641	07/21/2023	140.43	07/20/2023	INV	PD	Estimated travel expenses July
125223	105815	TONY CUNNINGHAM	2400065	2400065/ADV	07/06/2023	113753	07072023	39443	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125726	105815	TONY CUNNINGHAM	2400065	2400065/REIMB	07/20/2023	114220	07212023	39642	07/21/2023	106.31	07/20/2023	INV	PD	Estimated travel expenses July
125635	111780	TRACY CUPP	2400576	2400576/ADV	07/19/2023	114130	07192023	39594	07/19/2023	372.00	07/19/2023	INV	PD	TBA hotel/meals for Cupp
125269	19707	CURLY'S PLUMBING		108901	07/11/2023	113797	07122023	39498	07/12/2023	175.00	07/11/2023	INV	PD	JUN FY23/Open-Plumbing
125708	19707	CURLY'S PLUMBING	2400475	109199	07/20/2023	114202	07212023	39643	07/21/2023	475.00	07/20/2023	INV	PD	CHS-isolation valves
125709	19707	CURLY'S PLUMBING	2400476	109261	07/20/2023	114203	07212023	39643	07/21/2023	375.00	07/20/2023	INV	PD	SMS-main line blockage
125975	98899	CYBERSOFT TECHNOLOGIES, INC.	2400798	96466	07/31/2023	114459	07312023	31595	07/31/2023	9,226.00	07/31/2023	INV	PD	Food Service-Software, License
125291	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100714776.001	07/11/2023	113819	07122023	39499	07/12/2023	823.00	07/11/2023	INV	PD	JUN FY23 Open
125292	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100716033.001	07/11/2023	113820	07122023	39499	07/12/2023	389.94	07/11/2023	INV	PD	JUN FY23 Open
125293	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100720346.001	07/11/2023	113821	07122023	39499	07/12/2023	24.56	07/11/2023	INV	PD	JUN FY23 Open
125294	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100710941.001	07/11/2023	113822	07122023	39499	07/12/2023	224.16	07/11/2023	INV	PD	JUN FY23 Open
125295	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100680634.001	07/11/2023	113823	07122023	39499	07/12/2023	26.07	07/11/2023	INV	PD	JUN FY23 Open
125296	1210	DEALER'S ELECTRICAL SUPPLY CO.		S100705775.001	07/11/2023	113824	07122023	39499	07/12/2023	94.35	07/11/2023	INV	PD	JUN FY23 Open
125879	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400617	S100680684.001	07/26/2023	114363	07262023	39683	07/26/2023	74.67	07/26/2023	INV	PD	TRK-electrical supplies #674
125880	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400617	S100686774.001	07/26/2023	114364	07262023	39683	07/26/2023	51.91	07/26/2023	INV	PD	TRK-electrical supplies #674
125881	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400618	S100685646.001	07/26/2023	114365	07262023	39683	07/26/2023	13.50	07/26/2023	INV	PD	ADA-HVAC electrical parts
125882	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400619	S100736989.001	07/26/2023	114366	07262023	39683	07/26/2023	1.05	07/26/2023	INV	PD	CHS-electrical materials groun
125883	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400619	S100728511.001	07/26/2023	114367	07262023	39683	07/26/2023	109.04	07/26/2023	INV	PD	CHS-electrical materials groun
125884	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400619	S100722738.001	07/26/2023	114368	07262023	39683	07/26/2023	305.28	07/26/2023	INV	PD	CHS-electrical materials groun
125885	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400619	S100722829.001	07/26/2023	114369	07262023	39683	07/26/2023	35.61	07/26/2023	INV	PD	CHS-electrical materials groun
125886	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400619	S100729012.001	07/26/2023	114370	07262023	39683	07/26/2023	176.36	07/26/2023	INV	PD	CHS-electrical materials groun
125887	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400693	S100722735.001	07/26/2023	114371	07262023	39683	07/26/2023	468.00	07/26/2023	INV	PD	CHS/TRNS-grounds bldg/office l
125888	1210	DEALER'S ELECTRICAL SUPPLY CO.	2400693	S100739675.001	07/26/2023	114372	07262023	39683	07/26/2023	56.07	07/26/2023	INV	PD	CHS/TRNS-grounds bldg/office l
125956	98640	DONUT EXPRESS	2400143	2048-32	07/31/2023	114440	07312023	39749	07/31/2023	56.83	07/31/2023	INV	PD	Food-Meetings
125702	106705	EDUPROJECT ELL, LLC	2400290	1615	07/20/2023	114196	07212023	39644	07/21/2023	17,058.50	07/20/2023	INV	PD	software renewal for LPAC data
125779	96152	EE CREDIT UNION		125779	07/25/2023	114273	July	31488	07/25/2023	3,071.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125264	103997	EICHELBAUM WARDELL		79429	07/11/2023	113793	07122023	1786	07/12/2023	4,729.00	07/11/2023	INV	PD	Legal Services
125303	18432	ELLIOTT ELECTRIC SUPPLY		116-66512-01	07/11/2023	113831	07122023	39500	07/12/2023	2.94	07/11/2023	INV	PD	JUN FY23 Open
125304	18432	ELLIOTT ELECTRIC SUPPLY		116-66394-01	07/11/2023	113832	07122023	39500	07/12/2023	115.80	07/11/2023	INV	PD	JUN FY23 Open
125305	18432	ELLIOTT ELECTRIC SUPPLY		116-66302-01	07/11/2023	113833	07122023	39500	07/12/2023	55.04	07/11/2023	INV	PD	JUN FY23 Open
125306	18432	ELLIOTT ELECTRIC SUPPLY		116-66434-01	07/11/2023	113834	07122023	39500	07/12/2023	58.21	07/11/2023	INV	PD	JUN FY23 Open
125307	18432	ELLIOTT ELECTRIC SUPPLY		116-66139-01	07/11/2023	113835	07122023	39500	07/12/2023	63.55	07/11/2023	INV	PD	JUN FY23 Open
125309	18432	ELLIOTT ELECTRIC SUPPLY		116-66087-01	07/11/2023	113837	07122023	39500	07/12/2023	5.45	07/11/2023	INV	PD	JUN FY23 Open
125868	18432	ELLIOTT ELECTRIC SUPPLY	2400621	116-67163-01	07/26/2023	114352	07262023	39684	07/26/2023	396.56	07/26/2023	INV	PD	TRK-electrical supplies #674
125869	18432	ELLIOTT ELECTRIC SUPPLY	2400621	116-67053-01	07/26/2023	114353	07262023	39684	07/26/2023	126.28	07/26/2023	INV	PD	TRK-electrical supplies #674
125870	18432	ELLIOTT ELECTRIC SUPPLY	2400622	116-66807-01	07/26/2023	114354	07262023	39684	07/26/2023	192.99	07/26/2023	INV	PD	CHS-electrical materials groun
125871	18432	ELLIOTT ELECTRIC SUPPLY	2400622	116-66776-01	07/26/2023	114355	07262023	39684	07/26/2023	115.78	07/26/2023	INV	PD	CHS-electrical materials groun
125872	18432	ELLIOTT ELECTRIC SUPPLY	2400622	116-66638-01	07/26/2023	114356	07262023	39684	07/26/2023	130.66	07/26/2023	INV	PD	CHS-electrical materials groun

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125873	18432	ELLIOTT ELECTRIC SUPPLY	2400663	116-67435-01	07/26/2023	114357	07262023	39684	07/26/2023	233.78	07/26/2023	INV	PD	ADA-T8 lights for custodians
125874	18432	ELLIOTT ELECTRIC SUPPLY	2400700	116-67319-01	07/26/2023	114358	07262023	39684	07/26/2023	43.17	07/26/2023	INV	PD	CKE/TRK-nurses offc/boxes-stoc
125875	18432	ELLIOTT ELECTRIC SUPPLY	2400700	116-67382-01	07/26/2023	114359	07262023	39684	07/26/2023	157.99	07/26/2023	INV	PD	CKE/TRK-nurses offc/boxes-stoc
125976	110326	EMS LINQ INC	2400840	C-117597	07/31/2023	114460	07312023	31596	07/31/2023	7,206.30	07/31/2023	INV	PD	Food Service-Software, License
125352	104589	ENTERPRISE SECURITY SOLUTIONS OF	2400242	94280	07/12/2023	113880	07122023	39501	07/12/2023	419.30	07/12/2023	INV	PD	Monthly Monitoring-July
125710	104589	ENTERPRISE SECURITY SOLUTIONS OF	2400243	94279	07/20/2023	114204	07212023	39645	07/21/2023	2,082.50	07/20/2023	INV	PD	JUL FY24/Monthly Service
125795	104589	ENTERPRISE SECURITY SOLUTIONS OF	2400636	99438	07/25/2023	114289	07262023	39685	07/26/2023	1,006.84	07/25/2023	INV	PD	Replace PO 2309053-Remount Cam
125615	106771	ENTEX PEST SOLUTIONS, LLC	2400291	JUNE 23'/CN	07/19/2023	114114	07192023	31587	07/19/2023	342.00	07/19/2023	INV	PD	Pest Control
125711	106771	ENTEX PEST SOLUTIONS, LLC	2400250	JUNE 23'/MAINT	07/20/2023	114205	07212023	39646	07/21/2023	618.00	07/20/2023	INV	PD	JUL FY24/monthly service
125549	111680	EPIC SOLAR CONTROL, LLC		259	07/17/2023	114051	07172023	39575	07/17/2023	77,320.20	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125550	111680	EPIC SOLAR CONTROL, LLC		260	07/17/2023	114052	07172023	39575	07/17/2023	13,301.01	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125551	111680	EPIC SOLAR CONTROL, LLC		261	07/17/2023	114053	07172023	39575	07/17/2023	20,048.33	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125552	111680	EPIC SOLAR CONTROL, LLC		262	07/17/2023	114054	07172023	39575	07/17/2023	15,529.97	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125553	111680	EPIC SOLAR CONTROL, LLC		263	07/17/2023	114055	07172023	39575	07/17/2023	13,055.44	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125554	111680	EPIC SOLAR CONTROL, LLC		264	07/17/2023	114056	07172023	39575	07/17/2023	7,661.61	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125555	111680	EPIC SOLAR CONTROL, LLC		265	07/17/2023	114057	07172023	39575	07/17/2023	7,853.38	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125556	111680	EPIC SOLAR CONTROL, LLC		266	07/17/2023	114058	07172023	39575	07/17/2023	6,786.77	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125557	111680	EPIC SOLAR CONTROL, LLC		267	07/17/2023	114059	07172023	39575	07/17/2023	6,786.77	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125558	111680	EPIC SOLAR CONTROL, LLC		268	07/17/2023	114060	07172023	39575	07/17/2023	24,627.53	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125559	111680	EPIC SOLAR CONTROL, LLC		269	07/17/2023	114061	07172023	39575	07/17/2023	6,915.47	07/17/2023	INV	PD	Material Invoice for total of 148 cases of IPA
125355	111103	COLLEEN ERNST	2400261	2400261/ADV	07/12/2023	113883	07122023	39502	07/12/2023	321.78	07/12/2023	INV	PD	Travel reimbursement for THOA
125822	111103	COLLEEN ERNST	2400261	2400261/REIMB	07/25/2023	114314	07262023	39686	07/26/2023	264.13	07/25/2023	INV	PD	Travel reimbursement for THOA
125562	4976	ESC, REGION 10		013805	07/18/2023	114064	07192023	39595	07/19/2023	140.00	07/18/2023	INV	PD	PO #2304289 Bus Driver Training
125571	4976	ESC, REGION 10		013771	07/18/2023	114073	07192023	39595	07/19/2023	400.00	07/18/2023	INV	PD	Dyslexia Summer Institute 2 Participants
125560	2221	ESC, REGION XI		5002300185	07/17/2023	114062	07172023	7448	07/17/2023	200.00	07/17/2023	INV	PD	HB3 Reading Academies
125561	2221	ESC, REGION XI		5002300196	07/17/2023	114063	07172023	7448	07/17/2023	200.00	07/17/2023	INV	PD	Reading academies blended trainings,
125619	2221	ESC, REGION XI		2002300403	07/19/2023	114117	07192023	39596	07/19/2023	18,093.75	07/19/2023	INV	PD	TEKS Resource System-Sept 22- Aug 23
125814	2221	ESC, REGION XI	2400055	1002301394	07/25/2023	114306	07262023	39687	07/26/2023	125.00	07/25/2023	INV	PD	Enrollment fees for 6 teachers
125831	2221	ESC, REGION XI		1002301393	07/25/2023	114319	07262023	39687	07/26/2023	820.00	07/25/2023	INV	PD	Training
125749	111665	ESC, REGION 19		163744	07/21/2023	114243	07212023	39647	07/21/2023	250.00	07/21/2023	INV	PD	Nation spelling bee participant
125371	111776	TAMMY ESTES	14001029	14001029/REFUND	07/12/2023		SACHECK	6582	07/12/2023	228.50	07/12/2023	INV	PD	
125647	111793	SKYE EWELL		FALL 2023	07/20/2023	114142	07202023	39622	07/20/2023	500.00	07/20/2023	INV	PD	Matt Calder Scholarship
125656	111793	SKYE EWELL		FALL 23	07/20/2023	114151	07202023	1302	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125369	111757	MICHAEL FABRIZIO	14001007	14001007/REFUND	07/12/2023		SACHECK	6583	07/12/2023	68.50	07/12/2023	INV	PD	
125273	13411	FASTENAL COMPANY		TXCLE178565	07/11/2023	113801	07122023	39503	07/12/2023	1,698.60	07/11/2023	INV	PD	JUN FY23/Open
125861	13411	FASTENAL COMPANY	2400199	TXCLE178891	07/26/2023	114345	07262023	39688	07/26/2023	1,001.62	07/26/2023	INV	PD	JUL FY24/Open
125649	109691	ALLY FAULK		FALL 2023	07/20/2023	114144	07202023	39623	07/20/2023	1,125.00	07/20/2023	INV	PD	Wiseman Neal Scholarship
125641	111600	JESSIE MAY FAULK		FALL 23	07/20/2023	114136	07202023	39624	07/20/2023	1,000.00	07/20/2023	INV	PD	AD and Lucille B Jackson Scholarship
125657	111600	JESSIE MAY FAULK		FALL2023	07/20/2023	114152	07202023	1303	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125773	96130	FIDELITY INVESTMENTS		125773	07/25/2023	114267	July	31489	07/25/2023	2,400.00	07/25/2023	INV	PD	**** Plan # 64200 **** Plan # 64200 ****
125237	14508	FIRST CHOICE COFFEE SERVICE		522022	07/07/2023	113767	07072023	39444	07/07/2023	24.00	07/07/2023	INV	PD	Coffee Service-June
125921	14508	FIRST CHOICE COFFEE SERVICE	2400086	522582	07/28/2023	114405	07282023	39729	07/28/2023	211.69	07/28/2023	INV	PD	Coffee Service for Central Off
125927	14508	FIRST CHOICE COFFEE SERVICE	2400472	522586	07/28/2023	114410	07282023	39729	07/28/2023	51.85	07/28/2023	INV	PD	Coffee Service for Tech Bldg.-
125336	108984	AVERY FLORES		JUNE 23/FLORES	07/11/2023	113864	07122023	39504	07/12/2023	107.47	07/11/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125370	111769	LETICIA FLORES	14001021	14001021/REFUND	07/12/2023		SACHECK	6584	07/12/2023	178.50	07/12/2023	INV	PD	
125618	12365	FOOTGEAR	14001034	06-15-23 INV	07/19/2023		SACHECK	6606	07/19/2023	800.00	07/19/2023	INV	PD	
125774	96131	FRANKLIN TEMPLETON BANK & TRUST		125774	07/25/2023	114268	July	31490	07/25/2023	700.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125688	111646	JOHN FRENSLEY	2400402	2023072001	07/20/2023	114184	07212023	39630	07/20/2023	500.00	07/20/2023	INV	PD	Travel-Employee Meals/Hotel/Re
125359	16443	FROG STREET PRESS, INC.	2400279	0239758-IN	07/12/2023	113887	07122023	39505	07/12/2023	1,398.00	07/12/2023	INV	PD	Splash Early Childhood Confere
125189	105874	FRONTLINE TECHNOLOGIES GROUP, LL		INVPSP17862	07/06/2023	113718	07072023	39445	07/07/2023	800.00	07/06/2023	INV	PD	Virtual Consultative Session 3 hours V3 RTI/MTS
125803	111779	GAME TRUCK ARLINGTON	2400465	11050/DEPOSIT	07/25/2023	114297	07262023	39689	07/26/2023	375.00	07/25/2023	INV	PD	Laser Tag, Z Tag, Video Game T
125644	111812	KARYME GARCIA		FALL 2023	07/20/2023	114139	07202023	39625	07/20/2023	1,200.00	07/20/2023	INV	PD	Frances Noonon Scholarship
125650	110451	MICHELLE GARCIA		FALL 2023	07/20/2023	114145	07202023	39626	07/20/2023	1,125.00	07/20/2023	INV	PD	Wiseman Neal Scholarship
125750	110849	RHONDA GARRETT		JUNE 23/GARRETT	07/21/2023	114244	07212023	39648	07/21/2023	15.75	07/21/2023	INV	PD	June 23 Mileage reimb.

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125421	111726	RACHAEL GEESAMAN		2308878/REIMB	07/13/2023	113920	07142023	39552	07/14/2023	150.00	07/13/2023	INV	PD	Reimb for parking and meals in Denver, CO
125775	96132	GENERAL AMERICAN		125775	07/25/2023	114269	July	31491	07/25/2023	50.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125209	111155	TYLER GESSNER	2400078	2400078/ADV	07/06/2023	113739	07072023	39446	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125815	111155	TYLER GESSNER	2400078	2400078/REIMB	07/25/2023	114307	07262023	39690	07/26/2023	220.43	07/25/2023	INV	PD	Estimated travel expenses July
125372	111762	AMANDA GIFFORD	14001012	14001012/REFUND	07/12/2023		SACHECK	6585	07/12/2023	178.50	07/12/2023	INV	PD	
125517	20819	BLAKE GLENN		JUN 23/GLENN	07/14/2023	114017	07142023	39553	07/14/2023	120.98	07/14/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125518	20819	BLAKE GLENN		JUN 23 CELL/GLENN	07/14/2023	114018	07142023	39553	07/14/2023	40.00	07/14/2023	INV	PD	JUNE 2023 MONTHLY CELL PHONE
125584	105690	DAWN GOAINS	2400010	2400010/REIMB	07/18/2023	114086	07192023	39597	07/19/2023	684.61	07/18/2023	INV	PD	CTAT travel reimbursement July
125950	105690	DAWN GOAINS	2400573	2400573/REIMB	07/31/2023	114434	07312023	39750	07/31/2023	100.00	07/31/2023	INV	PD	Parking overage for Goains CTA
125230	109337	ERIC GODFREY		2308848/REIMB	07/06/2023	113760	07072023	39447	07/07/2023	427.64	07/06/2023	INV	PD	Travel expenses
125204	104014	GOING PLACES / LAURA GRAYSON		723	07/06/2023	113733	07072023	39448	07/07/2023	1,200.00	07/06/2023	INV	PD	PROFESSIONAL CONTRACTED ORIENT
125621	111258	LESA GOWINS		JUNE 23/GOWINS	07/19/2023	114119	07192023	39598	07/19/2023	5.24	07/19/2023	INV	PD	June Mileage Reimb.
125785	102839	GREAT AMERICAN PLAN ADMINISTRAT		125785	07/25/2023	114279	July	31492	07/25/2023	400.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125247	96202	ROSS GREEN		JUNE 23/RGREEN	07/10/2023	113776	07102023	39480	07/10/2023	21.09	07/10/2023	INV	PD	June Mileage Reimbursement
125213	111084	BREANNA GREER	2400074	2400074/ADV	07/06/2023	113743	07072023	39449	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125195	21667	CHRISTI GREGORY		JUNE 23 CELL/GREGORY	07/06/2023	113724	07072023	39450	07/07/2023	20.00	07/06/2023	INV	PD	June Cell Phone Reimbursement
125259	21667	CHRISTI GREGORY		JUNE 23/GREGORY	07/11/2023	113788	07122023	39506	07/12/2023	258.61	07/11/2023	INV	PD	June 23 mileage reimbursement
125793	111755	GWN SECURITIES, INC.		125793	07/25/2023	114287	July	31493	07/25/2023	504.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125274	111354	H2I GROUP		228457	07/11/2023	113802	07122023	39507	07/12/2023	1,388.59	07/11/2023	INV	PD	JUN FY23/Open
125658	111794	HALEY HADLEY		FALL 2023	07/20/2023	114153	07202023	1304	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125277	100730	HAGAR RESTAURANT SERVICE, INC.		12-481093	07/11/2023	113805	07122023	39508	07/12/2023	3,825.00	07/11/2023	INV	PD	JUN FY23/Open
125224	104926	JERI HALL	2400063	2400063/ADV	07/06/2023	113754	07072023	39451	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125692	104926	JERI HALL	2400063	2400063/REIMB	07/20/2023	114188	07212023	39649	07/21/2023	82.62	07/20/2023	INV	PD	Estimated travel expenses July
125911	107226	HAPPY CHEF	2400253	1846165A	07/27/2023	114395	07282023	39730	07/28/2023	2,400.55	07/27/2023	INV	PD	Chef coats for student chefs
125659	111795	CHEYANNE HARMON		FALL 2023	07/20/2023	114154	07202023	1305	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125221	106882	BROOKE HARRELL	2400066	2400066/ADV	07/06/2023	113751	07072023	39452	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125729	106882	BROOKE HARRELL	2400066	2400066/REIMB	07/20/2023	114223	07212023	39650	07/21/2023	80.16	07/20/2023	INV	PD	Estimated travel expenses July
125683	110552	CARSON HARRIS		FALL 2023	07/20/2023	114179	07202023	1050	07/20/2023	375.00	07/20/2023	INV	PD	Geen/Davis Scholarship
125198	108944	JILLANNA HARRIS		JUNE 23 CELL/HARRIS	07/06/2023	113727	07072023	39453	07/07/2023	20.00	07/06/2023	INV	PD	June 23 Cell Phone Reimb.
125231	97342	DEWAYNE HAWPE		JUNE 23/HAWPE	07/06/2023	113761	07072023	39454	07/07/2023	153.49	07/06/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125542	111743	REBECCA HERING	2400176	2400176/REIMB	07/17/2023	114043	07172023	39576	07/17/2023	653.72	07/17/2023	INV	PD	Travel reimbursement for CTAT
125232	111168	FERNANDO HERNANDEZ		JUNE 23/HERNANDEZ	07/06/2023	113762	07072023	39455	07/07/2023	103.71	07/06/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125217	108509	GERMAN HERNANDEZ	2400070	2400070/ADV	07/06/2023	113747	07072023	39456	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125695	108509	GERMAN HERNANDEZ	2400070	2400070/REIMB	07/20/2023	114191	07212023	39651	07/21/2023	115.32	07/20/2023	INV	PD	Estimated travel expenses July
125660	111796	MELANY HERNANDEZ		FALL 2023	07/20/2023	114155	07202023	1306	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125373	108383	RUSHELLE HESS	14001020	14001020/REFUND	07/12/2023		SACHECK	6586	07/12/2023	178.50	07/12/2023	INV	PD	
125424	107945	HILLTOP SECURITIES INC		1501-3265	07/13/2023	113924	07142023	39554	07/14/2023	1,500.00	07/13/2023	INV	PD	Investment Reporting
125437	16149	HOME DEPOT CREDIT SERVICES		2020009	07/13/2023	113937	07142023	39555	07/14/2023	58.92	07/13/2023	INV	PD	JUN FY23/Open
125439	16149	HOME DEPOT CREDIT SERVICES		5182615	07/13/2023	113939	07142023	39555	07/14/2023	(21.95)	07/13/2023	CRM	PD	JUN FY23/OPEN
125440	16149	HOME DEPOT CREDIT SERVICES		2020012	07/13/2023	113940	07142023	39555	07/14/2023	14.53	07/13/2023	INV	PD	JUN FY23/Open
125441	16149	HOME DEPOT CREDIT SERVICES		1013589	07/13/2023	113941	07142023	39555	07/14/2023	160.32	07/13/2023	INV	PD	JUN FY23/Open
125442	16149	HOME DEPOT CREDIT SERVICES		1020164	07/13/2023	113942	07142023	39555	07/14/2023	33.78	07/13/2023	INV	PD	JUN FY23/Open
125443	16149	HOME DEPOT CREDIT SERVICES		1020166	07/13/2023	113943	07142023	39555	07/14/2023	194.20	07/13/2023	INV	PD	JUN FY23/Open
125444	16149	HOME DEPOT CREDIT SERVICES		1020170	07/13/2023	113944	07142023	39555	07/14/2023	490.39	07/13/2023	INV	PD	JUN FY23/Open
125445	16149	HOME DEPOT CREDIT SERVICES		1020179	07/13/2023	113945	07142023	39555	07/14/2023	29.07	07/13/2023	INV	PD	JUN FY23/Open
125446	16149	HOME DEPOT CREDIT SERVICES		1172335	07/13/2023	113946	07142023	39555	07/14/2023	15.96	07/13/2023	INV	PD	JUN FY23/Open
125447	16149	HOME DEPOT CREDIT SERVICES		1181816	07/13/2023	113947	07142023	39555	07/14/2023	42.97	07/13/2023	INV	PD	JUN FY23/Open
125448	16149	HOME DEPOT CREDIT SERVICES		1261119	07/13/2023	113948	07142023	39555	07/14/2023	53.92	07/13/2023	INV	PD	JUN FY23/Open
125449	16149	HOME DEPOT CREDIT SERVICES		1261121	07/13/2023	113949	07142023	39555	07/14/2023	96.87	07/13/2023	INV	PD	JUN FY23/Open
125450	16149	HOME DEPOT CREDIT SERVICES		0013610	07/13/2023	113950	07142023	39555	07/14/2023	61.51	07/13/2023	INV	PD	JUN FY23/Open
125451	16149	HOME DEPOT CREDIT SERVICES		0013657	07/13/2023	113951	07142023	39555	07/14/2023	299.00	07/13/2023	INV	PD	JUN FY23/Open
125452	16149	HOME DEPOT CREDIT SERVICES		0020292	07/13/2023	113952	07142023	39555	07/14/2023	500.79	07/13/2023	INV	PD	JUN FY23/Open
125453	16149	HOME DEPOT CREDIT SERVICES		0020293	07/13/2023	113953	07142023	39555	07/14/2023	785.62	07/13/2023	INV	PD	JUN FY23/Open
125454	16149	HOME DEPOT CREDIT SERVICES		9020405	07/13/2023	113954	07142023	39555	07/14/2023	114.76	07/13/2023	INV	PD	JUN FY23/Open

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125455	16149	HOME DEPOT CREDIT SERVICES		9020419	07/13/2023	113955	07142023	39555	07/14/2023	39.61	07/13/2023	INV	PD	JUN FY23/Open
125456	16149	HOME DEPOT CREDIT SERVICES		9020420	07/13/2023	113956	07142023	39555	07/14/2023	44.42	07/13/2023	INV	PD	JUN FY23/Open
125457	16149	HOME DEPOT CREDIT SERVICES		6020702	07/13/2023	113957	07142023	39555	07/14/2023	51.34	07/13/2023	INV	PD	JUN FY23/Open
125458	16149	HOME DEPOT CREDIT SERVICES		6020770	07/13/2023	113958	07142023	39555	07/14/2023	13.28	07/13/2023	INV	PD	JUN FY23/Open
125459	16149	HOME DEPOT CREDIT SERVICES		6250591	07/13/2023	113959	07142023	39555	07/14/2023	215.70	07/13/2023	INV	PD	JUN FY23/Open
125460	16149	HOME DEPOT CREDIT SERVICES		6261170	07/13/2023	113960	07142023	39555	07/14/2023	25.33	07/13/2023	INV	PD	JUN FY23/Open
125461	16149	HOME DEPOT CREDIT SERVICES		6261172	07/13/2023	113961	07142023	39555	07/14/2023	57.92	07/13/2023	INV	PD	JUN FY23/Open
125462	16149	HOME DEPOT CREDIT SERVICES		6261178	07/13/2023	113962	07142023	39555	07/14/2023	36.46	07/13/2023	INV	PD	JUN FY23/Open
125463	16149	HOME DEPOT CREDIT SERVICES		5020835	07/13/2023	113963	07142023	39555	07/14/2023	3.84	07/13/2023	INV	PD	JUN FY23/Open
125464	16149	HOME DEPOT CREDIT SERVICES		5261200	07/13/2023	113964	07142023	39555	07/14/2023	344.85	07/13/2023	INV	PD	JUN FY23/Open
125465	16149	HOME DEPOT CREDIT SERVICES		4013988	07/13/2023	113965	07142023	39555	07/14/2023	25.41	07/13/2023	INV	PD	JUN FY23/Open
125466	16149	HOME DEPOT CREDIT SERVICES		3014051	07/13/2023	113966	07142023	39555	07/14/2023	45.20	07/13/2023	INV	PD	JUN FY23/Open
125467	16149	HOME DEPOT CREDIT SERVICES		3021003	07/13/2023	113967	07142023	39555	07/14/2023	250.29	07/13/2023	INV	PD	JUN FY23/Open
125468	16149	HOME DEPOT CREDIT SERVICES		3021011	07/13/2023	113968	07142023	39555	07/14/2023	32.64	07/13/2023	INV	PD	JUN FY23/Open
125469	16149	HOME DEPOT CREDIT SERVICES		3021031	07/13/2023	113969	07142023	39555	07/14/2023	171.60	07/13/2023	INV	PD	JUN FY23/Open
125470	16149	HOME DEPOT CREDIT SERVICES		3021039	07/13/2023	113970	07142023	39555	07/14/2023	102.08	07/13/2023	INV	PD	JUN FY23/Open
125471	16149	HOME DEPOT CREDIT SERVICES		2014153	07/13/2023	113971	07142023	39555	07/14/2023	57.73	07/13/2023	INV	PD	JUN FY23/Open
125472	16149	HOME DEPOT CREDIT SERVICES		2021132	07/13/2023	113972	07142023	39555	07/14/2023	74.90	07/13/2023	INV	PD	JUN FY23/Open
125473	16149	HOME DEPOT CREDIT SERVICES		2250671	07/13/2023	113973	07142023	39555	07/14/2023	82.85	07/13/2023	INV	PD	JUN FY23/Open
125474	16149	HOME DEPOT CREDIT SERVICES		9014337	07/13/2023	113974	07142023	39555	07/14/2023	29.97	07/13/2023	INV	PD	JUN FY23/Open
125475	16149	HOME DEPOT CREDIT SERVICES		9021386	07/13/2023	113975	07142023	39555	07/14/2023	38.49	07/13/2023	INV	PD	JUN FY23/Open
125476	16149	HOME DEPOT CREDIT SERVICES		9021449	07/13/2023	113976	07142023	39555	07/14/2023	116.73	07/13/2023	INV	PD	JUN FY23/Open
125477	16149	HOME DEPOT CREDIT SERVICES		9261272	07/13/2023	113977	07142023	39555	07/14/2023	533.97	07/13/2023	INV	PD	JUN FY23/Open
125478	16149	HOME DEPOT CREDIT SERVICES		6021728	07/13/2023	113978	07142023	39555	07/14/2023	449.91	07/13/2023	INV	PD	JUN FY23/Open
125479	16149	HOME DEPOT CREDIT SERVICES		6021742	07/13/2023	113979	07142023	39555	07/14/2023	25.98	07/13/2023	INV	PD	JUN FY23/Open
125480	16149	HOME DEPOT CREDIT SERVICES		6021755	07/13/2023	113980	07142023	39555	07/14/2023	71.08	07/13/2023	INV	PD	JUN FY23/Open
125481	16149	HOME DEPOT CREDIT SERVICES		6021812	07/13/2023	113981	07142023	39555	07/14/2023	8.36	07/13/2023	INV	PD	JUN FY23/Open
125482	16149	HOME DEPOT CREDIT SERVICES		5014605	07/13/2023	113982	07142023	39555	07/14/2023	25.76	07/13/2023	INV	PD	JUN FY23/Open
125483	16149	HOME DEPOT CREDIT SERVICES		2022091	07/13/2023	113983	07142023	39555	07/14/2023	84.22	07/13/2023	INV	PD	JUN FY23/Open
125484	16149	HOME DEPOT CREDIT SERVICES		2022109	07/13/2023	113984	07142023	39555	07/14/2023	10.87	07/13/2023	INV	PD	JUN FY23/Open
125485	16149	HOME DEPOT CREDIT SERVICES		2022112	07/13/2023	113985	07142023	39555	07/14/2023	26.14	07/13/2023	INV	PD	JUN FY23/Open
125486	16149	HOME DEPOT CREDIT SERVICES		1014805	07/13/2023	113986	07142023	39555	07/14/2023	9.98	07/13/2023	INV	PD	JUN FY23/Open
125487	16149	HOME DEPOT CREDIT SERVICES		1022199	07/13/2023	113987	07142023	39555	07/14/2023	72.88	07/13/2023	INV	PD	JUN FY23/Open
125488	16149	HOME DEPOT CREDIT SERVICES		1250847	07/13/2023	113988	07142023	39555	07/14/2023	159.96	07/13/2023	INV	PD	JUN FY23/Open
125489	16149	HOME DEPOT CREDIT SERVICES		1261390	07/13/2023	113989	07142023	39555	07/14/2023	48.48	07/13/2023	INV	PD	JUN FY23/Open
125490	16149	HOME DEPOT CREDIT SERVICES		0014957	07/13/2023	113990	07142023	39555	07/14/2023	13.98	07/13/2023	INV	PD	JUN FY23/Open
125491	16149	HOME DEPOT CREDIT SERVICES		0022299	07/13/2023	113991	07142023	39555	07/14/2023	85.58	07/13/2023	INV	PD	JUN FY23/Open
125492	16149	HOME DEPOT CREDIT SERVICES		9022382	07/13/2023	113992	07142023	39555	07/14/2023	98.74	07/13/2023	INV	PD	JUN FY23/Open
125493	16149	HOME DEPOT CREDIT SERVICES		9022397	07/13/2023	113993	07142023	39555	07/14/2023	71.34	07/13/2023	INV	PD	JUN FY23/Open
125494	16149	HOME DEPOT CREDIT SERVICES		9261417	07/13/2023	113994	07142023	39555	07/14/2023	95.83	07/13/2023	INV	PD	JUN FY23/Open
125495	16149	HOME DEPOT CREDIT SERVICES		8015068	07/13/2023	113995	07142023	39555	07/14/2023	38.25	07/13/2023	INV	PD	JUN FY23/Open
125496	16149	HOME DEPOT CREDIT SERVICES		5015250	07/13/2023	113996	07142023	39555	07/14/2023	287.97	07/13/2023	INV	PD	JUN FY23/Open
125497	16149	HOME DEPOT CREDIT SERVICES		5261454	07/13/2023	113997	07142023	39555	07/14/2023	250.74	07/13/2023	INV	PD	JUN FY23/Open
125964	110404	HOPE SQUAD LLC	2400899	INV-000228	07/31/2023	114448	07312023	7459	07/31/2023	3,000.00	07/31/2023	INV	PD	Renewal site license
125766	19536	HORACE MANN LIFE INS. CO.		125766	07/25/2023	114260	July	31494	07/25/2023	6,229.90	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125904	1384	HOUGHTON MIFFLIN HARCOURT PUBL	2400613	955862054	07/26/2023	114389	07262023	7454	07/26/2023	6,102.80	07/26/2023	INV	PD	Into Reading Gr. 2 - SFE
125967	1384	HOUGHTON MIFFLIN HARCOURT PUBL	2400680	98681	07/31/2023	114451	07312023	7460	07/31/2023	73,074.00	07/31/2023	INV	PD	renewal license
125661	111797	LYNETTA HOUSE		FALL 2023	07/20/2023	114156	07202023	1307	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125682	109934	OLIVIA FAITH HUNT		FALL 2023	07/20/2023	114178	07202023	1051	07/20/2023	625.00	07/20/2023	INV	PD	Geen/Davis Scholarship
125712	109955	IDENTIMETRICS	2400394	9115	07/20/2023	114206	07212023	39652	07/21/2023	400.00	07/20/2023	INV	PD	FY24 Fingerprint TimeClock Sca
125846	107530	INSTRUCTURE, INC	2400391	INV572626	07/26/2023	114330	07262023	39691	07/26/2023	4,005.00	07/26/2023	INV	PD	Video Presentation Software
125912	107530	INSTRUCTURE, INC	2400451	INV572737	07/27/2023	114396	07282023	39731	07/28/2023	5,464.98	07/27/2023	INV	PD	8/1/23-7/31/24 Support
125791	109983	INVESCO INVESTMENT SERVICE, INC		125791	07/25/2023	114285	July	31495	07/25/2023	1,600.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125375	111770	JENNIFER IRVIN	14001022	14001022/REFUND	07/12/2023		SACHECK	6587	07/12/2023	178.50	07/12/2023	INV	PD	

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125251	110342	J TAYLOR EDUCATION, INC.		0623-09	07/11/2023	113780	07122023	39509	07/12/2023	149.00	07/11/2023	INV	PD	Q3 Depth and Complexity Question Stem Cards
125374	111771	VALICIA JEFFCOAT	14001023	14001023/REFUND	07/12/2023		SACHECK	6588	07/12/2023	183.50	07/12/2023	INV	PD	
125263	22589	JOHNSON COUNTY TREASURER		1878	07/11/2023	113792	07122023	39510	07/12/2023	15,591.50	07/11/2023	INV	PD	Inter Local Agreement
125662	111798	CHLOE JOHNSON		FALL 2023	07/20/2023	114157	07202023	1308	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125197	101105	LORI JOHNSON		JUNE 23 CELL/JOHNSON	07/06/2023	113726	07072023	39457	07/07/2023	20.00	07/06/2023	INV	PD	June 23 Cell Phone Reimb.
125376	105297	ROSALINA JONES	14001004	14001004/REFUND	07/12/2023		SACHECK	6589	07/12/2023	178.50	07/12/2023	INV	PD	
125245	111245	JUJU'S PARTY RENTALS/SALLY NOYOLA	2400107	00145	07/10/2023	113774	07102023	39481	07/10/2023	1,320.00	07/10/2023	INV	PD	TABLE & CHAIR RENTAL FOR AVID
125208	111741	KEVIN KENT	2400079	2400079/ADV	07/06/2023	113738	07072023	39458	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125350	111741	KEVIN KENT	2400266	2400266/ADV	07/12/2023	113878	07122023	39511	07/12/2023	191.88	07/12/2023	INV	PD	Hotel funds
125724	111741	KEVIN KENT	2400079	2400079/REIMB	07/20/2023	114218	07212023	39653	07/21/2023	130.98	07/20/2023	INV	PD	Estimated travel expenses July
125543	109148	KESLER SCIENCE, LLC	2400102	6747	07/17/2023	114044	07172023	39577	07/17/2023	4,410.00	07/17/2023	INV	PD	KSM CURRICULUM IMPLEMENTATION
125714	104920	KLEEN-AIR FILTER SERVICE	2400551	257165	07/20/2023	114208	07212023	39654	07/21/2023	7,293.87	07/20/2023	INV	PD	District Filters
125616	2223	KROGER TEXAS LP	2400306	019162	07/19/2023	114115	07192023	39600	07/19/2023	40.96	07/19/2023	INV	PD	Food-Meetings
125205	10269	LA QUINTA INN & SUITES	2400043	2400043/ADV	07/06/2023	113734	07072023	39459	07/07/2023	2,311.20	07/06/2023	INV	PD	Student hotel for state conven
125663	111799	KYLE LABO		FALL 2023	07/20/2023	114158	07202023	1309	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125664	111800	AVERY LACROIX		FALL 2023	07/20/2023	114159	07202023	1310	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125215	108873	ROSALIND LAWRENCE	2400071	2400071/ADV	07/06/2023	113745	07072023	39460	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125727	108873	ROSALIND LAWRENCE	2400071	2400071/REIMB	07/20/2023	114221	07212023	39655	07/21/2023	80.16	07/20/2023	INV	PD	Estimated travel expenses July
125860	1488	LAYLAND PLUMBING INC.	2400694	6697542	07/26/2023	114344	07262023	39692	07/26/2023	1,755.00	07/26/2023	INV	PD	2023/24 DST Backflow testing (
125290	104706	LEASOR CRASS, P.C.		19651	07/11/2023	113818	07122023	39512	07/12/2023	210.50	07/11/2023	INV	PD	Legal fees- June
125563	104706	LEASOR CRASS, P.C.		019651	07/18/2023	114065	07192023	39601	07/19/2023	331.00	07/18/2023	INV	PD	2308558 Legal services
125546	110222	LEGENDS OF LEARNING, INC.	2400104	4533	07/17/2023	114047	07172023	39578	07/17/2023	3,400.00	07/17/2023	INV	PD	SUPPLEMENTAL 5TH - 6TH GRADE S
125200	111166	CYNTHIA LEWIS		JUNE 23 CELL/LEWIS	07/06/2023	113729	07072023	39461	07/07/2023	20.00	07/06/2023	INV	PD	June 23 Cell Phone Reimb.
125776	96137	LIFE INSURANCE COMPANY OF THE SO		125776	07/25/2023	114270	July	31496	07/25/2023	18,021.50	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125238	108018	LONE STAR CHEERLEADING ASSOCIATI		11483	07/07/2023		SACHECK	6574	07/07/2023	5,850.00	07/07/2023	INV	PD	
125262	20348	LONE STAR NEWS GROUP		623139	07/11/2023	113791	07122023	39513	07/12/2023	322.00	07/11/2023	INV	PD	Newspaper Ad
125377	109376	LAURA LONGORIA	14001005	14001005/REFUND	07/12/2023		SACHECK	6590	07/12/2023	179.50	07/12/2023	INV	PD	
125392	98049	LOWES		02564	07/13/2023	113891	07142023	39556	07/14/2023	53.64	07/13/2023	INV	PD	JUN FY23/Open
125393	98049	LOWES		02608	07/13/2023	113892	07142023	39556	07/14/2023	25.62	07/13/2023	INV	PD	JUN FY23/Open
125394	98049	LOWES		02627	07/13/2023	113893	07142023	39556	07/14/2023	8.54	07/13/2023	INV	PD	JUN FY23/Open
125395	98049	LOWES		028350	07/13/2023	113894	07142023	39556	07/14/2023	18.99	07/13/2023	INV	PD	JUN FY23/Open
125396	98049	LOWES		02737	07/13/2023	113895	07142023	39556	07/14/2023	113.92	07/13/2023	INV	PD	JUN FY23/Open
125397	98049	LOWES		02982	07/13/2023	113896	07142023	39556	07/14/2023	13.19	07/13/2023	INV	PD	JUN FY23/Open
125398	98049	LOWES		20129	07/13/2023	113897	07142023	39556	07/14/2023	20.32	07/13/2023	INV	PD	JUN FY23/Open
125399	98049	LOWES		02826	07/13/2023	113898	07142023	39556	07/14/2023	28.49	07/13/2023	INV	PD	JUN FY23/Open
125400	98049	LOWES		026770	07/13/2023	113899	07142023	39556	07/14/2023	22.79	07/13/2023	INV	PD	JUN FY23/Open
125651	111124	COOPER MADISON		FALL 2023	07/20/2023	114146	07202023	39627	07/20/2023	1,000.00	07/20/2023	INV	PD	Wiseman Neal Scholarship
125800	1797	LISA MAGERS	2400581	2400581/REIMB	07/25/2023	114294	07262023	39693	07/26/2023	45.46	07/25/2023	INV	PD	Reimburse for cookies for rece
125821	97977	MALLORY SCREENPRINT & EMBROIDER	2400416	27099	07/25/2023	114313	07262023	39694	07/26/2023	628.00	07/25/2023	INV	PD	T-Shirts for CTE Staff
125828	97977	MALLORY SCREENPRINT & EMBROIDER	14103001	27090	07/25/2023		SACHECK	6613	07/26/2023	964.50	07/25/2023	INV	PD	
125843	97977	MALLORY SCREENPRINT & EMBROIDER		26142	07/26/2023		SACHECK	6613	07/26/2023	200.00	07/26/2023	INV	PD	
125228	111588	MANUFACTURING SKILL STANDARDS C		88287	07/06/2023	113758	07072023	39462	07/07/2023	30.00	07/06/2023	INV	PD	Re-Assign user codes for Manufacturing
125665	111598	MARLIE MARSHALL		FALL 23	07/20/2023	114160	07202023	1311	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125211	111151	CRISTOBAL MARTINEZ	2400076	2400076/ADV	07/06/2023	113741	07072023	39463	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125720	111151	CRISTOBAL MARTINEZ	2400076	2400076/REIMB	07/20/2023	114214	07212023	39656	07/21/2023	140.43	07/20/2023	INV	PD	Estimated travel expenses July
125907	109087	ISABEL MARTINEZ	14750002	14750002/RFUND	07/26/2023		SACHECK	6447	07/26/2023	1,600.00	07/26/2023	INV	PD	
125679	110563	JADA MARTINEZ		FALL 2023	07/20/2023	114175	07202023	1046	07/20/2023	500.00	07/20/2023	INV	PD	Gerard Scholarship
125823	105905	MARTINS OFFICE SUPPLY, INC.		163484-1	07/25/2023	114315	07262023	39695	07/26/2023	1,785.63	07/25/2023	INV	PD	New office furniture
125824	105905	MARTINS OFFICE SUPPLY, INC.		163486-1	07/25/2023	114316	07262023	39695	07/26/2023	1,563.29	07/25/2023	INV	PD	New office furniture
125236	108868	KIRZA MATAMOROS	2400101	2400101/ADV	07/07/2023	113766	07072023	39464	07/07/2023	299.09	07/07/2023	INV	PD	travel for bilingual sp to at
125962	108868	KIRZA MATAMOROS	2400101	2400101/REIMB	07/31/2023	114446	07312023	39751	07/31/2023	269.17	07/31/2023	INV	PD	travel for bilingual sp to at
125505	99995	MARK MCCLURE	2400146	2400146/REIMB	07/13/2023	114005	07142023	39557	07/14/2023	108.00	07/13/2023	INV	PD	estimated travel expenses
125378	100045	SARAH MCCLURE	14001003	14001003/REFUND	07/12/2023		SACHECK	6591	07/12/2023	357.00	07/12/2023	INV	PD	
125666	111801	OLIVIA MCGAUGHEY		FALL 2023	07/20/2023	114161	07202023	1312	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125233	111072	KELLY MELAND		JUNE 23/KMELAND	07/06/2023	113763	07072023	39465	07/07/2023	62.23	07/06/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125379	111766	JENNIFER MELTON	14001017	14001017/REFUND	07/12/2023		SACHECK	6592	07/12/2023	183.50	07/12/2023	INV	PD	
125780	97864	MEMBERS CREDIT UNION		125780	07/25/2023	114274	July	31497	07/25/2023	1,325.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125784	102748	METLIFE INDIVIDUAL LONG-TERM CAR		125784	07/25/2023	114278	July	31498	07/25/2023	58.53	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125777	96140	METROPOLITAN LIFE		125777	07/25/2023	114271	July	31499	07/25/2023	50.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125783	101260	MIDLAND NATIONAL LIFE INSURANCE		125783	07/25/2023	114277	July	31500	07/25/2023	1,758.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125381	111768	ALEXANDRIA MILLER	14001019	14001019/REFUND	07/12/2023		SACHECK	6593	07/12/2023	178.50	07/12/2023	INV	PD	
125380	109650	CHRISTINA MILLER	14001000	14001000/REFUND	07/12/2023		SACHECK	6594	07/12/2023	178.50	07/12/2023	INV	PD	
125281	110170	MITCHELL COMMERCIAL PAINTING LLC		1430	07/11/2023	113809	07122023	39514	07/12/2023	35,000.00	07/11/2023	INV	PD	JUN FY23/Open
125282	110170	MITCHELL COMMERCIAL PAINTING LLC		1429	07/11/2023	113810	07122023	39514	07/12/2023	50,000.00	07/11/2023	INV	PD	JUN FY23/Open
125240	107908	MOBILE MINI		9018073775	07/07/2023	113769	07072023	1785	07/07/2023	145.00	07/07/2023	INV	PD	Container rental for June 23
125241	107908	MOBILE MINI		9018073776	07/07/2023	113770	07072023	1785	07/07/2023	145.00	07/07/2023	INV	PD	Container rental for June 23
125242	107908	MOBILE MINI		9018073778	07/07/2023	113771	07072023	1785	07/07/2023	145.00	07/07/2023	INV	PD	Container rental for June 23
125639	107908	MOBILE MINI	2400179	9018251390	07/19/2023	114134	07192023	1789	07/19/2023	109.99	07/19/2023	INV	PD	WHEAT Lease -July 2023
125905	107908	MOBILE MINI	2400179	9018261899	07/26/2023	114390	07262023	1795	07/26/2023	109.99	07/26/2023	INV	PD	WHEAT Lease -July 2023
125906	107908	MOBILE MINI	2400179	9018261897	07/26/2023	114391	07262023	1795	07/26/2023	109.99	07/26/2023	INV	PD	WHEAT Lease -July 2023
125916	107908	MOBILE MINI	2400894	9018303264	07/28/2023	114400	07282023	1796	07/28/2023	166.99	07/28/2023	INV	PD	Replace PO# 2307511, 2208320 S
125917	107908	MOBILE MINI	2400894	9018315754	07/28/2023	114401	07282023	1796	07/28/2023	166.99	07/28/2023	INV	PD	Replace PO# 2307511, 2208320 S
125918	107908	MOBILE MINI	2400894	9018315755	07/28/2023	114402	07282023	1796	07/28/2023	166.99	07/28/2023	INV	PD	Replace PO# 2307511, 2208320 S
125919	107908	MOBILE MINI	2400894	9018315757	07/28/2023	114403	07282023	1796	07/28/2023	166.99	07/28/2023	INV	PD	Replace PO# 2307511, 2208320 S
125782	99608	MODERN WOODMEN OF AMERICA		125782	07/25/2023	114276	July	31501	07/25/2023	355.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125952	110607	MONTES BREAKFAST BURRITOS/NORM	2400312	2400312A	07/31/2023	114436	07312023	39752	07/31/2023	80.00	07/31/2023	INV	PD	Breakfast for Staff Profession
125218	108211	AMANDA MONTGOMERY	2400069	2400069/ADV	07/06/2023	113748	07072023	39466	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125813	108211	AMANDA MONTGOMERY	2400069	2400069/REIMB	07/25/2023	114305	07262023	39696	07/26/2023	80.16	07/25/2023	INV	PD	Estimated travel expenses July
125752	107697	LANNY MOONEY		JUNE 23/MOONEY	07/21/2023	114246	07212023	1792	07/21/2023	231.24	07/21/2023	INV	PD	MONTHLY MILEAGE REIMBURSEMENT
125310	22210	MOORE SUPPLY CO.		5167944364.001	07/11/2023	113838	07122023	39515	07/12/2023	4,834.66	07/11/2023	INV	PD	JUN FY23 Open
125311	22210	MOORE SUPPLY CO.		5167628672.001	07/11/2023	113839	07122023	39515	07/12/2023	2,417.34	07/11/2023	INV	PD	JUN FY23 Open
125312	22210	MOORE SUPPLY CO.		5168601639.001	07/11/2023	113840	07122023	39515	07/12/2023	314.64	07/11/2023	INV	PD	JUN FY23 Open
125313	22210	MOORE SUPPLY CO.		5168629667.001	07/11/2023	113841	07122023	39515	07/12/2023	314.64	07/11/2023	INV	PD	JUN FY23 Open
125314	22210	MOORE SUPPLY CO.		5168645276.001	07/11/2023	113842	07122023	39515	07/12/2023	53.94	07/11/2023	INV	PD	JUN FY23 Open
125315	22210	MOORE SUPPLY CO.		5168652332.001	07/11/2023	113843	07122023	39515	07/12/2023	7.20	07/11/2023	INV	PD	JUN FY23 Open
125862	22210	MOORE SUPPLY CO.	2400627	5168778412.001	07/26/2023	114346	07262023	39697	07/26/2023	115.66	07/26/2023	INV	PD	IRV/SFE-new fountains/water va
125863	22210	MOORE SUPPLY CO.	2400627	5168752324.002	07/26/2023	114347	07262023	39697	07/26/2023	10.01	07/26/2023	INV	PD	IRV/SFE-new fountains/water va
125864	22210	MOORE SUPPLY CO.	2400627	5168752324.001	07/26/2023	114348	07262023	39697	07/26/2023	10.00	07/26/2023	INV	PD	IRV/SFE-new fountains/water va
125865	22210	MOORE SUPPLY CO.	2400707	5168782437.002	07/26/2023	114349	07262023	39697	07/26/2023	62.72	07/26/2023	INV	PD	CHS-repair drain filter unit
125382	111763	VERONICA MORALES	14001014	14001014/REFUND	07/12/2023		SACHECK	6595	07/12/2023	178.50	07/12/2023	INV	PD	
125667	111802	MADILYN MUNN		FALL 2023	07/20/2023	114162	07202023	1313	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125592	111746	ESTELLE MURR	2400403	2400403/ADV	07/18/2023	114094	07192023	39602	07/19/2023	680.43	07/18/2023	INV	PD	Estimated travel expenses
125988	21817	MUSIC THEATRE INTERNATIONAL	2400591	9813543	07/31/2023	114471	07312023	39753	07/31/2023	400.00	07/31/2023	INV	PD	Royalties for Little Shop of H Acct#1676570
125219	108210	BRENDA MYERS	2400068	2400068/ADV	07/06/2023	113749	07072023	39467	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125722	108210	BRENDA MYERS	2400068	2400068/REIMB	07/20/2023	114216	07212023	39657	07/21/2023	70.22	07/20/2023	INV	PD	Estimated travel expenses July
125346	619	NATIONAL FFA ORGANIZATION		MDS304115	07/12/2023		SACHECK	6442	07/12/2023	1,026.00	07/12/2023	INV	PD	
125788	107887	LIFE INSURANCE CO OF THE SOUTHW		125788	07/25/2023	114282	July	31502	07/25/2023	3,100.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125545	106616	NEARPOD, INC.	2400387	INVn589080	07/17/2023	114046	07172023	39579	07/17/2023	28,750.00	07/17/2023	INV	PD	Presentation/Interactive Softw
125338	106224	DALTON NEATHERY		JUNE 23/NEATHERY	07/11/2023	113866	07122023	39516	07/12/2023	64.64	07/11/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125190	110262	WACEY NEWMAN		2309055/REIMB	07/06/2023	113719	07072023	39468	07/07/2023	305.55	07/06/2023	INV	PD	Hotel and meals for vet science workshop in Car
125590	110262	WACEY NEWMAN	2400049	2400049/REIMB	07/18/2023	114092	07192023	39603	07/19/2023	162.00	07/18/2023	INV	PD	Travel for FFA state conventio
125503	109883	NEWSOLA, INC.	2400103	INV32815	07/13/2023	114003	07142023	39558	07/14/2023	29,645.01	07/13/2023	INV	PD	RENEWAL 23-24 SCHOOL YEAR PROD
125194	111167	AMANDA NORR		JUNE 23 CELL/NORR	07/06/2023	113723	07072023	39469	07/07/2023	20.00	07/06/2023	INV	PD	June Cell Phone Reimburesment
125778	96143	NTALIFE		125778	07/25/2023	114272	July	31503	07/25/2023	89.85	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125668	111803	BIANCA O'BRYANT		FALL 23	07/20/2023	114163	07202023	1314	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125678	111803	BIANCA O'BRYANT		FALL2023	07/20/2023	114174	07202023	1047	07/20/2023	500.00	07/20/2023	INV	PD	Gerard Scholarship
125681	111803	BIANCA O'BRYANT		FALL23	07/20/2023	114177	07202023	1052	07/20/2023	250.00	07/20/2023	INV	PD	Geen/Davis Scholarship
125611	107563	DEAN FOODS COMPANY	2400452	41221204	07/19/2023	114110	07192023	31588	07/19/2023	124.67	07/19/2023	INV	PD	Food Service-Produce

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125612	107563	DEAN FOODS COMPANY	2400452	41221203	07/19/2023	114111	07192023	31588	07/19/2023	222.66	07/19/2023	INV	PD	Food Service-Produce
125758	111374	OFF DUTY MANAGEMENT	2400305	INV50344	07/24/2023	114252	07242023	39666	07/24/2023	268.38	07/24/2023	INV	PD	game security
125759	111374	OFF DUTY MANAGEMENT	2400305	INV45513	07/24/2023	114253	07242023	39666	07/24/2023	282.50	07/24/2023	INV	PD	game security
125760	111374	OFF DUTY MANAGEMENT	2400305	INV45478	07/24/2023	114254	07242023	39666	07/24/2023	254.25	07/24/2023	INV	PD	game security
125901	111374	OFF DUTY MANAGEMENT		INV44586/RE-ISSUE	07/26/2023	114386	07262023	39698	07/26/2023	522.63	07/26/2023	INV	PD	Check Lost
125902	111374	OFF DUTY MANAGEMENT		INV44587/RE-ISSUE	07/26/2023	114387	07262023	39698	07/26/2023	734.50	07/26/2023	INV	PD	Check Lost
125790	109334	OKLAHOMA CENTRALIZED SUPPORT R		125790	07/25/2023	114284	July	31504	07/25/2023	50.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125326	95741	OMNI 1RST INTEGRATED SYSTEMS		37967	07/11/2023	113854	07122023	39517	07/12/2023	620.00	07/11/2023	INV	PD	JUN FY23 Open
125327	95741	OMNI 1RST INTEGRATED SYSTEMS		37968	07/11/2023	113855	07122023	39517	07/12/2023	410.00	07/11/2023	INV	PD	JUN FY23 Open
125328	95741	OMNI 1RST INTEGRATED SYSTEMS		37969	07/11/2023	113856	07122023	39517	07/12/2023	560.00	07/11/2023	INV	PD	JUN FY23 Open
125730	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37734	07/20/2023	114224	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125731	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37735	07/20/2023	114225	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125732	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37736	07/20/2023	114226	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125733	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37737	07/20/2023	114227	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125734	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37738	07/20/2023	114228	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125735	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37739	07/20/2023	114229	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125736	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37740	07/20/2023	114230	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125737	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37741	07/20/2023	114231	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125739	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37742	07/20/2023	114233	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125740	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37743	07/20/2023	114234	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125741	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37744	07/20/2023	114235	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125742	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37745	07/20/2023	114236	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125743	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37746	07/20/2023	114237	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125744	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37747	07/20/2023	114238	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125745	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37748	07/20/2023	114239	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125746	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37749	07/20/2023	114240	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125747	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37750	07/20/2023	114241	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125748	95741	OMNI 1RST INTEGRATED SYSTEMS	2400364	37751	07/20/2023	114242	07212023	39658	07/21/2023	120.00	07/20/2023	INV	PD	Q3 2023 JUL-SEP/Fire Monitorin
125383	111767	MARIA ORTEGA	14001018	14001018/REFUND	07/12/2023		SACHECK	6596	07/12/2023	179.50	07/12/2023	INV	PD	
125334	96335	BRITT OSBOURN		JUNE 23/OSBOURN	07/11/2023	113862	07122023	39518	07/12/2023	36.51	07/11/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125787	104912	PAM BASSEL CHAPTER 13 TRUSTEE		125787	07/25/2023	114281	July	31505	07/25/2023	3,163.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125834	110527	PANORAMA EDUCATION, INC.	2400657	INV10077	07/25/2023	114322	07262023	7455	07/26/2023	75,900.00	07/25/2023	INV	PD	yr 3 of contract renewal
125867	103085	PAPA JOHN'S PIZZA	2400632	2400632A	07/26/2023	114351	07262023	39699	07/26/2023	207.31	07/26/2023	INV	PD	Working lunch
125978	22376	ALICE PARKER	2400777	2400777A	07/31/2023	114462	07312023	31597	07/31/2023	500.00	07/31/2023	INV	PD	Reimburse for Training Lunch
125979	22376	ALICE PARKER	2400778	2400778A	07/31/2023	114463	07312023	31597	07/31/2023	250.00	07/31/2023	INV	PD	Training Breakfast/Donut Expre
125252	110071	MICHELLE PARSONS		JUNE 23/PARSONS	07/11/2023	113781	07122023	39519	07/12/2023	178.74	07/11/2023	INV	PD	June 23 Mileage Reimb.
125500	110071	MICHELLE PARSONS		2308840/REIMB	07/13/2023	114000	07142023	39559	07/14/2023	360.66	07/13/2023	INV	PD	MTSS Hotel, Meals, Parking Reimb
125501	110071	MICHELLE PARSONS		2307072/REIMB	07/13/2023	114001	07142023	39559	07/14/2023	895.14	07/13/2023	INV	PD	Hotel, Meals, Parking Reimb
125507	110071	MICHELLE PARSONS	2400032	2400032/REIMB	07/13/2023	114007	07142023	39559	07/14/2023	815.27	07/13/2023	INV	PD	Estimated travel expenses
125613	102108	PASCO BROKERAGE INC.	2400286	23-1952	07/19/2023	114112	07192023	31589	07/19/2023	4,155.00	07/19/2023	INV	PD	Replace Santa Fe Milk Cooler
125573	107419	PATTILLO, BROWN & HILL, L.L.P.		471584	07/18/2023	114075	07192023	39604	07/19/2023	8,000.00	07/18/2023	INV	PD	Audit Services
125574	110011	PBK ARCHITECTS		541027	07/18/2023	114076	07192023	1791	07/19/2023	11,163.61	07/18/2023	INV	PD	Professional Services June 1-30 2023
125576	110011	PBK ARCHITECTS		541026	07/18/2023	114078	07192023	1790	07/19/2023	4,858.24	07/18/2023	INV	PD	Professional Services June 1-30 2023
125577	110011	PBK ARCHITECTS		541025	07/18/2023	114079	07192023	1790	07/19/2023	19,359.52	07/18/2023	INV	PD	Professional Services June 1-30 2023
125761	110011	PBK ARCHITECTS		536227	07/24/2023	114255	07242023	1793	07/24/2023	929.94	07/24/2023	INV	PD	Plan review fee
125789	109271	PENSERVE PLAN SERVICES, INC		125789	07/25/2023	114283	July	31506	07/25/2023	450.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125680	111022	ANAHY PEREZ		FALL 2023	07/20/2023	114176	07202023	1048	07/20/2023	937.50	07/20/2023	INV	PD	Gerard Scholarship
125669	111804	JONATHAN PEREZ		FALL 2023	07/20/2023	114164	07202023	1315	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125840	106295	PERRY WEATHER CONSULTING INC	2400156	20230629-093934152	07/26/2023	114328	07262023	39700	07/26/2023	2,625.00	07/26/2023	INV	PD	Renewal - Perry Weather Subsc
125713	96370	PIONEER MANUFACTURING COMPANY	2400226	INV889261	07/20/2023	114207	07212023	39659	07/21/2023	8,887.70	07/20/2023	INV	PD	CHS/YJS Ath Field striping pai
125626	17139	PITNEY BOWES GLOBAL FINANCIAL SE	2400056	3317728740	07/19/2023	114123	07192023	39605	07/19/2023	95.06	07/19/2023	INV	PD	Postage Machine Lease - JULY
125192	102889	GLENNA POLLOCK		JUNE 23/POLLOCK	07/06/2023	113721	07072023	39470	07/07/2023	14.25	07/06/2023	INV	PD	Mileage reimbursement for June
125622	108897	SABRINA PORTER		JUNE 23/PORTER	07/19/2023	114120	07192023	39606	07/19/2023	13.76	07/19/2023	INV	PD	June Mileage Reimb.
125425	104736	PPE/JAN-TEX		5406	07/13/2023	113925	07142023	39560	07/14/2023	404.46	07/13/2023	INV	PD	Equipment Repair-June 2023

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125426	104736	PPE/JAN-TEX		5407	07/13/2023	113926	07142023	39560	07/14/2023	459.60	07/13/2023	INV	PD	Equipment Repair-June 2023
125427	104736	PPE/JAN-TEX		5411	07/13/2023	113927	07142023	39560	07/14/2023	1,449.91	07/13/2023	INV	PD	Equipment Repair-June 2023
125595	101319	PRESIDIO NETWORKED SOLUTIONS, LL	2400237	6013223007780	07/18/2023	114097	07192023	39607	07/19/2023	25,960.79	07/18/2023	INV	PD	Technology-Maintenance Contrac
125946	101319	PRESIDIO NETWORKED SOLUTIONS, LL	2400884	6023123001117	07/28/2023	114429	07282023	1797	07/28/2023	1,877.50	07/28/2023	INV	PD	Transfer PO# 2300397 to 23-24
125645	111813	RICHARD PRICE		FALL 2023	07/20/2023	114140	07202023	39628	07/20/2023	500.00	07/20/2023	INV	PD	Jesse Fantroy Scholarship
125670	111617	PARKER PRITCHARD		FALL 2023	07/20/2023	114165	07202023	1316	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125540	106718	PROFESSIONAL SERVICE INDUSTRIES, I	2400432	00881666	07/14/2023	114041	07142023	1787	07/14/2023	6,964.00	07/14/2023	INV	PD	Replace PO# 2308987 PSI - Whea
125825	20200	PURCHASE POWER		800090007081361JUN23	07/25/2023	114317	07262023	39701	07/26/2023	3,000.00	07/25/2023	INV	PD	June postage
125335	109763	ERIK RAMOS		JUNE 23/RAMOS	07/11/2023	113863	07122023	39520	07/12/2023	165.94	07/11/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125353	106121	RANK ONE SPORT	2400155	7644	07/12/2023	113881	07122023	39521	07/12/2023	1,000.00	07/12/2023	INV	PD	Renewal - Rank One
125362	20913	RAY & WOOD, ATTORNEYS AT LAW	2400284	JULY 11, 2023 INV	07/12/2023	113890	07122023	39522	07/12/2023	160.00	07/12/2023	INV	PD	Tax Roll Audit Fee
125354	111749	JOHANNA RAY	2400267	2400267/ADV	07/12/2023	113882	07122023	39523	07/12/2023	142.60	07/12/2023	INV	PD	Singabration 2023 Workshop
125506	106967	REGION 30 TMEA VOCAL	2400418	CURTIS REYNOLDS	07/13/2023	114006	07142023	39561	07/14/2023	65.00	07/13/2023	INV	PD	Tmea dues
125835	100147	REGIONS BANK	2400370	110120	07/25/2023	114323	07262023	1028	07/26/2023	886.88	07/25/2023	INV	PD	Agent Fees-Series 2012 BI#4992
125671	111805	DAYANA REYES HERRERA		FALL 2023	07/20/2023	114166	07202023	1317	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125337	107545	ADAM REYNAGA		JUNE 23/REYNAGA	07/11/2023	113865	07122023	39524	07/12/2023	56.50	07/11/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125333	105295	CURTIS REYNOLDS		JUNE 23/CREYNOLDS	07/11/2023	113861	07122023	39525	07/12/2023	87.84	07/11/2023	INV	PD	JUNE Mileage Reimbursement
125348	105795	JULIE REYNOLDS		JUNE 23/JREYNOLDS	07/12/2023	113876	07122023	39526	07/12/2023	54.00	07/12/2023	INV	PD	June 23 Parking Reimb.
125620	109249	KRISTI RHONE		2308321/REIMB	07/19/2023	114118	07192023	39608	07/19/2023	1,219.85	07/19/2023	INV	PD	Relay GSE NPISA Alumni Refresh Reimb
125634	110928	RISE VISION INC.	2400489	109277	07/19/2023	114129	07192023	39609	07/19/2023	3,600.00	07/19/2023	INV	PD	8/15/23-8/14/24 Renewal
125980	110928	RISE VISION INC.	2400926	109615	07/31/2023	114464	07312023	39754	07/31/2023	240.00	07/31/2023	INV	PD	Add two license to CHS
125807	107615	ROACH HOWARD SMITH & BARTON	2400656	E2550430-1	07/25/2023	114301	07262023	39702	07/26/2023	1,243.00	07/25/2023	INV	PD	Student Professional Liability
125226	98125	LEA ROBERTSON	2400061	2400061/ADV	07/06/2023	113756	07072023	39471	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125812	98125	LEA ROBERTSON	2400061	2400061/REIMB	07/25/2023	114304	07262023	39703	07/26/2023	80.16	07/25/2023	INV	PD	Estimated travel expenses July
125900	99125	ROCHESTER 100 INC.		INV049855	07/26/2023	114385	07262023	39704	07/26/2023	580.00	07/26/2023	INV	PD	Red Nicky's Folders
125216	110610	EVAN RODDEN	2400072	2400072/ADV	07/06/2023	113746	07072023	39472	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125351	110610	EVAN RODDEN	2400257	2400257/ADV	07/12/2023	113879	07122023	39527	07/12/2023	191.88	07/12/2023	INV	PD	Hotel funds
125809	110610	EVAN RODDEN	2400072	2400072/REIMB	07/25/2023	114303	07262023	39705	07/26/2023	70.32	07/25/2023	INV	PD	Estimated travel expenses July
125385	111759	ANNA ROE	14001009	14001009/REFUND	07/12/2023		SACHECK	6597	07/12/2023	179.50	07/12/2023	INV	PD	
125210	111154	CHRIS ROGERS	2400077	2400077/ADV	07/06/2023	113740	07072023	39473	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125816	111154	CHRIS ROGERS	2400077	2400077/REIMB	07/25/2023	114308	07262023	39706	07/26/2023	222.32	07/25/2023	INV	PD	Estimated travel expenses July
125246	111150	LORI ROQUE		JUNE 23/ROQUE	07/10/2023	113775	07102023	39482	07/10/2023	2.59	07/10/2023	INV	PD	June Mileage Reimbursement
125401	100997	ROWLETT HARDWARE		A341252	07/13/2023	113900	07142023	39562	07/14/2023	26.55	07/13/2023	INV	PD	JUN 23 FY/OPEN
125402	100997	ROWLETT HARDWARE		A341260	07/13/2023	113901	07142023	39562	07/14/2023	6.81	07/13/2023	INV	PD	JUN 23 FY/OPEN
125403	100997	ROWLETT HARDWARE		B358692	07/13/2023	113902	07142023	39562	07/14/2023	83.88	07/13/2023	INV	PD	JUN 23 FY/OPEN
125404	100997	ROWLETT HARDWARE		B358750	07/13/2023	113903	07142023	39562	07/14/2023	55.41	07/13/2023	INV	PD	JUN 23 FY/OPEN
125405	100997	ROWLETT HARDWARE		A341497	07/13/2023	113904	07142023	39562	07/14/2023	21.48	07/13/2023	INV	PD	JUN 23 FY/OPEN
125406	100997	ROWLETT HARDWARE		A341859	07/13/2023	113905	07142023	39562	07/14/2023	8.97	07/13/2023	INV	PD	JUN 23 FY/OPEN
125407	100997	ROWLETT HARDWARE		B359394	07/13/2023	113906	07142023	39562	07/14/2023	22.96	07/13/2023	INV	PD	JUN 23 FY/OPEN
125408	100997	ROWLETT HARDWARE		B359442	07/13/2023	113907	07142023	39562	07/14/2023	29.99	07/13/2023	INV	PD	JUN 23 FY/OPEN
125409	100997	ROWLETT HARDWARE		A342457	07/13/2023	113908	07142023	39562	07/14/2023	11.97	07/13/2023	INV	PD	JUN 23 FY/OPEN
125410	100997	ROWLETT HARDWARE		B359926	07/13/2023	113909	07142023	39562	07/14/2023	29.76	07/13/2023	INV	PD	JUN 23 FY/OPEN
125411	100997	ROWLETT HARDWARE		A342631	07/13/2023	113910	07142023	39562	07/14/2023	62.91	07/13/2023	INV	PD	JUN 23 FY/OPEN
125412	100997	ROWLETT HARDWARE		A342986	07/13/2023	113911	07142023	39562	07/14/2023	41.97	07/13/2023	INV	PD	JUN 23 FY/OPEN
125413	100997	ROWLETT HARDWARE		B360509	07/13/2023	113912	07142023	39562	07/14/2023	103.14	07/13/2023	INV	PD	JUN 23 FY/OPEN
125414	100997	ROWLETT HARDWARE		B360530	07/13/2023	113913	07142023	39562	07/14/2023	5.97	07/13/2023	INV	PD	JUN 23 FY/OPEN
125415	100997	ROWLETT HARDWARE		A343256	07/13/2023	113914	07142023	39562	07/14/2023	19.99	07/13/2023	INV	PD	JUN 23 FY/OPEN
125416	100997	ROWLETT HARDWARE		B360612	07/13/2023	113915	07142023	39562	07/14/2023	3.87	07/13/2023	INV	PD	JUN 23 FY/OPEN
125417	100997	ROWLETT HARDWARE		B360644	07/13/2023	113916	07142023	39562	07/14/2023	199.98	07/13/2023	INV	PD	JUN 23 FY/OPEN
125418	100997	ROWLETT HARDWARE		B360692	07/13/2023	113917	07142023	39562	07/14/2023	90.66	07/13/2023	INV	PD	JUN 23 FY/OPEN
125419	100997	ROWLETT HARDWARE		A343893	07/13/2023	113918	07142023	39562	07/14/2023	28.77	07/13/2023	INV	PD	JUN 23 FY/OPEN
125435	100997	ROWLETT HARDWARE		B360704	07/13/2023	113935	07142023	31585	07/14/2023	35.97	07/13/2023	INV	PD	Parts for Repair - June
125436	100997	ROWLETT HARDWARE		B360349	07/13/2023	113936	07142023	31585	07/14/2023	35.97	07/13/2023	INV	PD	Parts for Repair - June
125859	650	RUNNELS GLASS CO. INC.	2400616	25975	07/26/2023	114343	07262023	39707	07/26/2023	285.00	07/26/2023	INV	PD	MNT-employee auto glass-Kia So

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125498	111313	RUNNELS WRAP LLC		2605	07/13/2023	113998	07142023	39563	07/14/2023	1,145.00	07/13/2023	INV	PD	JUN FY23/Open
125499	111313	RUNNELS WRAP LLC		2604	07/13/2023	113999	07142023	39563	07/14/2023	710.00	07/13/2023	INV	PD	JUN FY23/Open
125858	111313	RUNNELS WRAP LLC	2400646	2656	07/26/2023	114342	07262023	39708	07/26/2023	830.00	07/26/2023	INV	PD	CHS-glass door repairs
125222	105618	CIRO SALAZAR	2400064	2400064/ADV	07/06/2023	113752	07072023	39474	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125728	105618	CIRO SALAZAR	2400064	2400064/REIMB	07/20/2023	114222	07212023	39660	07/21/2023	138.43	07/20/2023	INV	PD	Estimated travel expenses July
125356	111745	SALUS EDUCATION, LLC	2400177	1144	07/12/2023	113884	07122023	39528	07/12/2023	580.00	07/12/2023	INV	PD	Web based-Prof. Development
125908	8680	SAM'S CLUB DIRECT		000463	07/26/2023	114392	07282023	39733	07/28/2023	70.10	07/26/2023	INV	PD	Misc Supplies
125909	8680	SAM'S CLUB DIRECT		001007	07/26/2023	114393	07282023	39733	07/28/2023	197.30	07/26/2023	INV	PD	Misc Supplies
125987	111826	SAN MIGUEL MEXICAN GRILL	2400908	2400908A	07/31/2023	114470	07312023	39755	07/31/2023	607.95	07/31/2023	INV	PD	WORKING LUNCHEON FOR EMPOWERIN
125690	111170	SCHED LLC	2400461	36076	07/20/2023	114186	07212023	39661	07/21/2023	500.00	07/20/2023	INV	PD	Technology-Online Training
125961	111210	SCHOOLMINT INC.	2400858	INV-11200	07/31/2023	114445	07312023	39756	07/31/2023	4,420.00	07/31/2023	INV	PD	coaching platform for bilingua
125928	109444	SECURED MOBILITY, LLC	2400435	1211786	07/28/2023	114411	07282023	39734	07/28/2023	3,934.00	07/28/2023	INV	PD	Office supplies for Smith- See
125929	109444	SECURED MOBILITY, LLC	2400433	1211772	07/28/2023	114412	07282023	39734	07/28/2023	14,582.20	07/28/2023	INV	PD	Office Supplies-Smart Tag for
125594	109963	SEESAW LEARNING, INC	2400552	2023-85315	07/18/2023	114096	07192023	39610	07/19/2023	13,338.00	07/18/2023	INV	PD	Lower Elementary Learning Mana
125856	111239	KEITH SEMM	2400263	JULY 23/SEMM	07/26/2023	114340	07262023	39709	07/26/2023	123.28	07/26/2023	INV	PD	JUL FY24/Open-safety meetings
125214	110635	TAI SHELTON	2400073	2400073/ADV	07/06/2023	113744	07072023	39475	07/07/2023	191.88	07/06/2023	INV	PD	Estimated travel expenses July
125283	811	SHERWIN WILLIAMS COMPANY		9190-5	07/11/2023	113811	07122023	39529	07/12/2023	170.17	07/11/2023	INV	PD	JUN FY23/Open
125284	811	SHERWIN WILLIAMS COMPANY		9464-4	07/11/2023	113812	07122023	39529	07/12/2023	43.14	07/11/2023	INV	PD	JUN FY23/Open
125386	110823	BRENT SHIELDS	14001013	14001013/REFUND	07/12/2023		SACHECK	6598	07/12/2023	178.50	07/12/2023	INV	PD	
125243	110984	SHAWN SHOCKLER		JUNE 23/SHOCKLER	07/07/2023	113772	07072023	39476	07/07/2023	24.60	07/07/2023	INV	PD	Mileage reimbursement for June
125841	108272	SIGN GYPSIES-CLEBURNE	14103004	334958-000428	07/26/2023		SACHECK	6614	07/26/2023	100.00	07/26/2023	INV	PD	
125842	108272	SIGN GYPSIES-CLEBURNE	14103005	#334958-000428	07/26/2023		SACHECK	6614	07/26/2023	22.00	07/26/2023	INV	PD	
125757	111195	SMARTPASS, LLC	2400400	2616	07/24/2023	114251	07242023	39667	07/24/2023	3,104.29	07/24/2023	INV	PD	hall pass system renewal
125672	111806	ABBY SMITH		FALL 2023	07/20/2023	114167	07202023	1318	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125673	111807	KEILLEN SNIDER		FALL 2023	07/20/2023	114168	07202023	1319	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125329	103957	SOLAR SUPPLY		1655506	07/11/2023	113857	07122023	39530	07/12/2023	369.86	07/11/2023	INV	PD	JUN FY23 Open
125330	103957	SOLAR SUPPLY		1655436	07/11/2023	113858	07122023	39530	07/12/2023	4.77	07/11/2023	INV	PD	JUN FY23 Open
125614	103957	SOLAR SUPPLY	2400288	1655748	07/19/2023	114113	07192023	31590	07/19/2023	464.30	07/19/2023	INV	PD	Food Service-Equipment Repairs
125890	103957	SOLAR SUPPLY	2400599	1655629	07/26/2023	114375	07262023	39710	07/26/2023	32.08	07/26/2023	INV	PD	TRK-HVAC supplies/stock 670, 6
125891	103957	SOLAR SUPPLY	2400599	1655599	07/26/2023	114376	07262023	39710	07/26/2023	74.48	07/26/2023	INV	PD	TRK-HVAC supplies/stock 670, 6
125892	103957	SOLAR SUPPLY	2400599	1655739	07/26/2023	114377	07262023	39710	07/26/2023	134.65	07/26/2023	INV	PD	TRK-HVAC supplies/stock 670, 6
125893	103957	SOLAR SUPPLY	2400600	1655902	07/26/2023	114378	07262023	39710	07/26/2023	5,857.05	07/26/2023	INV	PD	GER-HVAC units-main offc and c
125895	103957	SOLAR SUPPLY	2400634	1654861	07/26/2023	114380	07262023	39710	07/26/2023	32.73	07/26/2023	INV	PD	DST-various HVAC supplies-old
125896	103957	SOLAR SUPPLY	2400673	1655604	07/26/2023	114381	07262023	39710	07/26/2023	376.19	07/26/2023	INV	PD	CKE-parts for gym unit
125897	103957	SOLAR SUPPLY	2400674	1655704	07/26/2023	114382	07262023	39710	07/26/2023	77.62	07/26/2023	INV	PD	CHILD NUTRN-HVAC repairs and p
125898	103957	SOLAR SUPPLY	2400674	1655740	07/26/2023	114383	07262023	39710	07/26/2023	19.97	07/26/2023	INV	PD	CHILD NUTRN-HVAC repairs and p
125899	103957	SOLAR SUPPLY	2400674	1655688	07/26/2023	114384	07262023	39710	07/26/2023	52.10	07/26/2023	INV	PD	CHILD NUTRN-HVAC repairs and p
125972	103957	SOLAR SUPPLY	2400288	1655931	07/31/2023	114456	07312023	31598	07/31/2023	24.06	07/31/2023	INV	PD	Food Service-Equipment Repairs
125973	103957	SOLAR SUPPLY	2400288	1655943	07/31/2023	114457	07312023	31598	07/31/2023	211.95	07/31/2023	INV	PD	Food Service-Equipment Repairs
125974	103957	SOLAR SUPPLY	2400288	1655971	07/31/2023	114458	07312023	31598	07/31/2023	442.29	07/31/2023	INV	PD	Food Service-Equipment Repairs
125564	110980	GLORIANN HEREDIA-SOTO		JUNE 23/HEREDIA	07/18/2023	114066	07192023	39611	07/19/2023	14.54	07/18/2023	INV	PD	JUNE 2023 MONTHLY MILEAGE
125781	98979	STANDING CHAPTER 13 TRUSTEE		125781	07/25/2023	114275	July	31507	07/25/2023	90.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125248	22640	STAPLES ADVANTAGE		3541015229	07/10/2023	113777	07102023	39483	07/10/2023	111.93	07/10/2023	INV	PD	Office Supplies
125249	22640	STAPLES ADVANTAGE		3541015230	07/10/2023	113778	07102023	39483	07/10/2023	3.13	07/10/2023	INV	PD	Office Supplies
125250	22640	STAPLES ADVANTAGE		3542254456	07/10/2023	113779	07102023	7447	07/10/2023	131.67	07/10/2023	INV	PD	Bulletin Board and card stock for Parent Involve
125276	22640	STAPLES ADVANTAGE		3541015227	07/11/2023	113804	07122023	39531	07/12/2023	37.50	07/11/2023	INV	PD	JUN FY23/Open
125566	22640	STAPLES ADVANTAGE		3539759739	07/18/2023	114068	07192023	39612	07/19/2023	18.27	07/18/2023	INV	PD	JUN FY23/Open
125567	22640	STAPLES ADVANTAGE		3539054692	07/18/2023	114069	07192023	39612	07/19/2023	1,273.81	07/18/2023	INV	PD	JUN FY23/Open
125201	99034	RENEE STEWART		JUNE 23/STEWART	07/06/2023	113730	07072023	39477	07/07/2023	4.61	07/06/2023	INV	PD	June 23 Mileage Reimb.
125239	107016	JESSICA STONE	2400111	2400111/ADV	07/07/2023	113768	07072023	39478	07/07/2023	248.00	07/07/2023	INV	PD	DPS Conference Hotel & Per-die
125514	107016	JESSICA STONE	2400111	2400111/REIMB	07/13/2023	114014	07142023	39564	07/14/2023	115.46	07/13/2023	INV	PD	DPS Conference Hotel & Per-die
125299	20238	STUDIES WEEKLY		474512	07/11/2023	113827	07122023	39532	07/12/2023	19,294.81	07/11/2023	INV	PD	PRIMARY SOCIAL STUDIES INSTRUCTIONAL MAT
125966	111817	STUKENT, INC.	2400690	18254	07/31/2023	114450	07312023	7461	07/31/2023	3,500.00	07/31/2023	INV	PD	1 yr site license
125285	99826	SUNBELT RENTALS		140407111-0001	07/11/2023	113813	07122023	39533	07/12/2023	1,874.11	07/11/2023	INV	PD	JUN FY23/Open

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125286	99826	SUNBELT RENTALS		140680654-0001	07/11/2023	113814	07122023	39533	07/12/2023	1,948.18	07/11/2023	INV	PD	JUN FY23/Open
125537	22564	TABC	2400428	2400428/MBR-STAYTON	07/14/2023	114038	07142023	39565	07/14/2023	15.00	07/14/2023	INV	PD	23-24 TABC membership
125925	104523	TAG CUSTOM PRODUCTS	14107003	2179	07/28/2023		SACHECK	6616	07/28/2023	275.00	07/28/2023	INV	PD	
125798	4639	TAGT	2400425	16899	07/25/2023	114292	07262023	39711	07/26/2023	80.00	07/25/2023	INV	PD	23-23 MEMBERSHIP DUES M. SMITH
125384	111756	JENNY TAPIA	14001006	14001006/REFUND	07/12/2023		SACHECK	6599	07/12/2023	147.50	07/12/2023	INV	PD	
125423	10614	TASB, INC		643893	07/13/2023	113922	07142023	39566	07/14/2023	862.36	07/13/2023	INV	PD	SHARS Reimbursement Fees-May
125637	10614	TASB, INC	2400470	639157	07/19/2023	114132	07192023	39613	07/19/2023	731.12	07/19/2023	INV	PD	TASB Policy Updates
125638	10614	TASB, INC	2400470	642570	07/19/2023	114133	07192023	39613	07/19/2023	1,405.77	07/19/2023	INV	PD	TASB Policy Updates
125914	10614	TASB, INC		647112	07/27/2023	114398	07282023	39735	07/28/2023	2,854.66	07/27/2023	INV	PD	SHARS Billing for June 23
125599	2845	TASSP	2400438	97316	07/18/2023	114098	07192023	39614	07/19/2023	270.00	07/18/2023	INV	PD	Staff-Membership Fees/Dues
125674	111808	MARYN TENNISON		FALL 2023	07/20/2023	114169	07202023	1320	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125388	111761	MINDY TENNISON	14001011	14001011/REFUND	07/12/2023		SACHECK	6600	07/12/2023	178.50	07/12/2023	INV	PD	
125839	3376	TEPSA	2400327	300067253	07/26/2023	114327	07262023	39712	07/26/2023	368.00	07/26/2023	INV	PD	TEPSA Membership for Vicki Rho
125357	15926	TEXAS ASSOCIATION OF SCHOOL BUSIN	2400015	401180	07/12/2023	113885	07122023	39534	07/12/2023	335.00	07/12/2023	INV	PD	Registration
125358	15926	TEXAS ASSOCIATION OF SCHOOL BUSIN	2400015	401097	07/12/2023	113886	07122023	39534	07/12/2023	385.00	07/12/2023	INV	PD	Registration
125949	15926	TEXAS ASSOCIATION OF SCHOOL BUSIN	2400753	401681	07/31/2023	114433	07312023	39757	07/31/2023	335.00	07/31/2023	INV	PD	2023 Purchasing Academy-Heidi
125640	97705	TEXAS BANDMASTERS ASSOCIATION		8675	07/19/2023	114135	07192023	39619	07/19/2023	200.00	07/19/2023	INV	PD	TBA registration for Cupp
125361	100555	TEXAS COMPTROLLER OF PUBLIC ACCO	2400285	51263/23-24	07/12/2023	113889	07122023	39535	07/12/2023	100.00	07/12/2023	INV	PD	Membership Fees for Texas Smar
125876	111500	TEXAS DEPARTMENT OF INSURANCE	2400725	2400725/RENEWAL	07/26/2023	114360	07262023	39713	07/26/2023	100.00	07/26/2023	INV	PD	Individual License Renewal for
125877	111500	TEXAS DEPARTMENT OF INSURANCE	2400854	2400854/RENEWAL	07/26/2023	114361	07262023	39714	07/26/2023	450.00	07/26/2023	INV	PD	District License Renewal
125511	8964	TEXAS GIRLS COACHES ASSOCIATION	2400335	2400335/MBRSP	07/13/2023	114011	07142023	39567	07/14/2023	70.00	07/13/2023	INV	PD	23-24 TGCA membership
125538	8964	TEXAS GIRLS COACHES ASSOCIATION	2400335	2400335/MBR-LAWRENC	07/14/2023	114039	07142023	39567	07/14/2023	70.00	07/14/2023	INV	PD	23-24 TGCA membership-R Lawrence
125539	8964	TEXAS GIRLS COACHES ASSOCIATION	2400335	2400335/MBR-HARREL	07/14/2023	114040	07142023	39567	07/14/2023	70.00	07/14/2023	INV	PD	23-24 TGCA membership-B Harrel
125753	21448	TEXAS HIGH SCHOOL COACHES' ASSOC	2400565	2400565/MBRSP-KNORR	07/24/2023	114247	07242023	39668	07/24/2023	70.00	07/24/2023	INV	PD	23-24 THSCA M Knorr
125855	99525	TEXAS OVERHEAD DOOR CO	2400708	216018	07/26/2023	114339	07262023	39715	07/26/2023	462.50	07/26/2023	INV	PD	CHS-south gate service call
125244	102351	TEXAS ROYAL PIZZA	2400112	2400112A	07/10/2023	113773	07102023	39484	07/10/2023	107.91	07/10/2023	INV	PD	School Board meeting meal
125347	106994	THE BANDWAGON MUSIC STORE & RE		0014152	07/12/2023	113875	07122023	39536	07/12/2023	13,500.00	07/12/2023	INV	PD	Band Supplies/Instruments
125866	21110	THE BURLY CORPORATION OF NORTH	2400213	1333352	07/26/2023	114350	07262023	39716	07/26/2023	6,683.46	07/26/2023	INV	PD	SFE-metal piping, supplies-fen
125910	111785	THE DENTIST'S CHOICE	2400647	4030	07/27/2023	114394	07282023	39736	07/28/2023	129.95	07/27/2023	INV	PD	Repair dental hand piece tool
125136	108786	THE HOME DEPOT PRO	2307700	743610040	06/30/2023	113666	07142023	39568	07/14/2023	(14.40)	06/30/2023	CRM	PD	Cleaning Supplies-May 2023
125521	108786	THE HOME DEPOT PRO		752721340	07/14/2023	114021	07142023	39568	07/14/2023	296.19	07/14/2023	INV	PD	June Cleaning Supplies
125522	108786	THE HOME DEPOT PRO		748130325	07/14/2023	114022	07142023	39568	07/14/2023	435.78	07/14/2023	INV	PD	June Cleaning Supplies
125523	108786	THE HOME DEPOT PRO		748611092	07/14/2023	114023	07142023	39568	07/14/2023	29.50	07/14/2023	INV	PD	June Cleaning Supplies
125524	108786	THE HOME DEPOT PRO		748611100	07/14/2023	114024	07142023	39568	07/14/2023	1,010.20	07/14/2023	INV	PD	June Cleaning Supplies
125525	108786	THE HOME DEPOT PRO		748862125	07/14/2023	114025	07142023	39568	07/14/2023	808.16	07/14/2023	INV	PD	June Cleaning Supplies
125526	108786	THE HOME DEPOT PRO		749354270	07/14/2023	114026	07142023	39568	07/14/2023	671.60	07/14/2023	INV	PD	June Cleaning Supplies
125527	108786	THE HOME DEPOT PRO		749819520	07/14/2023	114027	07142023	39568	07/14/2023	1,010.20	07/14/2023	INV	PD	June Cleaning Supplies
125528	108786	THE HOME DEPOT PRO		749819538	07/14/2023	114028	07142023	39568	07/14/2023	1,010.20	07/14/2023	INV	PD	June Cleaning Supplies
125529	108786	THE HOME DEPOT PRO		750294274	07/14/2023	114029	07142023	39568	07/14/2023	170.62	07/14/2023	INV	PD	June Cleaning Supplies
125530	108786	THE HOME DEPOT PRO		750947970	07/14/2023	114030	07142023	39568	07/14/2023	256.61	07/14/2023	INV	PD	June Cleaning Supplies
125531	108786	THE HOME DEPOT PRO		751387432	07/14/2023	114031	07142023	39568	07/14/2023	1,010.20	07/14/2023	INV	PD	June Cleaning Supplies
125532	108786	THE HOME DEPOT PRO		751387440	07/14/2023	114032	07142023	39568	07/14/2023	100.26	07/14/2023	INV	PD	June Cleaning Supplies
125533	108786	THE HOME DEPOT PRO		752268037	07/14/2023	114033	07142023	39568	07/14/2023	117.36	07/14/2023	INV	PD	June Cleaning Supplies
125534	108786	THE HOME DEPOT PRO		752496265	07/14/2023	114034	07142023	39568	07/14/2023	1,010.20	07/14/2023	INV	PD	June Cleaning Supplies
125535	108786	THE HOME DEPOT PRO		752496273	07/14/2023	114035	07142023	39568	07/14/2023	672.85	07/14/2023	INV	PD	June Cleaning Supplies
125536	108786	THE HOME DEPOT PRO		752496281	07/14/2023	114036	07142023	39568	07/14/2023	672.85	07/14/2023	INV	PD	June Cleaning Supplies
125675	111809	LILLY THOMAS		FALL 2023	07/20/2023	114170	07202023	1321	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125853	111298	TK ELEVATOR CORPORATION	2400687	5002154173	07/26/2023	114337	07262023	39717	07/26/2023	1,227.50	07/26/2023	INV	PD	SMS-elevator repairs-key switc
125854	111298	TK ELEVATOR CORPORATION	2400688	3007327827	07/26/2023	114338	07262023	39717	07/26/2023	3,150.00	07/26/2023	INV	PD	DST-22/23 JUL-SEP Q4/Elevator
125587	381	TEXAS MUSIC EDUCATORS ASSOCIATI	2400314	2307314	07/18/2023	114089	07192023	39615	07/19/2023	205.00	07/18/2023	INV	PD	Renewal of membership
125696	381	TEXAS MUSIC EDUCATORS ASSOCIATI	2400436	2307436	07/20/2023	114192	07212023	39662	07/21/2023	65.00	07/20/2023	INV	PD	Staff-Membership Fees/Dues
125703	381	TEXAS MUSIC EDUCATORS ASSOCIATI	2400579	2400579/MBRSP-JONES	07/20/2023	114197	07212023	39663	07/21/2023	135.00	07/20/2023	INV	PD	Staff-Membership Fees/Dues
125387	111765	KRISTINE TORRES	14001016	14001016/REFUND	07/12/2023		SACHECK	6601	07/12/2023	178.50	07/12/2023	INV	PD	
125185	104636	LANA TRAHERN	2400057	2400057A	07/03/2023	113714	07072023	39430	07/03/2023	1,157.00	07/03/2023	INV	PD	Student meals for FFA State Co

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125186	104636	LANA TRAHERN	2400044	2400044/ADV	07/03/2023	113715	07072023	39429	07/03/2023	577.80	07/03/2023	INV	PD	Travel for state FFA conventio
125591	104636	LANA TRAHERN	2400044	2400044/REIMB	07/18/2023	114093	07192023	39616	07/19/2023	162.00	07/18/2023	INV	PD	Travel for state FFA conventio
125586	104936	THRIVE RESPONSE, LLC.	2400151	29850	07/18/2023	114088	07192023	39617	07/19/2023	200.00	07/18/2023	INV	PD	23-24 CPR Instructor Renewal/R
125300	98954	TRANE		14694800	07/11/2023	113828	07122023	39537	07/12/2023	545.25	07/11/2023	INV	PD	JUN FY23 Open
125301	98954	TRANE		14681151	07/11/2023	113829	07122023	39537	07/12/2023	9,025.26	07/11/2023	INV	PD	JUN FY23 Open
125302	98954	TRANE		14679941	07/11/2023	113830	07122023	39537	07/12/2023	209.85	07/11/2023	INV	PD	JUN FY23 Open
125502	110703	TRANSFINDER CORPORATION		53359	07/13/2023	114002	07142023	39569	07/14/2023	3,312.00	07/13/2023	INV	PD	Smart Tag
125508	99012	TSNAP-TX STATEWIDE NETWORK OF A	2400230	300008984	07/13/2023	114008	07142023	39570	07/14/2023	40.00	07/13/2023	INV	PD	Membership
125585	106686	TYNKER	2400388	INVC-VV-629-DR	07/18/2023	114087	07192023	39618	07/19/2023	10,200.00	07/18/2023	INV	PD	Computer Science/Programming S
125389	111758	JASON ULUM	14001008	14001008/REFUND	07/12/2023		SACHECK	6602	07/12/2023	28.50	07/12/2023	INV	PD	
125607	96105	UMB BANK	2400415	952994	07/19/2023	114106	07192023	1027	07/19/2023	530.00	07/19/2023	INV	PD	Agent Fees-Bond 2021
125608	96105	UMB BANK	2400414	953005	07/19/2023	114107	07192023	1027	07/19/2023	530.00	07/19/2023	INV	PD	Agent Fees-Bond Series 2016
125258	108740	FIBER PLATFORM LLC	2400165	SI-23-024795	07/11/2023	113787	07122023	39538	07/12/2023	5,897.11	07/11/2023	INV	PD	Wan Circuits -July 2023
125253	20759	UNITED COOPERATIVE SERVICES		59848002/JUNE 23	07/11/2023	113782	07122023	39539	07/12/2023	3,755.71	07/11/2023	INV	PD	Electricity Service for June 23
125767	20160	UNITED WAY OF JOHNSON COUNTY		125767	07/25/2023	114261	July	31508	07/25/2023	55.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125805	110409	NATHAN VANRYN	2400033	2400033/REIMB	07/25/2023	114299	07262023	39718	07/26/2023	144.12	07/25/2023	INV	PD	Parking for TIVA Conference 7/
125519	111633	VENTRIS LEARNING INC		20234652	07/14/2023	114019	07142023	39571	07/14/2023	1,053.50	07/14/2023	INV	PD	Teacher Manuals
125652	110574	ESTRELLA VILLELA		FALL 2023	07/20/2023	114147	07202023	1322	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125960	106361	VISTA HIGHER LEARNING	2400488	SI272833	07/31/2023	114444	07312023	39758	07/31/2023	10,399.00	07/31/2023	INV	PD	3 yr license
125685	101708	VOCATIONAL AGRICULTURE TEACHERS	2400569	79667	07/20/2023	114181	07212023	7449	07/20/2023	350.00	07/20/2023	INV	PD	Conference ATAT-Lana Trahern
125686	101708	VOCATIONAL AGRICULTURE TEACHERS	2400570	78026	07/20/2023	114182	07212023	7450	07/20/2023	350.00	07/20/2023	INV	PD	Conference ATAT-Dean Black
125687	101708	VOCATIONAL AGRICULTURE TEACHERS	2400571	76536	07/20/2023	114183	07212023	7451	07/20/2023	350.00	07/20/2023	INV	PD	Conference ATAT-Wacey Newman
125954	110521	WALMART/CAPITAL ONE	2400105	039494	07/31/2023	114438	07312023	39759	07/31/2023	381.11	07/31/2023	INV	PD	JULY 2023 NON-FOOD ITEMS FOR M
125955	110521	WALMART/CAPITAL ONE	2400395	02052	07/31/2023	114439	07312023	39759	07/31/2023	92.88	07/31/2023	INV	PD	Clinic Supplies Clorox wipes,
125642	111810	MATILDA WARD		FALL 2023	07/20/2023	114137	07202023	39629	07/20/2023	1,000.00	07/20/2023	INV	PD	Ball-Snavely Scholarship
125648	111810	MATILDA WARD		FALL 23	07/20/2023	114143	07202023	39629	07/20/2023	1,000.00	07/20/2023	INV	PD	Wiseman Neal Scholarship
125676	111810	MATILDA WARD		FALL2023	07/20/2023	114171	07202023	1323	07/20/2023	750.00	07/20/2023	INV	PD	Alumni Scholarship
125677	111810	MATILDA WARD		FALL23	07/20/2023	114172	07202023	1323	07/20/2023	1,000.00	07/20/2023	INV	PD	Barbara Voight Henry Scholarship
125768	21790	WASHINGTON NATIONAL INSURANCE		125768	07/25/2023	114262	July	31509	07/25/2023	64.85	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125428	2144	WATSON AND SON, INC.		33701032	07/13/2023	113928	07142023	39572	07/14/2023	6.31	07/13/2023	INV	PD	Doormat Service-June 2023
125429	2144	WATSON AND SON, INC.		33701031	07/13/2023	113929	07142023	39572	07/14/2023	22.39	07/13/2023	INV	PD	Doormat Service-June 2023
125430	2144	WATSON AND SON, INC.		33701030	07/13/2023	113930	07142023	39572	07/14/2023	12.99	07/13/2023	INV	PD	Doormat Service-June 2023
125431	2144	WATSON AND SON, INC.		33701029	07/13/2023	113931	07142023	39572	07/14/2023	20.91	07/13/2023	INV	PD	Doormat Service-June 2023
125432	2144	WATSON AND SON, INC.		33701028	07/13/2023	113932	07142023	39572	07/14/2023	39.96	07/13/2023	INV	PD	Doormat Service-June 2023
125433	2144	WATSON AND SON, INC.		33701027	07/13/2023	113933	07142023	39572	07/14/2023	15.10	07/13/2023	INV	PD	Doormat Service-June 2023
125434	2144	WATSON AND SON, INC.		33701026	07/13/2023	113934	07142023	39572	07/14/2023	154.81	07/13/2023	INV	PD	Doormat Service-June 2023
125255	105452	WASTE CONNECTIONS		2045910V190	07/11/2023	113784	07122023	39540	07/12/2023	7,836.66	07/11/2023	INV	PD	Dumpster Service-June 23
125609	105452	WASTE CONNECTIONS	2400450	2047323V190	07/19/2023	114108	07192023	31591	07/19/2023	159.58	07/19/2023	INV	PD	Child Nutrition Trash Service
125765	19197	WE BELIEVE IN YOU SCHOLARSHIP		125765	07/25/2023	114259	July	31510	07/25/2023	990.00	07/25/2023	INV	PD	Payroll Run 1 - Warrant 230725
125811	107793	WEISSMAN'S THEATRICAL SUPPLY INC.	14001028	244002281	07/25/2023		SACHECK	6615	07/26/2023	1,676.79	07/25/2023	INV	PD	
125541	7278	WENGER CORPORATION	2400332	852249	07/14/2023	114042	07142023	1788	07/14/2023	6,921.88	07/14/2023	INV	PD	Replace PO# 2308884 Wenger - W
125922	101085	AMBER WHITE	2400883	2400883/UNCLAIMED PR	07/28/2023	114406	07282023	39737	07/28/2023	170.65	07/28/2023	INV	PD	Refunds- Unclaimed Property
125756	20718	WAYLAND WHITE	2400587	2400587/REFUND	07/24/2023	114250	07242023	39670	07/24/2023	3,602.86	07/24/2023	INV	PD	Refunds
125390	111760	MARY WHITLOCK	14001010	14001010/REFUND	07/12/2023		SACHECK	6603	07/12/2023	178.50	07/12/2023	INV	PD	
125391	111777	ASHLEY WICKLIFFE	14001030	14001030/REFUND	07/12/2023		SACHECK	6604	07/12/2023	178.50	07/12/2023	INV	PD	
125212	111098	JAMES WOODARD	2400075	2400075/ADV	07/06/2023	113742	07072023	39479	07/07/2023	383.76	07/06/2023	INV	PD	Estimated travel expenses July
125699	111098	JAMES WOODARD	2400075	2400075/REIMB	07/20/2023	114193	07212023	39664	07/21/2023	159.44	07/20/2023	INV	PD	Estimated travel expenses July
125275	758	WRIGHT TIRE CO		27403	07/11/2023	113803	07122023	39541	07/12/2023	31.20	07/11/2023	INV	PD	JUN FY23/Open
125845	758	WRIGHT TIRE CO	2400692	27628	07/26/2023	114329	07262023	39719	07/26/2023	318.13	07/26/2023	INV	PD	TRK 673 - tire replacement
125792	110644	WYOMING CHILD SUPPORT		125792	07/25/2023	114286	July	31511	07/25/2023	428.36	07/25/2023	INV	PD	**** Case #209023 [Jared Benson] ****
125316	12612	XEROX CORP.		702646024	07/11/2023	113844	07122023	39543	07/12/2023	3,168.67	07/11/2023	INV	PD	June 23 Copier Leases
125317	12612	XEROX CORP.		800709075	07/11/2023	113845	07122023	39542	07/12/2023	10,897.90	07/11/2023	INV	PD	June 23 Copier Leases
125318	12612	XEROX CORP.		019112378	07/11/2023	113846	07122023	39542	07/12/2023	(49.75)	07/11/2023	CRM	PD	June 23 Copier Leases
125319	12612	XEROX CORP.		019112374	07/11/2023	113847	07122023	39542	07/12/2023	(70.18)	07/11/2023	CRM	PD	June 23 Copier Leases

Cleburne ISD
July 2023 Check Register

DOCUMENT	VENDOR	NAME	P.O.	INVOICE	INV DATE	VOUCHER	CHECK RUN	CHECK NO	CHECK DATE	INVOICE NET	DUE DATE	TYPE	STS	INVOICE DESCRIPTION
125320	12612	XEROX CORP.		019112377	07/11/2023	113848	07122023	39542	07/12/2023	(59.74)	07/11/2023	CRM	PD	June 23 Copier Leases
125321	12612	XEROX CORP.		019112375	07/11/2023	113849	07122023	39542	07/12/2023	(44.32)	07/11/2023	CRM	PD	June 23 Copier Leases
125322	12612	XEROX CORP.		019112376	07/11/2023	113850	07122023	39542	07/12/2023	(46.51)	07/11/2023	CRM	PD	June 23 Copier Leases
125323	12612	XEROX CORP.		019112380	07/11/2023	113851	07122023	39542	07/12/2023	(144.05)	07/11/2023	CRM	PD	June 23 Copier Leases
125324	12612	XEROX CORP.		019112379	07/11/2023	113852	07122023	39542	07/12/2023	(144.05)	07/11/2023	CRM	PD	June 23 Copier Leases
125325	12612	XEROX CORP.		019112381	07/11/2023	113853	07122023	39542	07/12/2023	(144.05)	07/11/2023	CRM	PD	June 23 Copier Leases
125915	12612	XEROX CORP.		702652301	07/27/2023	114399	07282023	39738	07/28/2023	3,119.19	07/27/2023	INV	PD	Copier Leases for June 23
125942	111790	JAMES YEAGAR	2400612	2400612A	07/28/2023	114425	07282023	39741	07/28/2023	180.00	07/28/2023	INV	PD	Team Meals-8/10/23 Mansfield
125943	111790	JAMES YEAGAR	2400612	2400612B	07/28/2023	114426	07282023	39742	07/28/2023	180.00	07/28/2023	INV	PD	Team Meals-8/11/23 Azle
125944	111790	JAMES YEAGAR	2400612	2400612C	07/28/2023	114427	07282023	39739	07/28/2023	162.00	07/28/2023	INV	PD	Team Meals-8/22/23 Arlington
125945	111790	JAMES YEAGAR	2400612	2400612D	07/28/2023	114428	07282023	39740	07/28/2023	162.00	07/28/2023	INV	PD	Team Meals-8/31/23 Arlington
125332	111727	ALEXANDER YZAGUIRRE		JUNE 23/YZAGUIRRE	07/11/2023	113860	07122023	39544	07/12/2023	64.10	07/11/2023	INV	PD	JUNE Mileage Reimbursement
125287	5540	ZIMMERER KUBOTA & EQUIPMENT, IN		CLE-4059281	07/11/2023	113815	07122023	39545	07/12/2023	259.08	07/11/2023	INV	PD	JUN FY23/Open
125288	5540	ZIMMERER KUBOTA & EQUIPMENT, IN		CLE-4059579	07/11/2023	113816	07122023	39545	07/12/2023	336.20	07/11/2023	INV	PD	JUN FY23/Open
125289	5540	ZIMMERER KUBOTA & EQUIPMENT, IN		CLE-1401429	07/11/2023	113817	07122023	39545	07/12/2023	222.73	07/11/2023	INV	PD	JUN FY23/Open
125847	5540	ZIMMERER KUBOTA & EQUIPMENT, IN	2400195	CLE-4060087	07/26/2023	114331	07262023	39720	07/26/2023	83.94	07/26/2023	INV	PD	JUL FY24/Open
125848	5540	ZIMMERER KUBOTA & EQUIPMENT, IN	2400661	CLE-1408644	07/26/2023	114332	07262023	39720	07/26/2023	134.48	07/26/2023	INV	PD	GRND-parts for batwing mowers
125849	5540	ZIMMERER KUBOTA & EQUIPMENT, IN	2400661	CLE-4059907	07/26/2023	114333	07262023	39720	07/26/2023	338.74	07/26/2023	INV	PD	GRND-parts for batwing mowers
125850	5540	ZIMMERER KUBOTA & EQUIPMENT, IN	2400661	CLE-4059928	07/26/2023	114334	07262023	39720	07/26/2023	495.68	07/26/2023	INV	PD	GRND-parts for batwing mowers
125851	5540	ZIMMERER KUBOTA & EQUIPMENT, IN	2400662	CLE-4060034	07/26/2023	114335	07262023	39720	07/26/2023	54.64	07/26/2023	INV	PD	GRND-parts for field paint spr
										1,778,490.72				

2023-24	AGENCY Description	Balance	July		Balance
			Rev	Exp	
CM-750	Central Office Central Office Misc	\$17,117.35	\$246.26	\$0.00	\$17,363.61
CF-900	Central Office Christmas Fund	\$301,560.04	\$1,600.00	-\$4,800.00	\$298,360.04
3B	CHS - BETA Club	\$5,195.93	\$0.00	\$0.00	\$5,195.93
1D	CHS - DECA Club	\$185.07	\$0.00	\$0.00	\$185.07
1E	CHS - Exchangettes	\$3,370.99	\$0.00	\$0.00	\$3,370.99
1F	CHS - FCA	\$2,907.10	\$50.00	-\$216.59	\$2,740.51
3F	CHS - FCCLA	\$1,365.92	\$0.00	\$0.00	\$1,365.92
2F	CHS - FFA	\$9,401.83	-\$46.36	-\$1,026.00	\$8,329.47
5F	CHS - French Club	\$402.93	\$0.00	\$0.00	\$402.93
6F	CHS - Freshman Class	\$86.16	\$0.00	\$0.00	\$86.16
1G	CHS - Gaming Club	\$143.59	\$0.00	\$0.00	\$143.59
08-001	CHS - HOSA	\$574.50	\$0.00	\$0.00	\$574.50
IC	CHS - Interact Club	\$1,057.45	\$0.00	\$0.00	\$1,057.45
2F	CHS - Int'l Thespian Society	\$3,543.07	\$0.00	\$0.00	\$3,543.07
1J	CHS - Junior Class	\$13,145.02	\$0.00	\$0.00	\$13,145.02
1K	CHS - Key Club	\$1,755.74	\$0.00	\$0.00	\$1,755.74
1N	CHS - National Honor Society	\$1,956.67	\$0.00	\$0.00	\$1,956.67
03-001	CHS - Natl Art Honor Society	\$455.61	\$0.00	\$0.00	\$455.61
NS	CHS - Nat'l Spanish Honor Society	\$2,696.22	\$0.00	\$0.00	\$2,696.22
NT-001	CHS - Nat'l Technical Honor Society	\$1,027.43	\$0.00	\$0.00	\$1,027.43
1S	CHS - Senior Class	\$1,735.78	\$0.00	\$0.00	\$1,735.78
24-001	CHS - Skills USA-Construction	\$3,906.80	\$0.00	\$0.00	\$3,906.80
3S	CHS - Sophomore Class	\$549.51	\$0.00	\$0.00	\$549.51
6S	CHS - Spanish Club	\$5,072.67	\$0.00	\$0.00	\$5,072.67
7S	CHS - Student Council	\$6,253.96	\$0.00	\$0.00	\$6,253.96
1T	CHS - TAFE	\$4,516.20	\$0.00	\$0.00	\$4,516.20
TC-001	CHS - Tech Student Assoc Club	\$402.44	\$0.00	\$0.00	\$402.44
TM	CHS - Tri-M Music Honor Society	\$195.00	\$0.00	\$0.00	\$195.00
CL-102	Coleman School Student Council	\$2,109.39	\$0.00	\$0.00	\$2,109.39
CK-109	Cooke School Student Council	\$2,062.28	\$0.00	\$0.00	\$2,062.28
BU-041	Smith MS Builders Club	\$32.80	\$0.00	\$0.00	\$32.80
73-041	Smith MS Lowell Smith Donation	\$1,772.19	\$0.00	\$0.00	\$1,772.19
NH-041	Smith MS NJHS	\$567.57	\$0.00	\$0.00	\$567.57
11-041	Smith MS Rainbow Kids	\$2,119.06	\$0.00	\$0.00	\$2,119.06
55-041	Smith MS Student Council	\$9,882.71	\$0.00	\$0.00	\$9,882.71
BU-107	Wheat MS Builders Club	\$1,616.58	\$0.00	-\$46.33	\$1,570.25
NH-107	Wheat MS NJHS	\$3,411.59	\$0.00	-\$46.33	\$3,365.26
55-107	Wheat MS Student Council	\$3,685.83	\$0.00	-\$46.34	\$3,639.49
TOTAL		\$417,840.98	\$1,849.90	-\$6,181.59	\$413,509.29

CO-CURRICULAR

July

2023-24	Description	Balance	Rev	Exp	Balance
AD-101	ADAMS ELEMENTARY	\$51,076.49	-\$14.43	-\$85.00	\$50,977.06
59-101	ADAMS PE DEPT.	-\$83.08	\$0.00	\$0.00	-\$83.08
02-101	ADAMS-CAMP GRADY SPRUCE	\$17,986.72	\$0.00	\$0.00	\$17,986.72
AE-821	Central Office ADULT ED SUPPORT	\$362.75	\$0.00	\$0.00	\$362.75
AT-929	Central Office ATHLETIC DIRECTOR	\$813.20	\$0.00	\$0.00	\$813.20
CM-750	CENTRAL OFFICE MISC	\$10,436.88	\$504.51	\$0.00	\$10,941.39
60	CHS - ACTIVITY	\$5,024.28	\$3,605.00	-\$6,434.00	\$2,195.28
3	CHS - ART DEPT	\$64.08	\$0.00	\$0.00	\$64.08
6	CHS - BAND	\$5,870.00	\$0.00	\$0.00	\$5,870.00
36	CHS - BASEBALL	\$5,052.23	\$0.00	\$0.00	\$5,052.23
13	CHS - BASS ANGLERS	\$1,619.53	\$0.00	\$0.00	\$1,619.53
86	CHS - BILINGUAL STUDENT COUNCIL	\$898.20	\$0.00	\$0.00	\$898.20
10	CHS - Boys BASKETBALL	\$5,754.45	\$0.00	\$0.00	\$5,754.45
64	CHS - Boys SOCCER	\$8,073.60	\$0.00	\$0.00	\$8,073.60
96	CHS - Boys TRACK	\$5,632.71	\$0.00	\$0.00	\$5,632.71
74	CHS - BUZZ NEWS	\$556.50	\$0.00	\$0.00	\$556.50
35	CHS - CHEER	\$20,979.03	\$0.00	-\$5,155.50	\$15,823.53
23	CHS - CHOIR	\$12,092.95	\$0.00	\$0.00	\$12,092.95
CZ	CHS - Cleburne Crazyies	\$55.08	\$0.00	\$0.00	\$55.08
24	CHS - CONSTRUCTION CLASS	\$1,908.25	\$0.00	\$0.00	\$1,908.25
98	CHS - COUNSELING CTR	\$896.78	\$0.00	\$0.00	\$896.78
97	CHS - CROSS COUNTRY	\$3,111.76	\$0.00	-\$800.00	\$2,311.76
84	CHS - CULINARY-(CTESD)	\$19,075.57	\$0.00	-\$555.00	\$18,520.57
DT	CHS - Diesel Tech	\$926.00	\$0.00	\$0.00	\$926.00
25	CHS - DRAMA	\$17,156.19	\$0.00	-\$1,200.00	\$15,956.19
28	CHS - ENGLISH DEPT	\$864.34	\$0.00	\$0.00	\$864.34
92	CHS - ESOL	\$571.86	\$0.00	\$0.00	\$571.86
7	CHS - FLORAL DESIGN	\$126.87	\$0.00	\$0.00	\$126.87
WW	CHS - FOOTBALL	\$20,433.20	\$0.00	-\$3,000.00	\$17,433.20
39	CHS - Girls BASKETBALL	\$24,145.69	\$0.00	-\$709.00	\$23,436.69
79	CHS - Girls SOCCER	\$1,129.38	\$0.00	\$0.00	\$1,129.38
95	CHS - Girls TRACK	\$4,647.13	\$0.00	\$0.00	\$4,647.13
94	CHS - GOLF	\$9,535.00	\$0.00	\$0.00	\$9,535.00
8	CHS - HEALTH OCCUPATION	\$708.60	\$0.00	\$0.00	\$708.60
66	CHS - HUMAN SERVICES	\$567.54	\$0.00	\$0.00	\$567.54
30	CHS - LIBRARY	\$3,364.93	\$0.00	\$0.00	\$3,364.93
67	CHS - LIFESKILLS	-\$54.87	\$0.00	\$0.00	-\$54.87
68	CHS - MATH DEPT	\$128.70	\$0.00	\$0.00	\$128.70
73	CHS - MODERN LANGUAGE	\$782.23	\$0.00	\$0.00	\$782.23
ND	CHS - NAVY NAT'L DEF CADET CORPS	\$3,668.14	\$0.00	\$0.00	\$3,668.14
72	CHS - PARKING	\$3,114.25	\$2,200.00	-\$2,200.00	\$3,114.25

CO-CURRICULAR

July

2023-24	Description	Balance	Rev	Exp	Balance
71	CHS - PHYSICAL ED	\$2,342.62	\$0.00	\$0.00	\$2,342.62
PL	CHS - POWERLIFTING	\$8,454.18	\$0.00	\$0.00	\$8,454.18
85	CHS - REGISTERED DENTAL ASSISTANT	\$8.75	\$0.00	\$0.00	\$8.75
75	CHS - SCIENCE DEPT	\$353.23	\$0.00	\$0.00	\$353.23
34	CHS - SHOW STOPPERS	\$15,263.98	-\$363.19	-\$2,362.25	\$12,538.54
76	CHS - SOCIAL STUDIES	\$38.65	\$0.00	\$0.00	\$38.65
80	CHS - SOFTBALL	\$5,230.31	\$0.00	-\$2,209.88	\$3,020.43
78	CHS - SWIM TEAM	\$5,134.37	\$0.00	\$0.00	\$5,134.37
81	CHS - TENNIS	\$4,866.20	\$0.00	\$0.00	\$4,866.20
77	CHS - TRAINER	\$1,027.21	\$0.00	\$0.00	\$1,027.21
TR	CHS - TRANSITIONS	\$3,869.96	\$0.00	\$0.00	\$3,869.96
22	CHS - UIL	\$633.73	\$0.00	\$0.00	\$633.73
99	CHS - VOLLEYBALL	\$14,097.62	\$0.00	\$0.00	\$14,097.62
93	CHS - YEARBOOK	\$7,157.50	\$0.00	\$0.00	\$7,157.50
65	CHS - YOUTH & GOVERNMENT	\$1,083.23	\$0.00	\$0.00	\$1,083.23
CC-102	Coleman Elementary Coleman Colt Chorus	\$442.68	\$0.00	\$0.00	\$442.68
CL-102	Coleman Elementary Coleman Elementary School	\$15,525.17	-\$29.17	\$0.00	\$15,496.00
NG-102	Coleman Elementary Coleman Nature Garden	\$840.32	\$0.00	\$0.00	\$840.32
COM-ED	Community Education Adult Ed Support	\$72.00	\$0.00	\$0.00	\$72.00
14-109	Cooke Elementary Cooke Choir	\$376.10	\$0.00	\$0.00	\$376.10
CK-109	Cooke Elementary Cooke Elementary School	\$15,635.46	\$0.00	\$0.00	\$15,635.46
SB-823	Fulton Activity	\$608.45	\$0.00	\$0.00	\$608.45
GR-108	GERARD ELEMENTARY	\$83,595.37	-\$34.35	\$0.00	\$83,561.02
IR-104	Irving Elementary Irving Elementary School	\$42,218.27	-\$9.51	\$0.00	\$42,208.76
MA-831	MAINTENANCE	\$1,448.22	\$0.00	\$0.00	\$1,448.22
MT-103	MARTI ELEMENTARY	\$56,918.77	-\$10.07	-\$2,522.00	\$54,386.70
GU-002	PHOENIX CAMPUS (Team Activity)	\$675.01	\$0.00	\$0.00	\$675.01
RL-999	REMOTE LEARNING	\$0.27	\$0.00	\$0.00	\$0.27
SF-111	SANTA FE ELEMENTARY	\$22,983.81	-\$11.37	\$0.00	\$22,972.44
11-041	SMITH Middle School Smith MS Activity	\$20,634.91	\$0.00	-\$7,700.00	\$12,934.91
20-041	Smith Middle School Smith MS Art	\$16.24	\$0.00	\$0.00	\$16.24
18-041	Smith Middle School Smith MS Band	\$6,360.83	-\$11.29	\$0.00	\$6,349.54
16-041	Smith Middle School Smith MS Boys Sports	\$4,991.81	\$0.00	\$0.00	\$4,991.81
07-041	Smith Middle School Smith MS Cheerleaders	-\$23.32	\$0.00	\$0.00	-\$23.32
14-041	Smith Middle School Smith MS Choir	\$1,928.10	\$0.00	\$0.00	\$1,928.10
1F-041	SMITH Middle School Smith MS FCA	\$1,789.38	\$50.00	\$0.00	\$1,839.38
17-041	Smith Middle School Smith MS Girls Sports	\$5,341.88	\$0.00	\$0.00	\$5,341.88
12-041	Smith Middle School Smith MS Library	\$1,369.54	\$0.00	\$0.00	\$1,369.54
OE-041	Smith Middle School Smith MS Outdoor Ed	\$3,932.40	\$0.00	\$0.00	\$3,932.40
19-041	Smith Middle School Smith MS Physical Education	\$50.07	\$0.00	\$0.00	\$50.07
22-041	Smith Middle School Smith MS Robotics	\$2,309.08	\$0.00	\$0.00	\$2,309.08

CO-CURRICULAR

July

2023-24	Description	Balance	Rev	Exp	Balance
JT-041	Smith Middle School Smith MS Tennis	\$42.04	\$0.00	\$0.00	\$42.04
TH-041	Smith Middle School Smith MS Theater Arts	\$1,674.44	\$0.00	\$0.00	\$1,674.44
TS-002	TEAM School Team School Activity	\$2,962.29	\$54.00	-\$211.00	\$2,805.29
CB-806	Transp BUS BARN COKE FUND	\$12,342.30	\$54.00	\$0.00	\$12,396.30
11-107	Wheat Middle School Wheat MS Activity Account	\$1,200.16	-\$6.96	\$0.00	\$1,193.20
20-107	Wheat Middle School Wheat MS Art	\$201.97	\$0.00	\$0.00	\$201.97
AV-107	Wheat Middle School Wheat MS AVID	\$946.12	\$0.00	\$0.00	\$946.12
18-107	Wheat Middle School Wheat MS Band	\$8,176.42	-\$2.88	-\$58.00	\$8,115.54
16-107	Wheat Middle School Wheat MS Boys Sports	\$3,338.21	\$0.00	\$0.00	\$3,338.21
07-107	Wheat Middle School Wheat MS Cheerleaders	\$4,461.36	\$8,171.63	-\$7,316.55	\$5,316.44
14-107	Wheat Middle School Wheat MS Choir	\$1,190.24	\$0.00	\$0.00	\$1,190.24
21-107	Wheat Middle School Wheat MS Cooking Class	\$2,615.30	\$0.00	\$0.00	\$2,615.30
EB-107	Wheat Middle School Wheat MS Emergent Bilingual	\$327.47	\$0.00	\$0.00	\$327.47
1F-107	Wheat Middle School Wheat MS FCA	\$2,677.49	\$50.00	\$0.00	\$2,727.49
17-107	Wheat Middle School Wheat MS Girls Sports	\$10,786.32	\$0.00	\$0.00	\$10,786.32
15-107	Wheat Middle School Wheat MS Journalism	\$1,427.85	\$0.00	\$0.00	\$1,427.85
12-107	Wheat Middle School Wheat MS Library	\$3,643.02	\$0.00	\$0.00	\$3,643.02
OE-107	Wheat Middle School Wheat MS Outdoor Education	\$1,471.43	\$0.00	\$0.00	\$1,471.43
PP-107	Wheat Middle School Wheat MS P.R.I.D.E Program	\$10,044.05	\$0.00	\$0.00	\$10,044.05
19-107	Wheat Middle School Wheat MS Physical Education	\$3,121.37	\$0.00	\$0.00	\$3,121.37
RE-107	Wheat Middle School Wheat MS Readers Are Leaders	\$150.21	\$0.00	\$0.00	\$150.21
22-107	Wheat Middle School Wheat MS Robotics	\$2,516.54	\$0.00	\$0.00	\$2,516.54
RT-107	Wheat Middle School Wheat MS Running Team	\$0.00	\$0.00	\$0.00	\$0.00
ST-107	Wheat Middle School Wheat MS Steam Club	\$20.00	\$0.00	\$0.00	\$20.00
TH-107	Wheat Middle School Wheat MS Theater Arts	\$501.80	\$0.00	\$0.00	\$501.80
WC-107	Wheat Middle School Wheat MS Writers Club	\$612.35	\$0.00	\$0.00	\$612.35
TOTAL		\$705,126.25	\$14,195.92	-\$42,518.18	\$676,803.99

TAX COLLECTION SUMMARY - JULY 2023
July 1, 2023 - June 30, 2024

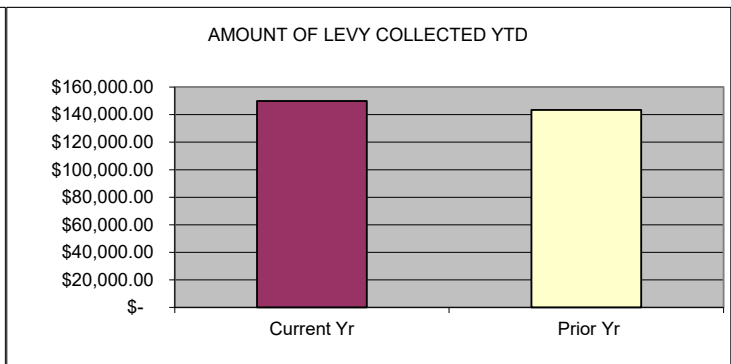
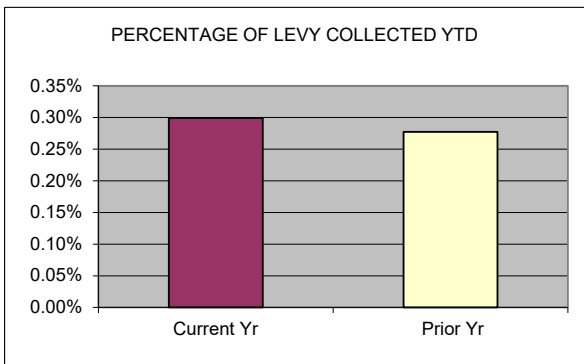
<u>TYPE OF COLLECTION</u>	<u>CURRENT MONTH</u>	<u>YEAR TO DATE</u>
CURRENT TAXES	\$ 146,515.65	\$ 146,515.65
DELINQUENT TAXES	\$ 3,436.28	\$ 3,436.28
INTEREST & PENALTY	\$ 25,150.87	\$ 25,150.87
TOTAL COLLECTIONS	\$ 175,102.80	\$ 175,102.80

AMOUNTS ARE CORRECTED FOR REFUNDS AND CORRECTIONS MADE DURING YEAR

	<u>CURRENT YR.</u>	<u>PRIOR YR.</u>	<u>VARIANCE</u>
ACTUAL CURRENT LEVY	\$ 48,978,087.57	\$ 46,100,195.97	\$ 2,877,891.60
CURRENT LEVY COLLECTED YTD	\$ -	\$ -	\$ -
CURRENT LEVY COLLECTED FOR JULY, AUGUST, & SEPTEMBER	\$ 146,515.65	\$ 127,843.99	\$ 18,671.66
<i>(Note: July, August, and September collections are part of the prior tax year, but are collected in the current fiscal year)</i>			
CURRENT TAXES COLLECTED YTD	\$ 146,515.65	\$ 127,843.99	\$ 18,671.66
PERCENTAGE OF CURRENT LEVY COLLECTED YTD TO ACTUAL CURRENT LEVY	0.30%	0.28%	0.02%

	<u>CURRENT YR.</u>	<u>PRIOR YR.</u>	<u>VARIANCE</u>
BUDGETED TAX REVENUE	\$ 50,618,745.00	\$ 48,323,764.00	\$ 2,294,981.00
TOTAL COLLECTIONS YTD	\$ 149,951.93	\$ 143,386.02	\$ 6,565.91
PERCENTAGE OF TOTAL COLLECTIONS YTD TO BUDGETED TAX REVENUE	0.30%	0.30%	0.00%

<u>FUND SUMMARY</u>	<u>ACTUAL COLLECTION</u>	<u>ANNUAL BUDGETED AMOUNTS</u>	<u>PERCENT OF BUDGET COLLECTED</u>
GENERAL FUND SUMMARY	\$ 118,299.17	\$ 32,919,066.00	0.36%
I&S DEBT SERVICE SUMMARY	\$ 56,803.63	\$ 15,404,698.00	0.37%
TOTAL	\$ 175,102.80	\$ 48,323,764.00	0.36%



Cleburne ISD
General Fund Expenditures
as of July 31, 2023

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
11 Instruction							
6100 Payroll Costs	43,563,537.00	-	43,563,537.00	3,424,082.89	-	40,139,454.11	7.86%
6200 Professional and Contracted Services	959,299.00	(20,350.00)	938,949.00	74,059.94	503,546.66	361,342.40	61.52%
6300 Supplies and Materials	1,540,769.00	19,425.00	1,560,194.00	84,173.76	331,573.47	1,144,446.77	26.65%
6400 Other Operating Costs	249,651.00	925.00	250,576.00	1,682.59	60,785.00	188,108.41	24.93%
6600 Capital outlay - Land, Furniture, and Equipment	83,810.00	-	83,810.00	-	-	83,810.00	0.00%
Total for 11 Instruction	46,397,066.00	-	46,397,066.00	3,583,999.18	895,905.13	41,917,161.69	9.66%
12 Instructional Resources and Media							
6100 Payroll Costs	524,251.00	-	524,251.00	41,365.74	-	482,885.26	7.89%
6200 Professional and Contracted Services	19,744.00	25.00	19,769.00	-	16,236.32	3,532.68	82.13%
6300 Supplies and Materials	29,728.00	(25.00)	29,703.00	-	-	29,703.00	0.00%
6400 Other Operating Costs	1,226.00	-	1,226.00	-	-	1,226.00	0.00%
Total for 12 Instructional Resources and Media	574,949.00	-	574,949.00	41,365.74	16,236.32	517,346.94	10.02%
13 Curriculum and Instructional Staff							
6100 Payroll Costs	1,259,098.00	-	1,259,098.00	127,764.17	-	1,131,333.83	10.15%
6200 Professional and Contracted Services	505,305.00	1,500.00	506,805.00	7,935.00	98,534.80	400,335.20	21.01%
6300 Supplies and Materials	55,700.00	(1,500.00)	54,200.00	3.13	18,569.25	35,627.62	34.27%
6400 Other Operating Costs	180,373.00	-	180,373.00	5,097.66	15,229.73	160,045.61	11.27%
Total for 13 Curriculum and Instructional Staff	2,000,476.00	-	2,000,476.00	140,799.96	132,333.78	1,727,342.26	13.65%
21 Instructional Development							
6100 Payroll Costs	1,380,260.00	-	1,380,260.00	118,438.64	-	1,261,821.36	8.58%
6200 Professional and Contracted Services	124,448.00	750.00	125,198.00	95.06	5,055.82	120,047.12	4.11%
6300 Supplies and Materials	38,235.00	-	38,235.00	887.41	48,491.23	(11,143.64)	129.15%
6400 Other Operating Costs	64,165.00	(750.00)	63,415.00	5,157.27	6,788.12	51,469.61	18.84%
6600 Capital outlay - Land, Furniture, and Equipment	-	-	-	-	-	-	0.00%
Total for 21 Instructional Development	1,607,108.00	-	1,607,108.00	124,578.38	60,335.17	1,422,194.45	11.51%
23 School Administration							
6100 Payroll Costs	4,319,793.00	-	4,319,793.00	360,776.33	-	3,959,016.67	8.35%
6200 Professional and Contracted Services	2,214.00	500.00	2,714.00	-	500.00	2,214.00	18.42%
6300 Supplies and Materials	33,205.00	(2,500.00)	30,705.00	760.19	7,674.76	22,270.05	27.47%
6400 Other Operating Costs	44,772.00	2,000.00	46,772.00	1,001.00	5,792.25	39,978.75	14.52%
Total for 23 School Administration	4,399,984.00	-	4,399,984.00	362,537.52	13,967.01	4,023,479.47	8.56%
31 Guidance and Counseling Services							
6100 Payroll Costs	2,029,298.00	-	2,029,298.00	146,241.33	-	1,883,056.67	7.21%
6200 Professional and Contracted Services	3,236.00	750.00	3,986.00	-	2,050.00	1,936.00	51.43%
6300 Supplies and Materials	46,657.00	-	46,657.00	-	12,889.13	33,767.87	27.63%
6400 Other Operating Costs	32,338.00	(750.00)	31,588.00	-	1,390.00	30,198.00	4.40%
Total for 31 Guidance and Counseling Services	2,111,529.00	-	2,111,529.00	146,241.33	16,329.13	1,948,958.54	7.70%

Cleburne ISD
General Fund Expenditures
as of July 31, 2023

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
32 Social Work Services							
6300 Supplies and Materials	-	-	-	-	1,200.00	(1,200.00)	100%
6400 Other Operating Costs	-	-	-	-	500.00	(500.00)	90.91%
Total for 32 Social Work Services	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,700.00</u>	<u>(1,700.00)</u>	<u>90.91%</u>
33 Health Services							
6100 Payroll Costs	1,017,597.00	-	1,017,597.00	83,055.72	-	934,541.28	8.16%
6200 Professional and Contracted Services	36,680.00	-	36,680.00	(100.13)	3,199.40	33,580.73	8.45%
6300 Supplies and Materials	17,946.00	-	17,946.00	1,367.44	4,886.93	11,691.63	34.85%
6400 Other Operating Costs	10,900.00	-	10,900.00	-	1,400.00	9,500.00	12.84%
Total for 33 Health Services	<u>1,083,123.00</u>	<u>-</u>	<u>1,083,123.00</u>	<u>84,323.03</u>	<u>9,486.33</u>	<u>989,313.64</u>	<u>8.66%</u>
34 Student (Pupil) Transportation							
6100 Payroll Costs	2,142,817.00	-	2,142,817.00	185,590.92	-	1,957,226.08	8.66%
6200 Professional and Contracted Services	128,505.00	25,953.00	154,458.00	-	67,062.08	87,395.92	43.42%
6300 Supplies and Materials	630,150.00	(25,953.00)	604,197.00	18,516.20	141,906.95	443,773.85	26.55%
6400 Other Operating Costs	120,300.00	-	120,300.00	493.15	7,830.00	111,976.85	6.92%
6600 Capital outlay - Land, Furniture, and Equipment	-	-	-	-	-	-	0.00%
Total for 34 Student (Pupil) Transportation	<u>3,021,772.00</u>	<u>-</u>	<u>3,021,772.00</u>	<u>204,600.27</u>	<u>216,799.03</u>	<u>2,600,372.70</u>	<u>13.95%</u>
35 Food Services							
6100 Payroll Costs	90,000.00	-	90,000.00	8,962.63	-	81,037.37	9.96%
Total for 35 Food Services	<u>90,000.00</u>	<u>-</u>	<u>90,000.00</u>	<u>8,962.63</u>	<u>-</u>	<u>81,037.37</u>	<u>9.96%</u>
36 Cocurricular/Extracurricular							
6100 Payroll Costs	1,607,197.00	-	1,607,197.00	125,591.36	-	1,481,605.64	7.81%
6200 Professional and Contracted Services	193,673.00	(14,823.00)	178,850.00	38,980.00	7,094.00	132,776.00	25.76%
6300 Supplies and Materials	322,655.00	13,253.00	335,908.00	7,189.61	39,506.30	289,212.09	13.90%
6400 Other Operating Costs	572,979.00	1,570.00	574,549.00	16,141.77	77,051.06	481,356.17	16.22%
6600 Capital outlay - Land, Furniture, and Equipment	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
Total for 36 Cocurricular/Extracurricular	<u>2,699,504.00</u>	<u>-</u>	<u>2,699,504.00</u>	<u>187,902.74</u>	<u>123,651.36</u>	<u>2,387,949.90</u>	<u>11.54%</u>
41 General Administration							
6100 Payroll Costs	2,317,358.00	-	2,317,358.00	223,706.44	-	2,093,651.56	9.65%
6200 Professional and Contracted Services	280,800.00	3,000.00	283,800.00	18,069.53	114,375.65	151,354.82	46.67%
6300 Supplies and Materials	38,600.00	(3,000.00)	35,600.00	43.84	6,061.66	29,494.50	17.15%
6400 Other Operating Costs	248,450.00	-	248,450.00	1,702.93	40,574.38	206,172.69	17.02%
Total for 41 General Administration	<u>2,885,208.00</u>	<u>-</u>	<u>2,885,208.00</u>	<u>243,522.74</u>	<u>161,011.69</u>	<u>2,480,673.57</u>	<u>14.02%</u>
51 Plant Maintenance and Operations							
6100 Payroll Costs	4,372,307.00	-	4,372,307.00	309,572.47	-	4,062,734.53	7.08%

Cleburne ISD
General Fund Expenditures
as of July 31, 2023

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
6200 Professional and Contracted Services	2,976,200.00	-	2,976,200.00	40,245.57	858,673.91	2,077,280.52	30.20%
6300 Supplies and Materials	1,294,300.00	-	1,294,300.00	28,421.38	200,628.19	1,065,250.43	17.70%
6400 Other Operating Costs	905,845.00	-	905,845.00	673.28	4,344.40	900,827.32	0.55%
6600 Capital outlay - Land, Furniture, and Equipment	425,000.00	-	425,000.00	-	34,491.00	390,509.00	8.12%
Total for 51 Plant Maintenance and Operations	9,973,652.00	-	9,973,652.00	378,912.70	1,098,137.50	8,496,601.80	14.81%
52 Security and Monitoring Services							
6200 Professional and Contracted Services	541,022.00	350.00	541,372.00	1,224.43	158,297.17	381,850.40	29.47%
6300 Supplies and Materials	8,401.00	(350.00)	8,051.00	-	-	8,051.00	0.00%
Total for 52 Security and Monitoring Services	902,586.00	-	902,586.00	13,546.05	158,997.17	730,042.78	19.12%
53 Data Processing Services							
6100 Payroll Costs	894,552.00	-	894,552.00	76,182.97	-	818,369.03	8.52%
6200 Professional and Contracted Services	716,200.00	-	716,200.00	25,960.79	103,597.00	586,642.21	18.09%
6300 Supplies and Materials	394,500.00	-	394,500.00	6,741.81	82,745.15	305,013.04	22.68%
6400 Other Operating Costs	87,222.00	-	87,222.00	771.85	3,590.75	82,859.40	5.00%
Total for 53 Data Processing Services	2,137,474.00	-	2,137,474.00	109,657.42	189,932.90	1,837,883.68	14.02%
71 Debt Service							
6600 Capital outlay - Land, Furniture, and Equipment	-	-	-	-	-	-	0.00%
Total for 71 Debt Service	-	-	-	-	-	-	0.00%
81 Facilities Acquisition							
6100 Payroll Costs	8,500.00	-	8,500.00	588.85	-	7,911.15	6.93%
6600 Capital outlay - Land, Furniture, and Equipment	-	-	-	-	-	-	0.00%
	8,500.00	-	8,500.00	588.85	-	7,911.15	6.93%
93 Payments to Fiscal Agent/Member							
6400 Other Operating Costs	140,000.00	-	140,000.00	-	-	140,000.00	0.00%
Total for 93 Payments to Fiscal Agent/Member	140,000.00	-	140,000.00	-	-	140,000.00	0.00%
95 Payments to Juvenile Justice							
6200 Professional and Contracted Services	12,640.00	-	12,640.00	-	-	12,640.00	0.00%
Total for 95 Payments to Juvenile Justice	12,640.00	-	12,640.00	-	-	12,640.00	0.00%
99 Other Intergovernmental							
6200 Professional and Contracted Services	575,000.00	-	575,000.00	-	-	575,000.00	0.00%
Total for 99 Other Intergovernmental	575,000.00	-	575,000.00	-	-	575,000.00	0.00%
Total for Report	80,620,571.00	-	80,620,571.00	5,631,538.54	3,094,822.52	71,894,209.94	10.82%

Cleburne ISD
General Fund Revenues
as of July 31, 2023

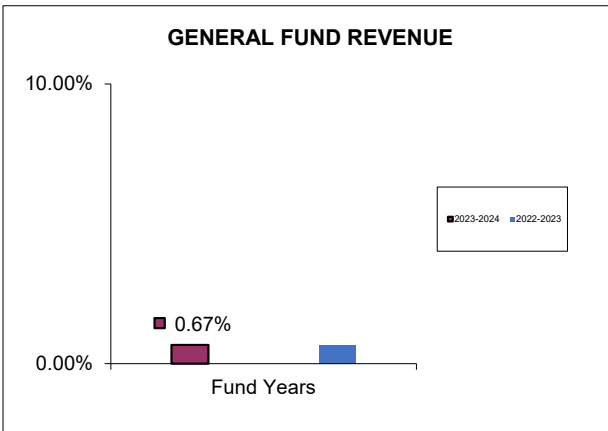
	ORIGINAL APPROP	TRANFRS/ ADJSMTS	REVISED BUDGET	YTD REAL REV	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
5711 Taxes, Current Year	33,369,725.00	-	33,369,725.00	98,869.03	-	33,270,855.97	0%
5712 Taxes, Prior Year	300,000.00	-	300,000.00	2,425.53	-	297,574.47	1%
5719 Taxes, Miscellaneous	300,000.00	-	300,000.00	17,004.61	-	282,995.39	6%
5739 Tuition and Fees	120,000.00	-	120,000.00	21,339.50	-	98,660.50	18%
5742 Investments	50,000.00	-	50,000.00	3,313.42	-	46,686.58	7%
5743 Rent-School Facilities	130,000.00	-	130,000.00	7,115.75	-	122,884.25	5%
5748 Royalties	30,000.00	-	30,000.00	-	-	30,000.00	0%
5749 Miscellaneous-Local Sources	35,000.00	-	35,000.00	9,222.24	-	25,777.76	26%
5752 Athletic Activity	70,000.00	-	70,000.00	120.00	(500.00)	70,380.00	0%
5755 Results From Enterprising Serv	71,000.00	-	71,000.00	1,777.50	-	69,222.50	3%
5811 Per Capita	2,576,800.00	-	2,576,800.00	-	-	2,576,800.00	100%
5812 Foundation Fund Salary & Opera	33,410,999.00	-	33,410,999.00	-	-	33,410,999.00	0%
5831 Teacher Retirement/Trs Care -	2,700,000.00	-	2,700,000.00	330,431.77	-	2,369,568.23	12%
5929 Federal Rev. Distributed By Te	100,000.00	-	100,000.00	-	-	100,000.00	0%
5931 School Health And Related Serv	650,000.00	-	650,000.00	-	-	650,000.00	0%
	73,913,524.00	-	73,913,524.00	491,619.35	(500.00)	73,422,404.65	1%

CLEBURNE ISD REVENUE / EXPENDITURE

JULY 2023

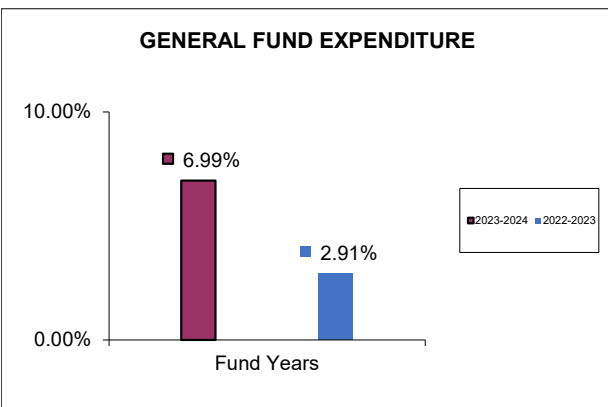
	<u>REVENUE BUDGET</u>	<u>REVENUE AS OF JULY 31, 2023</u>	<u>REVENUE AS A PERCENT OF BUDGET</u>
2023-2024 GENERAL FUND REVENUE	\$73,913,524.00	\$491,619.35	0.7%

	<u>REVENUE BUDGET</u>	<u>REVENUE AS OF JULY 31, 2023</u>	<u>REVENUE AS A PERCENT OF BUDGET</u>
2022-2023 GENERAL FUND REVENUE	\$68,498,140.00	\$462,948.98	0.7%



	<u>EXPENDITURE BUDGET</u>	<u>EXPENDITURE AS OF JULY 31, 2023</u>	<u>EXPENDITURE AS A PERCENT OF BUDGET</u>
2023-2024 GENERAL FUND EXPENDITURE	\$80,620,571.00	\$5,631,538.54	7.0%

	<u>EXPENDITURE BUDGET</u>	<u>EXPENDITURE AS OF JULY 31, 2023</u>	<u>EXPENDITURE AS A PERCENT OF BUDGET</u>
2022-2023 GENERAL FUND EXPENDITURE	\$76,369,729.00	\$2,218,800.65	2.9%



Cleburne ISD
2016 Bond
July 31, 2023

ACCOUNT	PROJECT	ACCOUNT DESCRIPTION	TYPE	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET
617-41-6211-GA-701-99-A-00-	Administrative	Legal Services	E	(3,869.00)	-	-	2,000.00	(5,869.00)
617-41-6219-00-750-00-0-00-	Administrative	Professional Services	E	(141,827.50)	-	-	-	(141,827.50)
617-41-6299-00-750-99-0-00-	Administrative	Miscellaneouscontracted Servic	E	6,416.00	-	-	-	6,416.00
617-41-6419-00-999-99-A-00-	Administrative	Travel And Subsistence - Non-E	E	31.00	-	-	-	31.00
617-41-6499-00-750-00-0-00-	Administrative	Miscellaneous Operating Costs	E	20.00	-	-	-	20.00
617-41-6499-00-750-99-A-00-	Administrative	Miscellaneous Operating Costs	E	60.00	-	-	-	60.00
617-51-6219-MA-999-99-A-00-	Administrative	Professional Services	E	(1,873,966.18)	-	-	-	(1,873,966.18)
617-51-6249-00-001-99-A-00-	Administrative	Contracted Maintenance And Rep	E	(778,372.69)	-	-	-	(778,372.69)
617-51-6398-MO-999-99-A-00-	Administrative	Supplies And Materials - Local	E	244.00	-	-	-	244.00
617-51-6399-MA-999-99-A-00-	Administrative	General Supplies	E	30.00	-	-	-	30.00
617-51-6399-MA-999-99-A-01-	Administrative	General Supplies	E	28.00	-	-	-	28.00
617-52-6639-00-001-99-Q-00-	Administrative	Furniture And Equipment	E	(9,797.35)	-	-	-	(9,797.35)
617-81-6119-00-001-99-Q-00-	Administrative	Salaries Or Wages - Teachers A	E	(272,062.20)	-	-	-	(272,062.20)
617-81-6141-00-001-99-Q-00-	Administrative	Social Security/Medicare	E	(3,897.75)	-	-	-	(3,897.75)
617-81-6142-00-001-99-Q-00-	Administrative	Group Health And Life Insuranc	E	(6,943.00)	-	-	-	(6,943.00)
617-81-6143-00-001-99-Q-00-	Administrative	Workers' Compensation	E	(960.91)	-	-	-	(960.91)
617-81-6146-00-001-99-Q-00-	Administrative	Teacher Retirement/Trs Care	E	(4,321.40)	-	-	-	(4,321.40)
617-81-6219-00-001-99-Q-00-	Administrative	Professional Services	E	156,022.26	-	-	-	156,022.26
617-81-6269-00-001-99-Q-00-	Administrative	Rentals - Operating Leases	E	(36,557.88)	-	-	-	(36,557.88)
617-81-6299-MA-001-99-Q-00-	Administrative	Miscellaneouscontracted Servic	E	591.00	-	-	-	591.00
617-81-6319-00-001-99-A-00-	Administrative	Supplies For Maintenance And/O	E	708.00	-	-	-	708.00
617-81-6398-00-001-99-Q-00-	Administrative	Supplies And Materials - Local	E	2,742.96	-	-	-	2,742.96
617-81-6411-MA-999-99-A-00-	Administrative	Travel And Subsistence - Emplo	E	(2,910.09)	-	-	-	(2,910.09)
617-81-6629-MO-999-99-A-00-	Administrative	Building Purchase, Constructio	E	21,644.80	-	-	-	21,644.80
617-81-6639-00-001-99-A-00-	Administrative	Furniture And Equipment	E	(46,768.00)	-	-	-	(46,768.00)
617-81-6639-MA-001-99-Q-00-	Administrative	Furniture And Equipment	E	3,174.00	-	-	-	3,174.00
617-81-6219-MA-999-99-A-00-	Administrative	Professional Services	E	-	-	-	-	-
617-81-6299-00-001-99-Q-00-	Administrative	Miscellaneouscontracted Servic	E	(1,003.00)	-	-	-	(1,003.00)
	Administrative Total			(2,991,544.93)	-	-	2,000.00	(2,993,544.93)
617-81-6299-00-001-99-Q-96-61704	CHS Technology	Miscellaneouscontracted Servic	E	(198,296.16)	-	-	-	(198,296.16)
617-81-6398-00-001-22-Q-96-61704	CHS Technology	Supplies And Materials - Local	E	(677,239.00)	-	-	-	(677,239.00)
617-81-6398-00-001-99-Q-96-61704	CHS Technology	Supplies And Materials - Local	E	(1,091,474.00)	-	-	-	(1,091,474.00)
617-81-6399-00-001-99-Q-96-61704	CHS Technology	General Supplies	E	(430,590.00)	-	-	-	(430,590.00)
617-81-6639-00-001-99-Q-96-61704	CHS Technology	Furniture And Equipment	E	3,570,528.00	-	-	-	3,570,528.00
	CHS Technology Total			1,172,928.84	-	-	-	1,172,928.84
617-81-6249-01-001-99-A-17-61702	CHS/CTE GMP	Subguard - Glazing	E	(28,981.00)	-	-	-	(28,981.00)
617-81-6299-00-001-99-A-00-61702	CHS/CTE GMP	General Conditions	E	135,847.00	-	-	-	135,847.00
617-81-6299-00-001-99-A-01-61702	CHS/CTE GMP	GC's Cost of Work	E	99,396.00	-	-	-	99,396.00
617-81-6299-01-001-99-A-00-61702	CHS/CTE GMP	Fees	E	748,142.80	-	-	-	748,142.80
617-81-6429-00-001-99-A-01-61702	CHS/CTE GMP	General Liability Insurance	E	50,212.00	-	-	-	50,212.00
617-81-6429-00-001-99-A-02-61702	CHS/CTE GMP	Subguard - Demolition	E	984.00	-	-	-	984.00
617-81-6429-00-001-99-A-03-61702	CHS/CTE GMP	Subguard - Concrete Paving	E	42,242.00	-	-	-	42,242.00
617-81-6429-00-001-99-A-04-61702	CHS/CTE GMP	Subguard - Masonry	E	(178,894.00)	-	-	-	(178,894.00)
617-81-6429-00-001-99-A-05-61702	CHS/CTE GMP	Subguard - Structural Steel	E	6,542.00	-	-	-	6,542.00
617-81-6429-00-001-99-A-06-61702	CHS/CTE GMP	Subguard - Finish Carpentry	E	9,202.00	-	-	-	9,202.00
617-81-6429-00-001-99-A-07-61702	CHS/CTE GMP	Subguard - Waterproofing, Seal	E	2,202.00	-	-	-	2,202.00
617-81-6429-00-001-99-A-08-61702	CHS/CTE GMP	Subguard - Metal Doors, Frames	E	(59,296.00)	-	-	-	(59,296.00)
617-81-6429-00-001-99-A-09-61702	CHS/CTE GMP	Subguard - Drywall and Ceiling	E	59,176.00	-	-	-	59,176.00
617-81-6429-00-001-99-A-10-61702	CHS/CTE GMP	Subguard - Division 10 Special	E	359.00	-	-	-	359.00

Cleburne ISD
2016 Bond
July 31, 2023

ACCOUNT	PROJECT	ACCOUNT DESCRIPTION	TYPE	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET
617-81-6429-00-001-99-A-11-61702	CHS/CTE GMP	Subguard - Food Service Equipm	E	53,462.00	-	-	-	53,462.00
617-81-6429-00-001-99-A-12-61702	CHS/CTE GMP	Subguard - Laboratory Casework	E	600.00	-	-	-	600.00
617-81-6429-00-001-99-A-14-61702	CHS/CTE GMP	Subguard-Elevators	E	(4,018.00)	-	-	-	(4,018.00)
617-81-6429-00-001-99-A-15-61702	CHS/CTE GMP	Subguard - Fire Protection	E	959.00	-	-	-	959.00
617-81-6429-00-001-99-A-16-61702	CHS/CTE GMP	Subguard - Electrical Special	E	13,022.00	-	-	-	13,022.00
617-81-6429-01-001-99-A-01-61702	CHS/CTE GMP	Building Risk Insurance	E	(99,217.00)	-	-	-	(99,217.00)
617-81-6429-01-001-99-A-12-61702	CHS/CTE GMP	Subguard - Earthwork	E	1,554.00	-	-	-	1,554.00
617-81-6429-01-001-99-A-03-61702	CHS/CTE GMP	Subguard - Structural Concrete	E	1,626.00	-	-	-	1,626.00
617-81-6429-01-001-99-A-07-61702	CHS/CTE GMP	Subguard - Roofing	E	12,488.00	-	-	-	12,488.00
617-81-6429-01-001-99-A-09-61702	CHS/CTE GMP	Subguard - Tile	E	719.00	-	-	-	719.00
617-81-6429-01-001-99-A-10-61702	CHS/CTE GMP	Subguard - Metal Lockers	E	(341.00)	-	-	-	(341.00)
617-81-6429-01-001-99-A-11-61702	CHS/CTE GMP	Subguard - Scoreboards	E	(42,626.00)	-	-	-	(42,626.00)
617-81-6429-01-001-99-A-12-61702	CHS/CTE GMP	Subguard - Grandstands & Press	E	(4,469.00)	-	-	-	(4,469.00)
617-81-6429-01-001-99-A-15-61702	CHS/CTE GMP	Subguard - Plumbing & Mechanic	E	422,102.00	-	-	-	422,102.00
617-81-6429-01-001-99-A-16-61702	CHS/CTE GMP	Subguard - Security & Access	E	377.00	-	-	-	377.00
617-81-6429-01-001-99-A-17-61702	CHS/CTE GMP	Subguard- Glazing	E	(123,137.00)	-	-	-	(123,137.00)
617-81-6429-02-001-99-A-01-61702	CHS/CTE GMP	Payment & Performance Bond	E	(166,419.00)	-	-	-	(166,419.00)
617-81-6429-02-001-99-A-02-61702	CHS/CTE GMP	Subguard - Site Utilities	E	(122,601.00)	-	-	-	(122,601.00)
617-81-6429-02-001-99-A-03-61702	CHS/CTE GMP	Subguard - Precast Concrete Ri	E	(1,663.00)	-	-	-	(1,663.00)
617-81-6429-02-001-99-A-09-61702	CHS/CTE GMP	Subguard - Terrazzo	E	3,779.00	-	-	-	3,779.00
617-81-6429-02-001-99-A-10-61702	CHS/CTE GMP	Subguard-Wall supported canopy	E	(5,386.00)	-	-	-	(5,386.00)
617-81-6429-02-001-99-A-15-61702	CHS/CTE GMP	Subguard - Direct Digital Cont	E	360.00	-	-	-	360.00
617-81-6429-02-001-99-A-16-61702	CHS/CTE GMP	Subguard - Fire Alarm	E	474.00	-	-	-	474.00
617-81-6429-03-001-99-A-02-61702	CHS/CTE GMP	Subguard - Fencing & Ball Fiel	E	(14,643.00)	-	-	-	(14,643.00)
617-81-6429-03-001-99-A-09-61702	CHS/CTE GMP	Subguard - Resilient Tile Floo	E	5,465.00	-	-	-	5,465.00
617-81-6429-03-001-99-A-16-61702	CHS/CTE GMP	Subguard - Data Cabling	E	(10,787.00)	-	-	-	(10,787.00)
617-81-6429-04-001-99-A-02-61702	CHS/CTE GMP	Subguard - Artificial Turf	E	35,042.00	-	-	-	35,042.00
617-81-6429-04-001-99-A-09-61702	CHS/CTE GMP	Subguard - Paint and Stencil	E	(3,426.00)	-	-	-	(3,426.00)
617-81-6429-04-001-99-A-16-61702	CHS/CTE GMP	Subguard - Audio/Visual System	E	10,996.00	-	-	-	10,996.00
617-81-6429-05-001-99-A-02-61702	CHS/CTE GMP	Subguard-Landscape and Irrigat	E	(15,656.00)	-	-	-	(15,656.00)
617-81-6629-00-001-99-A-00-61702	CHS/CTE GMP	Building Purchase, Constructio	E	(14,715,258.67)	-	-	-	(14,715,258.67)
617-81-6629-00-001-99-A-02-61702	CHS/CTE GMP	Demolition	E	283,751.00	-	-	-	283,751.00
617-81-6629-00-001-99-A-03-61702	CHS/CTE GMP	Concrete Paving	E	(386,871.00)	-	-	-	(386,871.00)
617-81-6629-00-001-99-A-04-61702	CHS/CTE GMP	Masonry	E	1,402,711.00	-	-	-	1,402,711.00
617-81-6629-00-001-99-A-05-61702	CHS/CTE GMP	Structural Steel	E	1,606,427.00	-	-	-	1,606,427.00
617-81-6629-00-001-99-A-06-61702	CHS/CTE GMP	Finish Carpentry/Casework	E	422,087.00	-	-	-	422,087.00
617-81-6629-00-001-99-A-07-61702	CHS/CTE GMP	Waterproofing, Sealants, Seale	E	263,714.00	-	-	-	263,714.00
617-81-6629-00-001-99-A-08-61702	CHS/CTE GMP	Metal Doors, Frames, Hardware	E	235,566.00	-	-	-	235,566.00
617-81-6629-00-001-99-A-09-61702	CHS/CTE GMP	Drywall & Ceilings	E	843,051.00	-	-	-	843,051.00
617-81-6629-00-001-99-A-10-61702	CHS/CTE GMP	Division 10 Specialties	E	149,046.65	-	-	-	149,046.65
617-81-6629-00-001-99-A-11-61702	CHS/CTE GMP	Food Service Equipment	E	1,250,601.00	-	-	-	1,250,601.00
617-81-6629-00-001-99-A-12-61702	CHS/CTE GMP	Window Treatments	E	9,308.00	-	-	-	9,308.00
617-81-6629-00-001-99-A-13-61702	CHS/CTE GMP	Greenhouse Relocation	E	5,200.00	-	-	-	5,200.00
617-81-6629-00-001-99-A-14-61702	CHS/CTE GMP	Elevators	E	62,621.00	-	-	-	62,621.00
617-81-6629-00-001-99-A-15-61702	CHS/CTE GMP	Fire Protection	E	242,351.00	-	-	-	242,351.00
617-81-6629-00-001-99-A-16-61702	CHS/CTE GMP	Electrical Special Provisions	E	1,641,226.45	-	-	-	1,641,226.45
617-81-6629-00-001-99-A-17-61702	CHS/CTE GMP	Owners Contingency	E	(328,272.00)	-	-	-	(328,272.00)
617-81-6629-00-001-99-A-18-61702	CHS/CTE GMP	Change Orders	E	-	-	-	-	-
617-81-6629-01-001-99-A-02-61702	CHS/CTE GMP	Temp Shoring of Exist Structur	E	47,630.00	-	-	-	47,630.00

Cleburne ISD
2016 Bond
July 31, 2023

ACCOUNT	PROJECT	ACCOUNT DESCRIPTION	TYPE	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET
617-81-6629-01-001-99-A-03-61702	CHS/CTE GMP	Structural Concrete	E	1,540,808.00	-	-	-	1,540,808.00
617-81-6629-01-001-99-A-06-61702	CHS/CTE GMP	Rough Carpentry	E	(42,624.00)	-	-	-	(42,624.00)
617-81-6629-01-001-99-A-07-61702	CHS/CTE GMP	Sprayed Fireproofing	E	187,175.00	-	-	-	187,175.00
617-81-6629-01-001-99-A-08-61702	CHS/CTE GMP	Overhead Coiling Doors	E	(38,101.35)	-	-	-	(38,101.35)
617-81-6629-01-001-99-A-09-61702	CHS/CTE GMP	Interior sound rated partition	E	34,780.00	-	-	-	34,780.00
617-81-6629-01-001-99-A-10-61702	CHS/CTE GMP	Signage	E	(4,600.00)	-	-	-	(4,600.00)
617-81-6629-01-001-99-A-11-61702	CHS/CTE GMP	Theatrical Equipment/PipeGrid/	E	164,700.00	-	-	-	164,700.00
617-81-6629-01-001-99-A-12-61702	CHS/CTE GMP	Laboratory Casework & Equipmen	E	236,772.00	-	-	-	236,772.00
617-81-6629-01-001-99-A-14-61702	CHS/CTE GMP	Lifts	E	(19,421.00)	-	-	-	(19,421.00)
617-81-6629-01-001-99-A-15-61702	CHS/CTE GMP	Plumbing & Mechanical	E	2,943,963.00	-	-	-	2,943,963.00
617-81-6629-01-001-99-A-16-61702	CHS/CTE GMP	Security & Access Control	E	111,920.73	-	-	-	111,920.73
617-81-6629-01-001-99-A-17-61702	CHS/CTE GMP	Cpntractors Contingency	E	2,675,433.00	-	-	-	2,675,433.00
617-81-6629-02-001-99-A-02-61702	CHS/CTE GMP	Earthwork	E	135,448.00	-	-	-	135,448.00
617-81-6629-02-001-99-A-03-61702	CHS/CTE GMP	Precast Concrete Risers	E	(79,944.00)	-	-	-	(79,944.00)
617-81-6629-02-001-99-A-07-61702	CHS/CTE GMP	Roofing	E	1,604,027.00	-	-	-	1,604,027.00
617-81-6629-02-001-99-A-09-61702	CHS/CTE GMP	Tile	E	(617,054.55)	-	-	-	(617,054.55)
617-81-6629-02-001-99-A-10-61702	CHS/CTE GMP	Wall-Supported Prefab Canopies	E	(175,739.95)	-	-	-	(175,739.95)
617-81-6629-02-001-99-A-11-61702	CHS/CTE GMP	Projection Screens	E	12,482.00	-	-	-	12,482.00
617-81-6629-02-001-99-A-12-61702	CHS/CTE GMP	Library Furniture	E	5,447.00	-	-	-	5,447.00
617-81-6629-02-001-99-A-15-61702	CHS/CTE GMP	Test and Balance	E	124,384.00	-	-	-	124,384.00
617-81-6629-02-001-99-A-16-61702	CHS/CTE GMP	Paging System	E	429,014.00	-	-	-	429,014.00
617-81-6629-03-001-99-A-02-61702	CHS/CTE GMP	Courtyard Grading	E	30,600.00	-	-	-	30,600.00
617-81-6629-03-001-99-A-09-61702	CHS/CTE GMP	Terrazzo	E	339,324.00	-	-	-	339,324.00
617-81-6629-03-001-99-A-10-61702	CHS/CTE GMP	Metal Lockers	E	179,367.00	-	-	-	179,367.00
617-81-6629-03-001-99-A-11-61702	CHS/CTE GMP	Athletic Equipment	E	(52,167.00)	-	-	-	(52,167.00)
617-81-6629-03-001-99-A-12-61702	CHS/CTE GMP	Gymnasium Seating & Telescopin	E	110,390.05	-	-	-	110,390.05
617-81-6629-03-001-99-A-15-61702	CHS/CTE GMP	Direct Digital Control Systems	E	97,352.70	-	-	-	97,352.70
617-81-6629-03-001-99-A-16-61702	CHS/CTE GMP	Fire Alarm	E	138,659.00	-	-	-	138,659.00
617-81-6629-03-001-99-A-17-61702	CHS/CTE GMP	Pier Overages	E	50,000.00	-	-	-	50,000.00
617-81-6629-04-001-99-A-02-61702	CHS/CTE GMP	Termite Control	E	(49,111.00)	-	-	-	(49,111.00)
617-81-6629-04-001-99-A-09-61702	CHS/CTE GMP	Resilient Tile Flooring & Carp	E	414,876.00	-	-	-	414,876.00
617-81-6629-04-001-99-A-10-61702	CHS/CTE GMP	Miscellaneous Specialties	E	26,748.00	-	-	-	26,748.00
617-81-6629-04-001-99-A-11-61702	CHS/CTE GMP	Scoreboards	E	188,496.00	-	-	-	188,496.00
617-81-6629-04-001-99-A-12-61702	CHS/CTE GMP	Grandstands & Press Boxes	E	(279,343.00)	-	-	-	(279,343.00)
617-81-6629-04-001-99-A-16-61702	CHS/CTE GMP	Data Cabling	E	(95,799.83)	-	-	-	(95,799.83)
617-81-6629-04-001-99-A-17-61702	CHS/CTE GMP	Pier Casing	E	(91,442.00)	-	-	-	(91,442.00)
617-81-6629-05-001-99-A-02-61702	CHS/CTE GMP	Site Utilities	E	199,114.00	-	-	-	199,114.00
617-81-6629-05-001-99-A-09-61702	CHS/CTE GMP	Wood Flooring	E	2,994.00	-	-	-	2,994.00
617-81-6629-05-001-99-A-10-61702	CHS/CTE GMP	Cast Aluminum	E	465.00	-	-	-	465.00
617-81-6629-05-001-99-A-16-61702	CHS/CTE GMP	Audio/Visual Systems & Equipme	E	379,657.30	-	-	-	379,657.30
617-81-6629-05-001-99-A-17-61702	CHS/CTE GMP	Floor Moisture Mitigation	E	100,000.00	-	-	-	100,000.00
617-81-6629-06-001-99-A-02-61702	CHS/CTE GMP	Subsurface Utility Location	E	11,740.00	-	-	-	11,740.00
617-81-6629-06-001-99-A-09-61702	CHS/CTE GMP	Paint & Stencil-Painted Graphi	E	(181,462.55)	-	-	-	(181,462.55)
617-81-6629-06-001-99-A-17-61702	CHS/CTE GMP	Site Utility / Power (Oncor)	E	100,000.00	-	-	-	100,000.00
617-81-6629-07-001-99-A-02-61702	CHS/CTE GMP	Fencing & Ball Field Netting	E	(27,179.00)	-	-	-	(27,179.00)
617-81-6629-07-001-99-A-17-61702	CHS/CTE GMP	Theatrical Lighting	E	120,000.00	-	-	-	120,000.00
617-81-6629-08-001-99-A-02-61702	CHS/CTE GMP	Pavement Markings	E	2,928.15	-	-	-	2,928.15
617-81-6629-08-001-99-A-17-61702	CHS/CTE GMP	Lightweight Concrete Roof Deck	E	70,000.00	-	-	-	70,000.00
617-81-6629-09-001-99-A-02-61702	CHS/CTE GMP	Landscape and Irrigation	E	379,712.00	-	-	-	379,712.00

Cleburne ISD
2016 Bond
July 31, 2023

ACCOUNT	PROJECT	ACCOUNT DESCRIPTION	TYPE	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET
617-81-6629-09-001-99-A-17-61702	CHS/CTE GMP	Vinyl Graphics and Wallcoverin	E	120,000.00	-	-	-	120,000.00
617-81-6629-10-001-99-A-02-61702	CHS/CTE GMP	Artificial Turf, Track, Field	E	142,917.00	-	-	-	142,917.00
617-81-6629-10-001-99-A-17-61702	CHS/CTE GMP	Glazing	E	1,033,599.00	-	-	-	1,033,599.00
617-81-6629-11-001-99-A-17-61702	CHS/CTE GMP	Accordion Fire Doors	E	46,000.00	-	-	-	46,000.00
617-81-6629-12-001-99-A-17-61702	CHS/CTE GMP	Site Canopies	E	200,000.00	-	-	-	200,000.00
617-81-6629-13-001-99-A-17-61702	CHS/CTE GMP	Owner Savings	E	-	-	-	-	-
617-81-6629-MO-999-99-A-00-61702	CHS/CTE GMP	Building Purchase, Constructio	E	(600.00)	-	-	-	(600.00)
	CHS/CTE GMP Total			6,807,362.93	-	-	-	6,807,362.93
617-52-6639-00-109-99-P-00-	Cooke/Coleman	Furniture And Equipment	E	1.00	-	-	-	1.00
617-81-6249-00-102-99-P-00-	Cooke/Coleman	Contracted Maintenance And Rep	E	(1,962.00)	-	-	-	(1,962.00)
	Cooke/Coleman Total			(1,961.00)	-	-	-	(1,961.00)
617-11-6398-HB-001-11-Q-00-	Furniture Fixtures & Equipment	Supplies And Materials - Local	E	(31,265.00)	-	-	-	(31,265.00)
617-11-6399-HB-001-11-Q-00-	Furniture Fixtures & Equipment	General Supplies	E	(14,046.96)	-	-	-	(14,046.96)
617-11-6639-HB-001-11-Q-00-	Furniture Fixtures & Equipment	Furniture And Equipment	E	(47,959.00)	-	-	-	(47,959.00)
617-81-6299-00-001-22-Q-00-61703	Furniture Fixtures & Equipment	Miscellaneouscontracted Servic	E	6,251.00	-	-	-	6,251.00
617-81-6299-00-001-99-Q-00-61703	Furniture Fixtures & Equipment	Miscellaneouscontracted Servic	E	152,789.89	-	-	-	152,789.89
617-81-6398-00-001-22-Q-00-61703	Furniture Fixtures & Equipment	Supplies And Materials - Local	E	140,033.00	-	-	-	140,033.00
617-81-6398-00-001-99-Q-00-61703	Furniture Fixtures & Equipment	Supplies And Materials - Local	E	(1,227,371.34)	-	-	-	(1,227,371.34)
617-81-6398-00-001-99-Q-AT-61703	Furniture Fixtures & Equipment	Supplies And Materials - Local	E	(219,552.29)	-	-	-	(219,552.29)
617-81-6399-00-001-22-Q-00-61703	Furniture Fixtures & Equipment	General Supplies	E	152,463.00	-	-	-	152,463.00
617-81-6399-00-001-99-Q-00-61703	Furniture Fixtures & Equipment	General Supplies	E	(2,286,667.51)	-	-	-	(2,286,667.51)
617-81-6399-00-001-99-Q-AT-61703	Furniture Fixtures & Equipment	General Supplies	E	(12,129.35)	-	-	-	(12,129.35)
617-81-6639-00-001-22-Q-00-61703	Furniture Fixtures & Equipment	Furniture And Equipment	E	1,633,556.82	-	-	-	1,633,556.82
617-81-6639-00-001-99-Q-00-61703	Furniture Fixtures & Equipment	Furniture And Equipment	E	1,434,687.48	-	-	-	1,434,687.48
617-81-6639-00-001-99-Q-AT-61703	Furniture Fixtures & Equipment	Furniture And Equipment	E	(88,546.00)	-	-	-	(88,546.00)
	Furniture Fixtures & Equipment Total			(407,756.26)	-	-	-	(407,756.26)
617-11-6249-AD-101-11-P-96-	Technology	Contracted Maintenance And Rep	E	14,479.00	-	-	-	14,479.00
617-11-6249-CK-109-11-B-96-	Technology	Contracted Maintenance And Rep	E	19,650.00	-	-	-	19,650.00
617-11-6249-CL-102-11-P-96-	Technology	Contracted Maintenance And Rep	E	19,098.00	-	-	-	19,098.00
617-11-6249-GR-108-11-P-96-	Technology	Contracted Maintenance And Rep	E	19,650.00	-	-	-	19,650.00
617-11-6249-IM-107-11-P-96-	Technology	Contracted Maintenance And Rep	E	28,957.00	-	-	-	28,957.00
617-11-6249-IR-104-11-P-96-	Technology	Contracted Maintenance And Rep	E	17,581.00	-	-	-	17,581.00
617-11-6249-JH-041-11-Q-96-	Technology	Contracted Maintenance And Rep	E	38,641.00	-	-	-	38,641.00
617-11-6249-MT-103-11-P-96-	Technology	Contracted Maintenance And Rep	E	18,615.00	-	-	-	18,615.00
617-11-6249-SF-111-11-P-96-	Technology	Contracted Maintenance And Rep	E	14,479.00	-	-	-	14,479.00
617-11-6299-HS-001-11-Q-96-	Technology	Miscellaneouscontracted Servic	E	(15,032.96)	-	-	-	(15,032.96)
617-11-6299-AD-101-11-P-96-	Technology	Miscellaneouscontracted Servic	E	4,521.00	-	-	-	4,521.00
617-11-6299-CK-109-11-B-96-	Technology	Miscellaneouscontracted Servic	E	3,838.00	-	-	-	3,838.00
617-11-6299-CL-102-11-P-96-	Technology	Miscellaneouscontracted Servic	E	3,670.00	-	-	-	3,670.00
617-11-6299-GR-108-11-P-96-	Technology	Miscellaneouscontracted Servic	E	3,838.00	-	-	-	3,838.00
617-11-6299-IM-107-11-P-96-	Technology	Miscellaneouscontracted Servic	E	4,854.00	-	-	-	4,854.00
617-11-6299-IR-104-11-P-96-	Technology	Miscellaneouscontracted Servic	E	7,602.00	-	-	-	7,602.00
617-11-6299-MT-103-11-P-96-	Technology	Miscellaneouscontracted Servic	E	5,214.00	-	-	-	5,214.00
617-11-6299-SF-111-11-P-96-	Technology	Miscellaneouscontracted Servic	E	4,521.00	-	-	-	4,521.00
617-11-6398-AD-101-11-P-96-	Technology	Supplies And Materials - Local	E	44,435.00	-	-	-	44,435.00
617-11-6398-CK-109-11-B-96-	Technology	Supplies And Materials - Local	E	75,168.00	-	-	-	75,168.00
617-11-6398-CL-102-11-P-96-	Technology	Supplies And Materials - Local	E	66,839.00	-	-	-	66,839.00
617-11-6398-GR-108-11-P-96-	Technology	Supplies And Materials - Local	E	70,167.00	-	-	-	70,167.00
617-11-6398-HS-001-11-Q-96-	Technology	Supplies And Materials - Local	E	(12,699.41)	-	-	-	(12,699.41)

Cleburne ISD
2016 Bond
July 31, 2023

ACCOUNT	PROJECT	ACCOUNT DESCRIPTION	TYPE	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET
617-11-6398-IM-107-11-P-96-	Technology	Supplies And Materials - Local	E	129,667.00	-	-	-	129,667.00
617-11-6398-IR-104-11-P-96-	Technology	Supplies And Materials - Local	E	68,555.00	-	-	-	68,555.00
617-11-6398-JH-041-11-Q-96-	Technology	Supplies And Materials - Local	E	148,191.00	-	-	-	148,191.00
617-11-6398-MT-103-11-P-96-	Technology	Supplies And Materials - Local	E	66,748.00	-	-	-	66,748.00
617-11-6398-SF-111-11-P-96-	Technology	Supplies And Materials - Local	E	48,200.00	-	-	-	48,200.00
617-11-6399-AD-101-11-P-96-	Technology	General Supplies	E	634.00	-	-	-	634.00
617-11-6399-HS-001-11-Q-96-	Technology	General Supplies	E	12,591.63	-	-	-	12,591.63
617-11-6399-IM-107-11-P-96-	Technology	General Supplies	E	14,970.00	-	-	-	14,970.00
617-11-6399-IR-104-11-P-96-	Technology	General Supplies	E	4,332.00	-	-	-	4,332.00
617-11-6399-JH-041-11-Q-96-	Technology	General Supplies	E	14,970.00	-	-	-	14,970.00
617-11-6399-MT-103-11-P-96-	Technology	General Supplies	E	634.00	-	-	-	634.00
617-11-6399-SF-111-11-P-96-	Technology	General Supplies	E	634.00	-	-	-	634.00
	Technology Total			968,211.26	-	-	-	968,211.26
	Grand Total			5,547,240.84	-	-	2,000.00	5,545,240.84

Cleburne ISD
Debt Service Fund Expenditures
as of July 31, 2023

ACCOUNT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
522-71-6511-00-999-99-A-00-	Debt Service- Principal	13,601,569.00	-	13,601,569.00	-	-	13,601,569.00	0.00%
522-71-6521-00-999-99-A-00-	Debt Service- Interest	6,881,625.00	-	6,881,625.00	-	-	6,881,625.00	0.00%
522-71-6599-00-999-99-A-00-	Debt Service- Fees	6,000.00	-	6,000.00	1,946.88	1,693.13	2,359.99	60.67%
	Total for 522 Debt Service	20,489,194.00	-	20,489,194.00	1,946.88	1,693.13	20,485,553.99	0.02%

Cleburne ISD
Federal and State Grant Expenditures
as of July 31, 2023

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
211 Title I, Part A							
6100 Payroll Costs	1,416,186.00	-	1,416,186.00	143,018.72	-	1,273,167.28	10.10%
6200 Professional and Contracted Services	10,000.00	-	10,000.00	1,500.00	-	8,500.00	15.00%
6300 Supplies and Materials	50,000.00	-	50,000.00	5,631.67	-	44,368.33	11.26%
6400 Other Operating Costs	10,000.00	-	10,000.00	-	-	10,000.00	0.00%
Total for 211 Title I, Part A	1,486,186.00	-	1,486,186.00	150,150.39	-	1,336,035.61	10.10%
224 Idea - Part B, Formula							
6100 Payroll Costs	1,322,499.00	-	1,322,499.00	135,746.57	-	1,186,752.43	10.26%
6200 Professional and Contracted Services	-	-	-	-	-	-	0.00%
6300 Supplies and Materials	5,000.00	-	5,000.00	-	-	5,000.00	0.00%
6400 Other Operating Costs	-	-	-	-	-	-	0.00%
Total for 224 Idea - Part B, Formula	1,327,499.00	-	1,327,499.00	135,746.57	-	1,191,752.43	10.23%
225 Idea - Part B, Preschool							
6100 Payroll Costs	36,629.00	-	36,629.00	3,546.57	-	33,082.43	9.68%
6300 Supplies and Materials	1,000.00	-	1,000.00	-	-	1,000.00	0.00%
Total for 225 Idea - Part B, Preschool	37,629.00	-	37,629.00	3,546.57	-	34,082.43	9.43%
240 National School Breakfast							
6100 Payroll Costs	2,432,874.00	-	2,432,874.00	154,710.56	-	2,278,163.44	6.36%
6200 Professional and Contracted Services	534,000.00	20,000.00	554,000.00	19,577.21	66,127.60	468,295.19	15.47%
6300 Supplies and Materials	2,505,338.00	(20,000.00)	2,485,338.00	4,503.53	8,912.68	2,471,921.79	0.54%
6400 Other Operating Costs	10,750.00	-	10,750.00	750.00	3,150.00	6,850.00	36.28%
6600 Capital Outlay	1,715,000.00	-	1,715,000.00	-	-	1,715,000.00	0.00%
Total for 240 National School Breakfast	7,197,962.00	-	7,197,962.00	179,541.30	78,190.28	6,940,230.42	3.58%
244 Vocational Education-Basic							
6100 Payroll Costs	-	-	-	-	-	-	0.00%
6200 Professional and Contracted Services	5,000.00	-	5,000.00	5,250.00	5,250.00	(5,500.00)	210.00%
6300 Supplies and Materials	61,010.00	-	61,010.00	3,500.00	58,905.42	(1,395.42)	102.29%
6400 Other Operating Costs	5,000.00	-	5,000.00	1,050.00	-	3,950.00	21.00%
6600 Capital outlay - Land, Furniture, and Equipment	-	-	-	-	-	-	#DIV/0!
Total for 244 Vocational Education-Basic	71,010.00	-	71,010.00	9,800.00	64,155.42	(2,945.42)	104.15%
255 Title II, Part A, Tptr							
6100 Payroll Costs	188,657.00	-	188,657.00	18,037.22	-	170,619.78	9.56%
6200 Professional and Contracted Services	30,000.00	-	30,000.00	-	-	30,000.00	0.00%
6300 Supplies and Materials	10,000.00	-	10,000.00	-	-	10,000.00	0.00%
6400 Other Operating Costs	5,000.00	-	5,000.00	-	-	5,000.00	100.00%

Cleburne ISD
Federal and State Grant Expenditures
as of July 31, 2023

Total for 255 Title II, Part A, Tptr	233,657.00	-	233,657.00	18,037.22	-	215,619.78	7.72%
263 Title III, Part A, Bilingual							
6100 Payroll Costs	147,380.00	-	147,380.00	41,071.72	-	106,308.28	27.87%
6200 Professional and Contracted Services	500.00	-	500.00	-	-	500.00	0.00%
6300 Supplies and Materials	500.00	-	500.00	-	-	500.00	0.00%
6400 Other Operating Costs	500.00	-	500.00	-	-	500.00	0.00%
Total for 263 Title III, Part A, Bilingual	148,880.00	-	148,880.00	41,071.72	-	107,808.28	27.59%
282 ESSER III Grant							
6100 Payroll Costs	2,085,498.00	-	2,085,498.00	322,288.40	-	1,763,209.60	15.45%
6200 Professional and Contracted Services	470,499.00	-	470,499.00	75,900.00	28,406.00	366,193.00	22.17%
6300 Supplies and Materials	424,995.00	-	424,995.00	73,074.00	86,085.00	265,836.00	37.45%
6400 Other Operating Costs	196,265.00	-	196,265.00	-	75.00	196,190.00	0.04%
6600 Capital outlay - Land, Furniture, and Equipment	864,500.00	-	864,500.00	-	-	864,500.00	0.00%
Total for 282 ESSER III Grant	4,041,757.00	-	4,041,757.00	471,262.40	114,566.00	3,455,928.60	0.04%
289 Title IV, Part A, and STOP School Violence							
6100 Payroll Costs	49,628.00	-	49,628.00	2,255.03	-	47,372.97	4.54%
6200 Professional and Contracted Services	35,205.00	-	35,205.00	24,500.00	-	10,705.00	69.59%
6300 Supplies and Materials	35,206.00	-	35,206.00	12,390.00	11,447.11	11,368.89	67.71%
6400 Other Operating Costs	5,000.00	-	5,000.00	-	-	5,000.00	0.00%
Total for 289 Title IV, Part A	125,039.00	-	125,039.00	39,145.03	11,447.11	74,446.86	40.46%
410 Instructional Materials AI							
6300 Supplies and Materials	-	42,457.00	42,457.00	6,102.80	24,198.05	12,156.15	71.37%
Total for 410 Instructional Materials AI	-	42,457.00	42,457.00	6,102.80	24,198.05	12,156.15	71.37%
Total for Report	14,669,619.00	42,457.00	14,712,076.00	1,054,404.00	292,556.86	13,365,115.14	9.16%



Board of Trustees

TITLE: T-TESS Certified Appraisers for
2023-2024 School Year

DATE: August 21, 2023

BOARD ACTION ITEM

BACKGROUND:

In accordance with Texas Education Code 21.351, the following administrators in Cleburne Independent School District (CISD) have completed and fulfilled the requirements to appraise state certified teachers using the Texas Teacher Evaluation and Support System (T-TESS). T-TESS is the state recommended appraisal system to evaluate teacher performance in: Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities.

All of the listed administrators have completed the state mandated three days of T-TESS orientation, and each has passed the required on-line examination to become official appraisers. All appraisers must pass an examination to remain certified appraisers.

Per DNA (LOCAL) policy, T-TESS appraisers must be approved by the Board of Trustees based on the superintendent's recommendation.

CONSIDERATIONS:

CISD T-TESS Certified Appraisers for the 2023-2024 School Year

Barnes, Brent	Klink-Mueller, Janice
Black, Kaleigh	Larrison-Hall, Jeri
Boedeker, Darrell	Leck, Richard
Borden, Cory	Lewis, Ricky
Bruner, Kayla	McClure, Mark
Clothier, Garrett	Petty, Troy
Cunningham, Katie	Rhoades, Vicki
Fitzgerald, Molly	Roberson, Christina
Ford, Matthew	Ross, Jeremy
Geltmeier, Brandi	Schwindt, Carrie
Geesaman, Rachael	Shea, Tracy
Gonzales, Kimberly	Smith, Loyd Dwayne
Griffith, Radea	Smith, Michelle
Holweg, Karen	Stepp, David Ryan
Jackson, Chris	Tuggle, Kim
Jinkens, Adam	VanWinkle, Autumn
Jones, Barbara	Walker, Jacob
Jones, Rena	Walker, Jami
Kampen, Crystal	White, Amber
Keesee, Suzanne	

RECOMMENDATIONS:

The Superintendent recommends approval of the 2023-2024 T-TESS appraisers.



2023-2024
Texas Teacher Evaluation & Support System (T-TESS)

Administrator Implementation Calendar & Guidelines

Semester One - Implementation Calendar for Administrators

August 4-15, 2023 <i>(Exact Date May Vary by Campus)</i>	T-TESS Orientation for teachers who have never been appraised under the T-TESS appraisal system <i>(No later than the final day of the first three weeks of school)</i>
August 4, 2023 - September 6, 2023	T-TESS Campus Orientation for all teachers must occur during this window. <i>(No later than the final day of the first three weeks of school)</i>
August 17, 20223	Informal Walk-throughs Begin <i>(2nd Day of Instruction)</i>
August 16 - September 22, 2023	Beginning-of-Year Goal Setting/Student Growth Goal Conference: All teachers must have a Goal Setting/Student Growth Goal conference with their appraiser. Documented observations and/or walk-throughs may begin after conferences.
August 16-September 22, 2023	Due to appraiser: Teachers will complete and submit the (1) Goal Setting & PD Plan with one goal and (2) Student Growth Goal for one class or group of students. Complete in Eduphoria/STRIVE. <i>(Within the first six weeks of instruction).</i>
August 30, 2023	Observation and/or Documented Walk-through Window Begins <i>(At least two Weeks after T-TESS Orientation)</i>
December 1, 2023	All observations and/or documented walk-throughs of probationary teachers must be completed.
November 17, 2023	Non-Observation Day
December 19, 2023	ALL observations and/or documented walk-throughs for semester one must be completed. ALL student growth goal tracker information must be uploaded in Eduphoria/STRIVE.
December 20, 2023	Non-Observation Day

Semester Two - Implementation Calendar for Administrators

January 8, 2024	Non-Observation Day
March 8, 2024	Non-Observation Day
April 19, 2024	All End-of-Year conferences must be completed. ALL student growth goal tracker information must be uploaded in Eduphoria/STRIVE.
May 1, 2024	A written summative annual appraisal report shall be shared with the teacher. A teacher may waive a summative conference if all documents are signed at the end-of-year conference. <i>(No later than 15 working days before the last day of instruction for students)</i>
May 31, 2024	T-TESS Evaluations for Teachers Should be Completed and "Hard Copies" Submitted to HR by 5:00 p.m. (Please Alphabetize!)

Implementation Guidelines for Administrators

Orientation

- Teachers new to T-TESS will be trained during CISD Back to School Professional Learning Workshops.
- Teachers new to the district, but not new to T-TESS will attend campus orientation.
- All individuals appraised with T-TESS will attend T-TESS campus orientation.
- Teachers hired after August orientation sessions will be trained by campus administration.

Teacher Goal-Setting Plan and Student Growth Goal

- A completed appraiser-approved Goal-Setting Plan and Student Growth Goal must be submitted through Eduphoria/STRIVE by ALL teachers and reviewed at the beginning-of-year conference.
- Teacher Goal Setting and Student Growth Goals will be maintained through the course of the school year by the teacher.
- Teacher Goal Setting and Student Growth Goals will be reviewed with the teacher at the end-of-year conference.
- Student Growth Goal Rating will be shared with teachers at the end-of-year conference.

Student Learning Objective Growth Tracker

- Student growth Tracker #1 must be uploaded and submitted by **December 19, 2023 (mid-year)**. If no data is collected due to the timeline of curriculum, indicate N/A on tracker form.
- Student growth Tracker #2 must be uploaded and submitted 3 days before the end-of-year conference. If no data is collected due to the timeline of curriculum, indicate N/A on tracker form.
- Semester courses will submit a tracker at the end of the course.

Pre-Conference

- The teacher will submit a pre-conference document to his/her appraiser within 3-5 days prior to the opening of the observation window. (Complete in Eduphoria/STRIVE.)

Formal Observation

- Advance notice – provide a ten (10) working day window for observation.
- Minimum 45-minute observation, or shorter segments (with written mutual consent).
- Written summary submitted to the teacher within ten (10) working days of the formal observation.

Post-Conference

- The post-conference must be held no more than ten (10) working days after the formal observation.

Schedule Limitations – Review and Testing Days

- Formal observations may NOT be held on days scheduled for end-of-semester or end-of-year examinations, or days scheduled for state-mandated assessments or other standardized tests.

Growth Plans

- T-TESS appraisals do NOT automatically trigger growth plans.
- Professional growth plans may be established for teachers at any time throughout the year.
- Contact HR for assistance with establishing growth plans.

Documented Walkthroughs

- A minimum of two (2) documented T-TESS walkthroughs must be conducted for ALL teachers. These must be completed in Eduphoria/STRIVE on the T-TESS walkthrough document (Minimum: one each semester)
- Each walkthrough must be a minimum of fifteen (15) minutes in length.
- Documentation must be shared with the teacher in writing within ten (10) days.

Teacher Response/Request for a Second Appraiser

- A teacher may rebut in writing and/or request a 2nd appraisal within 10 working days after receiving the Observation Summary Form or Summative Annual Report.
- Requests for a Second Appraiser guidelines are found in CISD Board Policy DNA (LEGAL).

End-of-Year Conference

- All teachers must have an End-of-Year Conference no later than **April 19, 2024**.
- Review the appraisal data collected throughout the current school year.
- Examine and discuss the evidence related to the teacher's performance.
- Review Goal-Setting and Professional Development Plan and make plans for the following school year.
- Review Student Growth Goals and add to T-TESS summative report.

Summative Annual Report and Conference

- Teachers may waive the summative conference IF no new evidence is provided and signatures are obtained at the end-of year conference.
- Any piece of evidence/documentation shared with the teacher in writing within ten (10) days may be used as documentation/evidence.
- The summative report must be in the hands of the teacher five (5) working days before the summative conference.
- The summative conference must be held no later than 15 working days before the last day of instruction – **May 1, 2024**.
- Printed, signed copies provided to HR.

Librarians, Counselors, Nurses, and Other Educational Professionals

- Do not use the T-TESS instrument.
- Must be evaluated annually, per Board policy.



BOARD OF TRUSTEES ACTION ITEM

TITLE: Approval of the 2023-2024 Early Childhood Intervention (ECI) of North Central Texas MOU (Consent Agenda)

FROM: Dr. McClure, Assistant Superintendent of Student Services

DATE: 08/21/2023

BACKGROUND

In order to facilitate a smooth transition from early childhood services to those provided by CISD, ECI of North Central Texas and CISD agree to work collaboratively in order to assure that children ages birth-36 months of age known to ECI of North Central Texas will be reported to CISD-Special Education so the district may conduct timely evaluations and receive eligible children into Special Education services no later than a child's third birthday.

CONSIDERATION

The attached MOU clarifies the expectations guiding the collaborative relationship between Cleburne ISD Special Education Services and ECI of North Central Texas.

RECOMMENDATION

Administration recommends approval of the 2023-2024 ECI of North Central Texas MOU

MEMORANDUM OF UNDERSTANDING

Cleburne ISD/SSA and ECI of North Central Texas 2023-2024

Overview:

Pursuant to 34 CFR §300.124(a), for each child enrolled in an Early Childhood Intervention (ECI) program assisted under IDEA Part C, and who will participate in preschool programs assisted under IDEA Part B, the ECI and the Local Education Agency (LEA) are responsible for ensuring a smooth and effective transition to those preschool programs.

Purpose:

While the eligibility requirements for ECI programs may not be the same as the eligibility requirements for LEAs, this Memorandum, as adopted by each agency, provides for the implementation of a seamless model of services from ECI (IDEA Part C) to LEA (IDEA Part B) services for eligible children.

This Memorandum sets forth the intention of the ECI(s) and LEA(s) to work together to ensure this seamless transition occurs. Attached is a detail of ECI and LEA responsibilities, including statutory requirements, in accomplishing this objective. Revisions to the memorandum and detailed responsibility attachment will be developed as needed to reflect major agency reorganizations or statutory changes that affect the agencies and/or their responsibilities.

Terms of Agreement:

This Memorandum will be effective for the 2022-23 fiscal year (September 1, 2022 through August 31, 2023); and may be expanded, modified, or amended, as needed, at any time by the unanimous consent of the signatory agencies.

Table of Contents:	Page #
I. Deaf or Hard of Hearing (D/HH) and/or Visual Impairments (VI).....	2
II. Transition Process.....	5
III. Procedures for Children Referred to ECI Less Than 90 Days Before the Child’s 3rd Birthday.....	9
IV. School Action Plan.....	10
V. Definitions.....	10
VI. Signatures.....	12
VII. Sample LEA Agenda.....	13
VIII. ISD/SSA Procedures.....	15

I. Deaf or Hard of Hearings (D/HH) and/or Visual Impairments (VI)

D/HH/VI ECI	D/HH/VI LEA
<p>1. Will be the lead agency responsible for services available as per Part C to all infants and toddlers with disabilities, birth through two years of age.</p> <ol style="list-style-type: none"> Must develop the IFSP within 45 days of initial referral to ECI; Must deliver new or added services to the IFSP initially within 28 calendar days of IFSP date; Must attempt to reschedule missed or cancelled visits within 1 week of missed visit; and Will provide training of LEA personnel on D/HH/VI documentation procedures through an online website process. 	<p>1. Will meet all Part C requirements, including but not limited to, a family-focused process, flexible hours, full-year (year-round 52 weeks) services, time lines, and procedural safeguards for children, birth through two years of age.</p> <ol style="list-style-type: none"> Must deliver new or added services to the IFSP initially within 28 calendar days of IFSP date; and Must document attempts to reschedule missed or cancelled visits within 1 week of missed visit. Requirements defined by Part C as specified definitions. Must make services available to families and be flexible in accommodating their schedules. Extended year services does not apply to Part C – Service grids should not be altered to meet staff availability.
<p>2. Identifies and accesses all LEA services for children birth through two, with known or suspected deaf and/or visual concerns, including the development of an IFSP in coordination with the LEA, within 45 days of referral.</p> <ol style="list-style-type: none"> Teacher of students who are D/HH (TODHH) or Teacher of students with VI (TVI) or certified orientation & mobility specialist (COMS) may provide consultation that is not child-specific to ECI staff prior to obtaining a referral with a diagnosis. TODHH and/or TVI or COMS will provide support through technical assistance or training to assist with appropriate referrals. 	<p>2. As soon as possible, but in no case more than seven days, provide referrals to the local ECI program for all children under three years of age discovered through the Child Find process.</p> <ol style="list-style-type: none"> Teacher of students who are D/HH (TODHH) or Teacher of students with VI (TVI) or certified orientation & mobility specialist (COMS) may provide consultation that is not child-specific to ECI staff prior to obtaining a referral with a diagnosis. TODHH and/or TVI or COMS will provide support through technical assistance or training to assist with appropriate referrals.
<p>3. Provides children from birth through 2 suspected of having D/HH and/or VI with:</p> <ol style="list-style-type: none"> Assistance in accessing an evaluation by a licensed ophthalmologist or optometrist; Assistance in accessing an audiological evaluation by a licensed audiologist; if the audiological assessment indicates the child is D/HH, the contractor must refer the child to an otolaryngologist, as noted in c below; Assistance in accessing an otological examination performed by an otolaryngologist or by a licensed medical doctor with documentation that an otolaryngologist is not reasonably available; With parent consent, refer all children who are suspected of being D/HH and/or a VI to the LEA within 5 days for an evaluation by a TODHH and/or TVI and a COMS, whichever is appropriate; An invitation to the TODHH and/or TVI, as appropriate, to attend the initial and annual IFSP (Individualized Family Service Plan) meetings, and to other IFSP meetings when issues related to or affected by being D/HH 	<p>3. Will keep a folder on each child that contains, at a minimum, the following documentation:</p> <p>Basic child and family information:</p> <ol style="list-style-type: none"> Referral information; A copy of the eye doctor report and/or otolaryngologist and audiologist reports; Evaluation/assessment reports; The initial and subsequent IFSPs; Documentation that written information about the TSBVI and/or the TSD was given to and signed by parents annually, including documentation of: parent refusal to sign; contacts and IFSP meetings that were attended or missed. (Provide ECI a copy and maintain a copy in the LEA local folder.) For children with visual impairments, the Consent for Release of Confidential Information: Student with a Visual Impairment for TEA to release information from the January Registration of Students with Visual Impairments and, for children with deaf-blindness, permission to release information from the Deaf-Blind Child Count; Copies of progress reports, to be copied to ECI weekly; (A copy will be given to the parent.); and A copy of the Visual Impairment Supplement that

D/HH/VI	LEA
<p>and/or VI will be addressed;</p> <ul style="list-style-type: none"> f. Coordinated service delivery with the LEA and other service agencies through case management, teaming meetings, and joint visits; and g. Paperwork that has been received and documented by the 20th of each month. 	<p>addresses the expanded core curriculum and/or a copy of the D/HH Supplement that addresses preferred mode of communication.</p>
<p>4. Ensures that all children are referred to the LEA of residence for evaluation and services related to a visual impairment within 5 days, with appropriate written referrals and notifications including the following:</p> <ul style="list-style-type: none"> a. Referral for a functional vision evaluation and learning media assessment by a Teacher of students with Visual Impairments (TVI); b. Referral for an Orientation and Mobility Evaluation completed by a Certified Orientation and Mobility Specialist (COMS); c. Invitation to initial and annual IFSP meetings through a 10-day prior written notice to the TVI and COMS, as well as other IFSP meetings when issues related to or impacted by the visual impairment will be addressed; and d. Invitation to teaming meetings for purposes of consulting with the local IFSP team to provide information and recommendations about the visual impairment. <p>* Services for VI included in the IFSP must be provided by a TVI and COMS.</p>	<p>4. Ensures that all children, birth through two, referred with identified or suspected visual impairments will be provided the following:</p> <ul style="list-style-type: none"> a. A functional vision evaluation and learning media assessment by a TVI; b. An orientation and mobility evaluation completed by a Certified Orientation and Mobility Specialist; c. Evaluations/assessments that are completed and reports provided to the ECI program within LEA timelines from signed parent consent provided by parent or ECI to the district; d. A TVI and a COMS to consult with the local ECI program IFSP team in planning all aspects of the child's assessment and to participate as a member of the interdisciplinary team to determine eligibility and to develop the IFSP; e. A TVI to attend as a member of the interdisciplinary team, each annual IFSP meeting, and each IFSP periodic review and associated team meetings that address issues related to and impacted by the visual impairment. In some cases, attendance may be via telephone or video conference with parent consent. The LEA may provide written request to waive the 10-day attendance notice; f. Services by a TVI and a COMS, as specified by the IFSP; g. Progress notes only contain information about a specific ECI child. The LEA will email copies of the notes to the ECI designated email address (ECI.aividocs@mhmrtc.org) using a designated naming convention in the subject line no later than one week following the day of the visit; h. Materials that are available through Quota Funds as specified by the IFSP; and i. Registration on the Annual Registration of Students with Visual Impairments; and as appropriate, on the Deaf-Blind Child Count.
<p>5. Ensures that all children are referred to the LEA of residence for evaluation and services related to being D/HH within 5 days, with appropriate written referrals and notifications including the following:</p> <ul style="list-style-type: none"> a. Referral for a communication evaluation, including sign language and oral language, conducted by a TODHH and Speech Language Pathologist; c. Invitation to initial and annual IFSP meetings through a 10- day prior written notice to the TODHH, as well as other IFSP meetings when issues related to or impacted by being D/HH 	<p>5. Ensures that all children, birth through two, referred to the LEA with identified or suspected hearing loss will be provided the following:</p> <ul style="list-style-type: none"> a. Assessments required to determine the need for services or adaptive equipment related to being D/HH; b. A TODHH to consult with the local ECI program IFSP team in planning all aspects of the child's assessment and to participate as a member of the interdisciplinary team to determine eligibility and to develop the IFSP; c. Evaluations/assessments that are completed and reports provided to the ECI program within LEA

D/HH/VI ECI	D/HH/VI LEA
<p>will be addressed; and</p> <p>c. Invitation to teaming meetings for purposes of consulting with the local IFSP team to provide information and recommendations about appropriate services for children who are D/HH.</p> <p>* Services for children who are D/HH included in the IFSP must be provided by a TODHH.</p>	<p>timelines from signed parent consent provided by parent or by ECI to the district;</p> <p>d. A TODHH to attend as a member of the interdisciplinary team, each annual IFSP meeting, and each IFSP periodic review and associated team meeting that addresses issues related to and impacted by the child's hearing status. In some cases, attendance may be via telephone or video conference with parent consent. The LEA may provide written request to waive the 10-day attendance notice;</p> <p>e. Services by a TODHH, as specified by the IFSP;</p> <p>f. Progress notes that do not contain information about any other children. The LEA will email copies of the notes to the ECI designated email address (ECLaivdocs@mhmrtc.org) no later than one week following the day of the visit.</p> <p>g. Necessary instructional support to ensure that communication options along the continuum are considered, including American Sign Language (ASL), English based sign systems, and/or Listening and Spoken Language; and</p> <p>h. Information about Deaf culture, Deaf mentors, and all educational options, including TSD.</p>
<p>6. Ensures that notification of initial, periodic review, and annual IFSP meetings are sent to the TODHH and/or TVI 10-days prior to IFSP meeting. If no response comes from LEA of residence, issues related to or affected by being D/HH and/or VI will not be addressed at that scheduled IFSP meeting. A later periodic review meeting will be scheduled in order to address issues related to or affected by being D/HH and/or VI with the TODHH and/or TVI present.</p>	<p>6. Ensures that the TODHH and/or TVI will respond in writing to the 10-day prior written notice of the initial, periodic review, and annual IFSP meetings, to indicate the intention to attend or not attend or the need to reschedule.</p>
<p>7. Ensures that TODHH and/or TVI will have the opportunity to review IFSP periodic reviews developed during unattended meetings. In the case of disagreement with IFSP changes, the TODHH and/or TVI must request in writing that the IFSP team reconvene within five days of receipt of the revised IFSP.</p>	<p>7. Ensures that the TODHH and/or TVI will review and sign IFSP periodic reviews developed during unattended meetings. TODHH and/or TVI will request in writing that the IFSP team reconvene within five days of receipt of the revised IFSP if they see a need for additional discussion or changes in recommendations.</p>
<p>8. Ensures that all families referred for services receive all rights and procedural safeguards as outlined in Part C.</p>	<p>8. Ensures that all families receiving services for D/HH and/or VI will be provided with specific written information about TSBVI and TSD annually. This action is to be documented in the child's folder at the LEA, typically by a receipt document or an assurance statement.</p>
<p>9. No Additional Requirements</p>	<p>9. Ensures that each LEA will enroll all children, birth through two years of age, with deaf and/or visual impairments who need specialized services and include them in the Public Education Information Management System (PEIMS), in accordance with current LEA enrollment regulations for birth to 3.</p>
<p>10. No Additional Requirements</p>	<p>10. Ensures that each LEA will cooperate fully with all complaint investigations conducted under Part C or the Family Educational Rights and Privacy Act (FERPA) and all data collection efforts to the extent permitted by law.</p>

D/HH/VI	ECI	D/HH/VI	LEA
11.	Recognizes that the IFSP and IFSP team meeting will replace the individualized education program (IEP) and the admission, review and dismissal (ARD) committee for children birth through two with deaf and/or visual impairments.	11.	Recognizes that the IFSP and IFSP team meeting will replace the individualized education program (IEP) and the admission, review and dismissal (ARD) committee for children birth through two with deaf and/or visual impairments.
12.	No Additional Requirements	12.	Recognizes that D/HH/VI children birth through age two with deaf and/or visual impairments will also follow transition process and timelines through the LEA of residence, as outlined.

II. Transition Process

Transition	ECI	Transition	LEA
1.	By 27-33 months, strategies addressing transition must be included in the IFSP. The IFSP must include the steps ECI will take to assist the family in preparing their child for transition, which will take place on the child's 3 rd birthday to: <ul style="list-style-type: none"> • Early Childhood Special Education; or • Other services that may be available, if appropriate. 	1.	LEAs will collaborate with ECI programs to support parent involvement in the transition planning process, as evidenced by: <ul style="list-style-type: none"> • Signature on MOU; • Attendance at transition conferences with sharing of information related to processes / referral / evaluation with family; • Preparation of agenda / script / information to be shared by ECI if an LEA representative is not present.
2.	Part B Potentially Eligible Notification: ECI is required to notify the LEA of children who are potentially eligible for the special education program at least 90 days before the child's 3 rd birthday unless the parent opts out. ECI staff will inform the parent that opting in at a later date may impact entitlement to eligibility determination by the child's 3 rd birthday. This can be done at the transition conference, in a referral packet. In addition, with parent's consent, ECI will send to LEA (by fax or email), the LEA notification form with family information that includes the date of initial eligibility, the initial IFSP and the most recent progress notes. ECI will use the definition of potentially eligible provided by the State ECI. <i>IFSP teams will need to consider the 13 disability categories for special education. *Texas uses the following list of disability categories to determine if a child (aged 3-21) is eligible for special education and related services:</i> <ul style="list-style-type: none"> • Deaf or Hard of Hearing (D/HH) • Autism (AU) • Deaf-Blindness (DB) • Emotional Disturbance (ED) • Intellectual and Development Disabilities (IDD) • Multiple Disabilities (MD) • Non-Categorical Early Childhood* • Orthopedic Impairment (OI) 	2.	LEA will treat the Part B Potentially Eligible Notification as the initial referral. LEA will work with ECI to obtain written consent to determine eligibility with a recognition that a family may determine that they do not want to proceed after the transition conference.

Transition ECI	Transition LEA
<ul style="list-style-type: none"> • <i>Other Health Impairment (OHI)</i> • <i>Learning Disability (LD)</i> • <i>Speech Impairment (SI)</i> • <i>Traumatic Brain Injury (TBI)</i> • <i>Visual Impairment (VI)</i> <p><i>*The “Non-Categorical Early Childhood” category is not in IDEA but was added in Texas to allow preschoolers to be found eligible for special education. They do, however, still have to go through the evaluation process. In Texas, a child between the ages of 3-5 may be described as “NCEC” if he or she has been found to meet the criteria for one of the conditions below:</i></p> <ul style="list-style-type: none"> • <i>Intellectual and Development Disabilities (IDD),</i> • <i>Emotional Disturbance (ED),</i> • <i>Specific Learning Disability (SLD), or</i> • <i>Autism (AU).</i> <p><i>To be eligible for special education services the child must have a disability identified in one of the categories above, AND have an educational need.</i></p> <p><i>Teams may want to consider a child potentially eligible for special education if the child has a disability (or disabilities) that can be expected to adversely affect his/her ability to reach age-appropriate educational goals without direct or indirect support from a special education teacher, therapist, and/or other special educator. A disability can affect the educational process when it interferes with the child’s ability to:</i></p> <ul style="list-style-type: none"> • <i>Learn,</i> • <i>Maintain health status required to attend and participate in school,</i> • <i>Navigate the school environment,</i> • <i>Make and maintain positive relationship with other children,</i> • <i>Communicate effectively with others,</i> • <i>Understand and process verbal instruction and/or</i> • <i>Manage his/her own behavior.</i> 	
<p>3. The ECI service coordinator contacts the LEA to coordinate the transition conference (face-to-face meeting). The transition conference may occur as early as nine months prior to and no later than 90 days prior to the child’s 3rd birthday. The ECI service coordinator will attend the transition conference (face-to-face meeting).</p> <p>108.1217 (b) If the parent gives approval to convene the LEA Transition Conference, the contractor must:</p> <p>(1) Meet the requirements in 34 CFR 303.342 and 303.343 which requires:</p> <p>(A) The face-to-face attendance of the parent and the service coordinator; and</p> <p>(B) At least one other ECI professional who is a member of the IFSP team who may participate through other means, such as: providing information, contributing face-to-face, or by telephone.</p> <p>ECI will invite the LEA special education director or designee 14 days before the transition conference.</p>	<p>3. Each LEA will participate in transition planning conferences arranged by the designated local ECI program with 14 days’ notice (unless waived). ECI and LEA may designate times and dates each month for transition planning conferences. In Texas, the transition planning conferences are held no later than 90 days before the child’s 3rd birthday.</p> <p>LEA may waive the 14-day requirement upon verbal request to convene at an earlier date.</p> <p>At the transition conference, the family will meet with the LEA contact who will: (sample agenda attached - page 13)</p> <ul style="list-style-type: none"> • Discuss how eligibility is determined, the assessment process, and the ARD process • Discuss the continuum of services that may be available to the child should the child be determined eligible for services under Part B • Document the date of the transition conference, participants, and the steps discussed to determine the child’s Part B eligibility. • Explain timelines to determining eligibility.

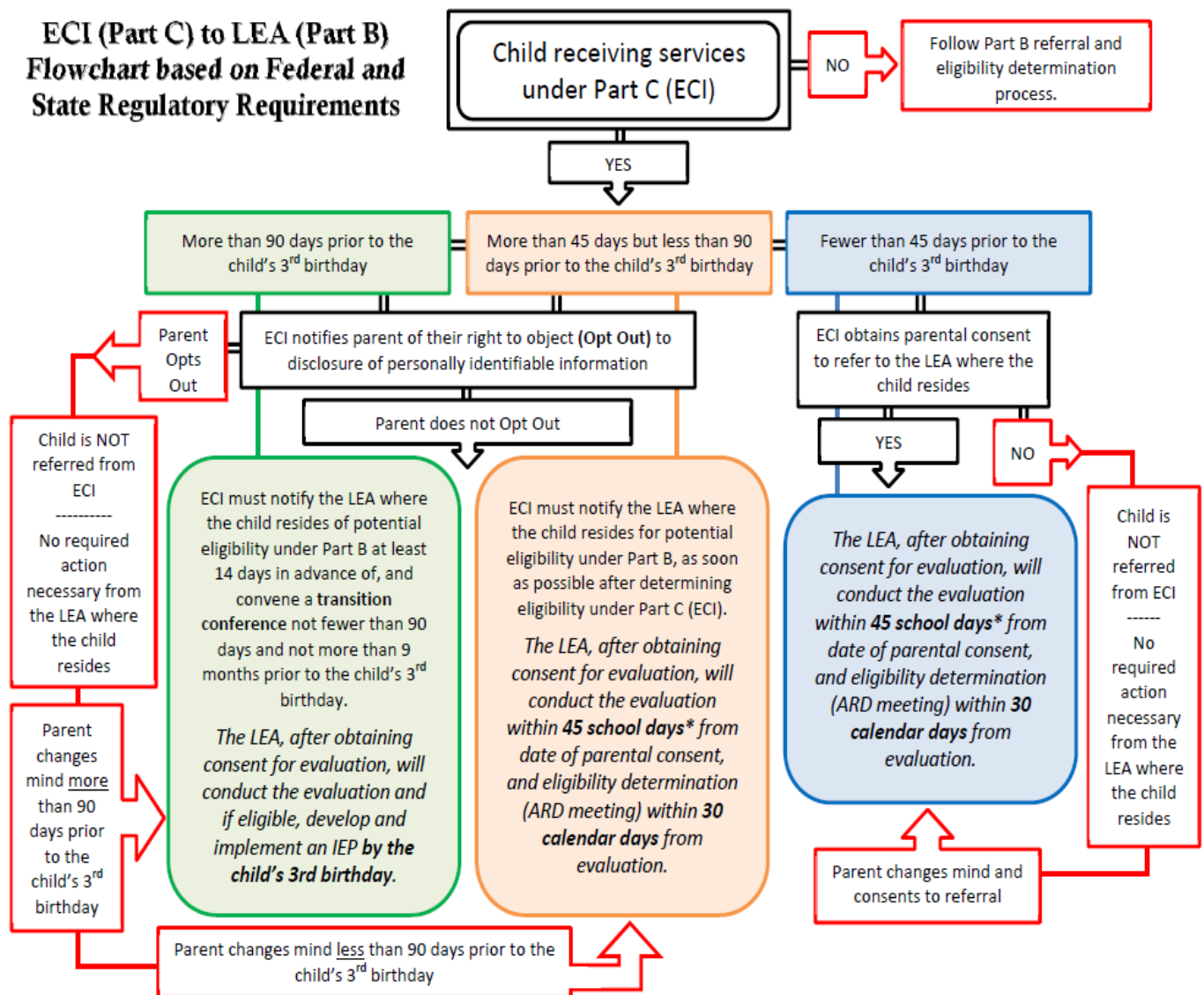
Transition	ECI	Transition	LEA
	If the child referred to ECI is less than 90 days prior to the child's 3rd birthday, no transition conference is required.		<ul style="list-style-type: none"> Follow up with the family as appropriate after the transition conference. Inform the family that if the parent decides not to refer initially, they can still request an evaluation for special education services after the age of 3. <p>By the 3rd birthday, an ARD meeting has convened and an IEP has been developed if the child is found eligible. (34 CFR §300.124; 34 CFR §300.101) Services are made available to students as determined by the ARD Committee.</p>
	4. If the LEA representative is not available, ECI will conduct the transition meeting and provide the parent information about special education and related services, including a description of the Part B eligibility definitions, transition timelines, and the process for consenting to an evaluation and eligibility determination and extended year service, as provided by LEA.	4.	<p>LEA will provide the following information to ECI:</p> <ul style="list-style-type: none"> information about special education and related services, including a description of the Part B eligibility definitions; transition timelines; process for consenting to an evaluation; eligibility determination; and extended year services.
	5. No Additional Requirements	5.	<p>If the child's 3rd birthday occurs during the summer, the child's ARD committee shall determine eligibility, and if appropriate, determine the date when services under the IEP will begin. The ARD committee decides when services begin on an individual basis (i.e., immediately through Extended School Year [ESY] services or on the first day of the regular school year). (34 CFR §300.101(b)(2))</p>
	6. No Additional Requirements	6.	<p>LEA will schedule a meeting to discuss evaluation and obtain consent for evaluation prior to the child's 3rd birthday.</p> <p>The parent is provided a copy of the <i>Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities and a Guide to the Admission, Review and Dismissal Process</i> Parent signs a receipt verifying that they have received the documents and understand the contents.</p> <p>The LEA shall have procedures in place which meet the timeline requirements for evaluation and the initial ARD committee meeting for children referred during the summer. The ARD Committee decides when services begin for these children on an individual basis (i.e., immediately through Extended School Year [ESY] services or on the first day of the regular school year).</p> <p>If the LEA determines that it will not conduct an evaluation requested by the parent of the child, the LEA will provide the parent Prior Written Notice and a copy of the <i>Notice of Procedural Safeguards</i> of this decision within five school days of the decision. (34 CFR §300.503; 19 TAC §89.1015) and explain process for Child Find.</p> <p>With parental consent, LEA will notify ECI of decision to not conduct an evaluation.</p>
	7. The ECI service coordinator may attend the evaluation upon request of the child's parent. Parent consent is	7.	<p>The LEA will conduct a full and individual evaluation (FIE) according to IDEA guidelines. (34 CFR §300.301)</p>

Transition ECI	Transition LEA
required for the attendance of the ECI service coordinator at the evaluation.	<ul style="list-style-type: none"> • The LEA will review grids, goals, and documentation from ECI to identify and then notify necessary specialists for evaluation (OT, PT, TOD/HH/TVI, COMS, etc.). • The LEA may accept an outside evaluation as part of the FIE to determine eligibility for special education services under Part B.
8. The ECI service coordinator may be notified of the ARD meeting with parent consent.	8. The LEA will schedule an ARD meeting with the family to review the results of the evaluation. LEAs will invite the ECI service coordinator to the initial ARD committee meeting at the request of the parent.
9. The ECI service coordinator may attend the ARD meeting as requested by the parent or the LEA. Parent consent is required for the attendance of the ECI service coordinator at the request of the LEA. The ECI service coordinator is not a member of the ARD team, but is available to provide information and support.	9. During the ARD meeting, the evaluation results are discussed and the eligibility determination is made. If the child is determined eligible for special education services under Part B, the IEP is developed (34 CFR §300.323) <ul style="list-style-type: none"> • The ARD committee determines placement based on the least restrictive environment (LRE), within a continuum of services in which a child's IEP goals can be achieved. • The parent must provide consent for initial placement prior to initiation and implementation of special education services. • The parent reserves the right to not provide consent for the initial provision of special education and related services. • The parent reserves the right to revoke consent for special education services at any time. • With parental consent LEA will notify ECI when the LEA refuses to initiate an evaluation or the ARD committee finds the child not eligible for special education services or parental refusal of services.
10. ECI will continue to provide full IFSP services until the child's 3 rd birthday.	10. The LEA will provide services as outlined in the IEP.

III. Procedures for Children Referred to ECI Less Than 90 Days Before the Child's 3rd Birthday

90 Days	ECI	90 Days	LEA
1.	If a child is referred to ECI 6 months to 45 days prior to child's 3 rd birthday, ECI will develop transition steps and strategies with the family at the IFSP meeting.	1.	See flowchart below
2.	If a child is referred to ECI between 90 to 45 days prior to their 3 rd birthday, ECI will make a determination of potential eligibility, as soon as possible, and will notify the LEA, unless the parent opts out. A transition conference is not required but will be attempted to be scheduled with the LEA. The LEA will be notified of the reason for the delay.	2.	See flowchart below
3.	If a child is referred to ECI fewer than 45 days before the child's 3 rd birthday, the IFSP team is not required to conduct pre-enrollment, evaluation, or IFSP. ECI will refer child directly to the LEA with written parent consent, if the child appears to be potentially eligible.	3.	See flowchart below

ECI (Part C) to LEA (Part B) Flowchart based on Federal and State Regulatory Requirements



* In accordance with current State established initial evaluation timelines.

IV. School Action Plan

Event	LEA Action Required
1. Part B Potentially Eligible Notification	<ul style="list-style-type: none"> • Document and treat as referral • Collaborate with parent to get consent to evaluate. • Assess • Hold ARD meeting • Develop IEP by 3rd Birthday
2. Invitation to Transition Conference	<ul style="list-style-type: none"> • Respond to invitation to transition conference • Attend the conference • Document date of conference, the participants, and the steps to determine a child's part B eligibility.
3. Electronic Communication	<ul style="list-style-type: none"> • Parent gives Consent • District employees must be () public record.
4. D/HH/VI Referral for Services (0-3)	<ul style="list-style-type: none"> • Refer ECI to TODHH and/or TVI then: <ol style="list-style-type: none"> a. Obtain copy of Assessment Consent Form b. Assess c. Attend IFSP meeting d. Begin services if eligible e. Report progress notes for each visit to ECI on a weekly basis

V. Definitions

Word / Acronym	Definition
ARD	Admission Review and Dismissal Meeting held to determine eligibility, and if the child is eligible to put services in place through the LEA children (ages 3-21); similar to an IFSP meeting
COMS	Certified Orientation and Mobility Specialist; person certified to teach individuals with visual impairments to travel safely, confidently, and independently in their environment
D/HH	Deaf / Hard of Hearing
ECI	Early Childhood Intervention; a statewide program for families with children, birth-to-three, with disabilities and developmental delays ECI services provided in Tarrant, Denton, Ellis, Erath, Hood, Johnson, Navarro, Palo Pinto, Parker, Somervell & Wise Counties are offered through the Early Childhood Services division of My Health My Resources (MHMR) of Tarrant County
ECS	Early Childhood Services
ECSE	Early Childhood Special Education
EIS	Early Intervention Specialist; credentialed professional who meets specific educational requirements established by HHS ECI and has specialized knowledge in early childhood cognitive, physical, communication, social-emotional, and adaptive development
ESC 11	Education Service Center Region 11
ESY	Extended School Year
IDEA Part B	Individuals with Disabilities Education Act - Part B A federal program that provides grants to states to assist in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21
IDEA Part C	Individuals with Disabilities Education Act - Part C A federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families
IEP	Individualized Education Plan used to define services for children (ages 3-21)

Word / Acronym	Definition
IFSP	Individualized Family Service Plan as defined in 34 CFR §303.20. A written plan of care for providing early childhood intervention services and other medical, health and social services to an eligible child and the child's family when necessary to enhance the child's development.
IFSP Team	An interdisciplinary team that meets the requirements in 34 CFR §303.24(b) (relating to Multidisciplinary), and develops, reviews, modifies, and approves the IFSP and includes the parent, service coordinator, all ECI professionals providing services to the child, as planned on the IFSP, Teacher of students who are Deaf/Hard of Hearing (TODHH), as appropriate, and/or Teacher of students with Visual Impairments (TVI) and COMS, as appropriate
LEA	Local Education Agency; a term commonly used to mean a school district or charter school
Limited Personally Identifiable Information	The child's and the parent's names, addresses, and phone number; child's date of birth; service coordinator's name; language spoken by the child and family
LRE (LEA)	Least Restrictive Environment A law under IDEA that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]
Natural Environment (ECI)	As defined in 34 CFR §303.26, natural environments are settings that are natural or typical for a same- aged infant or toddler without a disability. They may include the home or community settings and must be consistent with the provisions of 34 CFR §303.126. (What are not natural environments? Hospitals, clinics, rehab centers, therapist's offices, group home settings.) Settings that individual families identify as natural or normal for their family, including the home, neighborhoods, and community settings in which children without disabilities participate.
Part B Potential Eligibility Notification	Information sent to the school to begin the referral process; similar to the former 90-day referral
Prior Written Notice	The school district must provide a written notice (information received in writing) whenever the school district: <ol style="list-style-type: none"> (1) Proposes to begin or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education (FAPE) to a child; or (2) Refuses to begin or change the identification, evaluation, or educational placement of a child or the provision of FAPE to a child. The school district must provide the notice in understandable language (34 CFR §300.503(c)).
Procedural Safeguards	This document gives a parent of a child with a disability a description of their legal rights, or procedural safeguards, under the Individuals with Disabilities Education Act (IDEA). Part B and Part C
Receiving services	Date eligibility for ECI / Part C services is determined. Note this is definition is different from the date for initiation of services for Part B
RDSPD	Regional Day School Program for the Deaf
Service Coordinator	The ECI employee or subcontractor who: <ol style="list-style-type: none"> (1) Meets all applicable requirements in Subchapter C of this chapter (relating to staff qualifications); (2) Is assigned to be the single contact point for the family; (3) Is responsible for providing case management services as described in §108.405 of this title (relating to Case Management Services); and (4) Is from the profession most relevant to the child's or family's needs or is otherwise qualified to carry out all applicable responsibilities.

VII. Sample LEA Agenda

- referenced on page 6

The Transition Conference should cover all the following:

SAMPLE

LEA Agenda

1. Transition Conference
 - Informational meeting for parents to include eligibility definitions, timelines, process for consenting to an evaluation and eligibility determination, district continuum of placement options, and extended year services
 - Opportunity for parents to ask questions about transition
2. Referral Meeting
 - Documents required at referral meeting
 - ✓ Official Birth Certificate (or within 30 days)
 - ✓ Social Security Card
 - ✓ Proof of Address (i.e. electric bill, water bill, lease, etc.)
 - ✓ Affidavit of Residency may be required if parent has no household bills in their name
 - Complete referral forms
 - Sign consent for evaluation (if all information for referral is complete)
 - Schedule evaluation (when all referral documents are received)
3. Evaluation
 - Your child will participate in an evaluation which may include:
 - observing your child in a play setting
 - parent interview
 - activities with LEA staff
 - Schedule Admission, Review, and Dismissal (ARD) meeting
4. ARD Meeting
 - Review evaluation report
 - Determine eligibility for special education services*
 - Develop Individual Education Plan (for eligible special education services)
 - Determine placement (for eligible special education services)
 - With parental consent, results of ARD meeting will be reported to ECI
5. Student will begin any eligible special education services on his/her third birthday, or as agreed upon during the ARD meeting.

ISD Contact Information:

Phone: 000-000-0000

*Your child must meet the criteria for one or more of the disability categories listed below and have an educational need to be eligible for special education services:

- | | |
|---|---------------------------------|
| • Deaf/Hard of Hearing | • Orthopedic Impairment |
| • Autism* | • Other Health Impairment |
| • Deaf-Blindness | • Specific Learning Disability* |
| • Emotional Disturbance* | • Speech or Language Impairment |
| • Intellectual Disabilities* | • Traumatic Brain Injury |
| • Multiple Disabilities | • Visual Impairment |
| • Non-categorical early childhood ages 3 through 5* | |

*Non-categorical early childhood ages 3 through 5 may be used in conjunction with this disability category.



BOARD OF TRUSTEES ACTION ITEM

TITLE: Approval of the 2023-2024 JJAEP MOU (Consent Agenda)
FROM: Dr. McClure, Assistant Superintendent of Student Services
DATE: 8/21/2023

BACKGROUND

The Juvenile Board is mandated by Texas Education Code Section 37.011 to develop a Juvenile Justice Alternative Education Program (JJAEP) in any county with a population greater than 125,000. Cleburne ISD partners with Johnson County JJAEP to educate and rehabilitate juvenile offenders that have been expelled (either mandatory or discretionary). Each year, the Johnson County Juvenile Justice Alternative Education Program updates the MOU to guide and direct the partnership.

CONSIDERATION

Notable changes to the 2023-2024 MOU include:

On page 3, "(a) All mandatory drug possession charges will be 45 successful days", this section has been removed. HB 114 was signed into law by Governor Abbott on June 13, 2023, and takes effect on September 1, 2023. According to HB 114; marijuana, tetrahydrocannabinol, e-cigarettes, which include the device and the liquid substance, regardless of offense level (felony vapes), are eligible for "mandatory" DAEP but not "mandatory" JJAEP. These offenses are eligible for discretionary JJAEP (The State will not fund these offenses to the JJAEP, Districts will have to pay the discretionary rate to send a student to JJAEP for these type offenses). The law will not be retroactive meaning all students expelled under the old law may be required to finish their expulsions at the JJAEP unless rescinded by the District. For Districts who have students that are currently expelled to the JJAEP for felony vape charges; you have the option to let your students finish out their JJAEP expulsion (45 days) or you may choose to rescind their expulsion and have them return to your district at the start of the school year. If you are a District who is considering having those students return to your District on the first day of school, please let me know so we can prepare the discharge paperwork and contact the student and their guardian.

On page 4, the discretionary rate has increased from \$111 to \$115. As everyone, the JJAEP is dealing with dramatic increases in prices affecting daily operation costs to include educational software, supplies, and food services. We will continue to explore cost-effective options to manage through the inflated economic system without solely passing the costs onto you. The JJAEP is still committed to providing quality services and resources so that students who enter our program return to your District better than when they left.

On page 6, the JCJJAEP is a general education setting. Therefore, a student who requires services beyond a general education setting may not be expelled to the JCJJAEP.

For students to be expelled to the JJAEP, law enforcement must have made a formal referral to the Juvenile Services department prior to a student being enrolled. This means that law enforcement has filed a criminal offense and forwarded the case to Juvenile Services (or adult criminal court if age 17 and older) for prosecution. An "intent to file" sheet, an "intent to file" email, a one-page police cover sheet, etc., will no longer be accepted as a police report. A police

report will typically include an official Report Management System (RMS) report from a law enforcement agency with their agency's departmental heading. Other elements of the report will usually include the offense/arrest info, a narrative of the reported offense that occurred, witnesses, victims, and a child's parent/guardian contact information. No police report = no expulsion to the JJAEP.

RECOMMENDATION

Administration recommends approval of the 2023-2024 JJAEP MOU as presented.

**JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
MEMORANDUM OF UNDERSTANDING**

**BETWEEN THE JOHNSON COUNTY JUVENILE BOARD
AND
JOHNSON COUNTY INDEPENDENT SCHOOL DISTRICTS**

Term of Agreement: August 1, 2023 – July 31, 2024

This Memorandum of Understanding (“MOU”) is entered into pursuant to Chapter 37 of the Texas Education Code (TEC), by and between the Independent School Districts of Johnson County (“Districts”), as indicated by the signatures of their representatives herein below, and the Juvenile Board of Johnson County, Texas (Juvenile Board).

WHEREAS, Johnson County, Texas, has a population greater than 125,000, and the Juvenile Board has been mandated by Texas Education Code Section 37.011 to develop a Juvenile Justice Alternative Education Program, subject to the approval of the Texas Juvenile Justice Department; and,

WHEREAS, the Districts have been mandated by Texas Education Code Section 37.007(a), (d) and (e) to expel students for mandatory offenses; and,

WHEREAS, the Districts have the discretion to expel students under Texas Education Code Section 37.0052, Section 37.007(b), (c), (d), (f) or (i), and Section 37.0081(a) for conduct defined as a felony offense in Title 5 of the Texas Penal Code; and,

WHEREAS, the Districts have the discretion to remove students under Texas Education Code Section 37.309(b) who are registered sex offenders; and,

WHEREAS, the parties hereto agree that the JCJJAEP is a cooperative effort between the educational community and the juvenile justice system with the primary goals of the program being education and rehabilitation of juvenile offenders.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Subject of Agreement

The Juvenile Board, in cooperation with the Districts, will provide the Johnson County Juvenile Justice Alternative Education Program (JCJJAEP) as specified by Chapter 37 of the Texas Education Code, both through direct provision of services and through contractual agreements with service providers.

2. **Student Eligibility**

The JCJJAEP will provide services to students expelled or removed under the following provisions:

- (a) **Mandatory** expulsion criteria defined by TEC 37.007(a), (d) or (e).
- (b) **Discretionary** expulsion criteria listed below that meets a misdemeanor B level offense or above:
 - TEC 37.0052 concerning certain bullying behavior (Misdemeanor B or above);
 - TEC 37.007(b), (c), (d), (f) or (i);
 - TEC 37.0081(a) concerning Penal Code Title 5 felony offenses; or
- (c) **Other** removal criteria defined as:
 - TEC 37.309 concerning registered sex offenders.
 - As ordered by the Juvenile Court.
 - As a condition of juvenile probation.

In addition to the above stated provisions, students must meet the following criteria to be eligible for enrollment in the JCJJAEP:

- Grade levels 5th – 12th (some restrictions may apply to 5th grade); and
- Ages 10-16 with a referral to Juvenile Services; or
- Ages 17-19 on a case-by-case basis; and
- The school district must have notified the local law enforcement (i.e. filed an offense report) regarding the alleged incident, which is the basis of the expulsion; and
- A law enforcement entity must have made a formal referral of the case to the juvenile court for juvenile offenders or forwarded the case to the criminal court prosecution intake for adult offenders or have completed an offense report on the incident.

3. **Referral and Enrollment**

Prior to expelling or removing a student to the JCJJAEP, the District must conduct a hearing at which the student is afforded appropriate due process as required by Texas Education Code Section 37.009(f). In addition, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee as required by Texas Education Code Section 37.004. The admission, review, and dismissal committee must invite a JCJJAEP representative to attend the meeting to ensure special education provisions, if needed, can be provided.

Prior to any expulsion or removal hearing to consider placement of a student in JCJJAEP, the District will notify JCJJAEP beforehand. This allows JCJJAEP to assess the education requirements needed of the student, and to allow the paperwork to begin

for the referral to Johnson County Juvenile Services as required by Texas Education Code Section 37.010.

School districts sending a mandatory student to the JCJJAEP will expel students using the following guidelines for lengths of expulsion:

- (a) All mandatory expulsion charges will be 80 successful days, except Federal firearm offenses which are for one (1) school year or 180 school days.

Mandatory students who are expelled or removed to the JCJJAEP will be required to attend until one of the following have been met:

- (a) Successful completion of expelled school days or completion of all graduation courses, or equivalent program requirements, whichever comes first;
- (b) A maximum of one (1) school year or 180 school days;
- (c) All probation and/or court-related requirements have been successfully completed;
- (d) The referring charge has been declined by the Prosecutor or dismissed by the Court; or
- (e) Due to space restrictions, the student is recommended for early termination as outlined in Section 6 of this MOU.

The JCJJAEP may accept discretionary referrals that meet the criteria of misdemeanor B or above and have been referred to Juvenile Services or the District Attorney's office. In addition, discretionary referrals will be accepted on an as-space-is-available basis. The minimum length of placement for a discretionary student will be thirty (30) successful school days unless space is needed for mandatory students. The JCJJAEP and District may agree to a length of placement beyond 30 successful days, but not more than 80 successful days, on a case-by-case basis.

The District will refer a student to the JCJJAEP by completing the provided notification form and including a copy of the following student records prior to the student enrolling in the JCJJAEP:

- (a) Texas Student Data System (TSDS) or Texas Unique Student ID Number
- (b) Public Education Information Management System (PEIMS) number
- (c) Expulsion or removal letter
- (d) Police notification or discipline referral
- (e) Withdrawal record with grades
- (f) Most recent report card
- (g) Most current transcript
- (h) Fall & Spring class schedules
- (i) Statewide assessment scores
- (j) Attendance records
- (k) Discipline records
- (l) Birth certificate
- (m) Social security card
- (n) Immunization records
- (o) Home Language Survey
- (p) Free/Reduced lunch eligibility letter (if applicable)

(q) Special education records:

- most recent full & complete ARD paperwork
- manifestation determination ARD paperwork
- most recent evaluation for special education eligibility

(r) LPAC

- language proficiency assessment committee determination

(s) 504

- section 504 eligibility determination

If a student moves/transfers to a District in Johnson County prior to the completion of the original expulsion or removal term, the receiving District will not extend the student's length of placement in the JCJJAEP beyond the term defined in the original expulsion or removal order.

The JCJJAEP and District may agree to include a student's length of placement in an alternative educational program (such as DAEP, drug rehab, detention, etc.), which occurs after the date of expulsion, toward the student's term of expulsion or removal.

The JCJJAEP may offer incentives for positive behavior and/or academic achievement which may result in the reduction of a student's expulsion term. The JCJJAEP and District may consider a student's successful completion of the program to coincide with the end of a grading period.

4. Attendance Reporting

The District will maintain enrollment of all JCJJAEP students using a campus identification number specific for JCJJAEP as required by Texas Education Code Section 37.011(h).

The JCJJAEP will track attendance for each student enrolled in the program and report weekly attendance to the District. The District will be responsible for reporting violations of the Compulsory Attendance Law to the appropriate court.

5. Funding

Funding for all mandatory students will be provided to the Juvenile Board by the Texas Juvenile Justice Department.

Funding for all discretionary or other students will be provided to the Juvenile Board by the District at a rate of \$115.00 per student attendance day. Payment will be made within 30 days of receipt of an invoice from the billing authority of Johnson County.

In the case of special population students (as defined in Section 9 of this MOU), the District will be financially responsible for the provision of any related services determined necessary for those students.

6. Facilities, Staffing, and Daily Operations

The JCJJAEP will be provided in a facility owned by Cleburne ISD and located at 1005 S. Anglin, Cleburne, Texas. The facility must comply with all applicable federal, state, county, and city regulations and TJJJD standards. The JCJJAEP will operate at least seven (7) hours a day and 180 days a year as required by Texas Education Code Section 37.011(f), unless a waiver has been submitted and approved by TJJJD. The JCJJAEP will provide all personnel and services necessary to operate the JCJJAEP, by either direct provision or through contractual agreements.

Due to space limitations, the daily population of the JCJJAEP must not exceed 32 students. Upon reaching capacity, mandated students will be given precedence for enrollment over non-mandated students. The JCJJAEP reserves the right to return any discretionary student to his or her home District in order to accommodate a mandatory student from any District. In the event of overcrowding, the JCJJAEP may recommend early termination of a mandatory student's expulsion term based on the student's overall compliance with the program, attendance and grades.

7. Transportation

Transportation of students to the JCJJAEP will be the responsibility of the student and/or his/her parent(s)/legal guardian(s).

Transportation to the JCJJAEP of students eligible for special education services will be reviewed by the District Admission, Review, and Dismissal (ARD) committee prior to placement in the JCJJAEP, and will follow what is outlined in the Individualized Education Plan (IEP). If according to the IEP, the District is required to provide transportation for the student, then the District will continue to provide transportation for the student to the JCJJAEP. If the IEP does not require the District to provide transportation for the student, then transportation to the JCJJAEP will be the responsibility of the student's parent(s)/legal guardian(s).

8. Curriculum

The JCJJAEP will provide the following required courses in accordance with Texas Education Code Section 37.011(d):

- English/Language Arts, Math, Science and Social Studies;
- Self-Discipline; and
- A High School Equivalency Program (GED).

All completed coursework will be accepted by the District and any credit(s) earned by the student while enrolled in the JCJJAEP will be reflected on the student's school transcript.

The JCJJAEP may provide elective courses as available through current JCJJAEP curriculum. The District will provide for instruction in any elective course that cannot be

provided by the JCJJAEP but that the District wants the student to maintain. The student's coursework will be addressed at the time of the expulsion or removal hearing and a determination will be made as to how the courses for which the student is currently enrolled can be maintained.

The JCJJAEP will provide a student's academic progress to the parent(s)/legal guardian(s), and in the case of a high school student, will review the student's progress toward meeting high school graduation requirements and establish a specific graduation plan for the student as required by Texas Education Code Section 37.011(d). The JCJJAEP is not required to provide a course necessary to fulfill a student's high school graduation requirements other than a course specified in this section.

9. Special Populations

Students Eligible for Special Education Services:

A student with a disability who receives special education services in a general education setting may be expelled or removed to the JCJJAEP only after a duly constituted Admission, Review, and Dismissal (ARD) committee determines that the alleged offense and/or behavior was or was not a manifestation of the student's disability in accordance with Texas Education Code Section 37.004.

The JCJJAEP is a general education setting. Therefore, a student who requires services beyond a general education setting may not be expelled to the JCJJAEP.

In accordance with Texas Administrative Code Section 89.1052(b), the JCJJAEP will be notified by the District and invited to participate in all ARD committee meetings scheduled to discuss the expulsion or removal of a special education student to the JCJJAEP. The District will provide a copy of the student's current Individual Education Plan (IEP) and/or Behavior Intervention Plan (BIP) to the JCJJAEP for review at least 2 days prior to the meeting. The JCJJAEP may participate in the meeting to the extent that the meeting relates to the student's placement in the JCJJAEP.

If a student eligible for or receiving special education services is expelled or removed to the JCJJAEP, the District will continue to provide any related services outlined in the IEP and/or BIP which are not available at the JCJJAEP. Related services may include, but are not limited to: counseling, transportation, interpretive services, and special curriculum.

If the JCJJAEP determines that a student, who has not previously been qualified as a student eligible for special education, may be eligible for services, the JCJJAEP will refer the student to the District for evaluation and determination of eligibility for special education services, in accordance with applicable state and federal statutes and regulations.

If the JCJJAEP determines that the student's educational and/or behavioral needs cannot be met in the program, the JCJJAEP will immediately notify the District. Upon receiving such notice from the JCJJAEP, the District will convene an ARD committee meeting to determine if the student's IEP and/or BIP need to be modified, or whether the student's placement will be reconsidered.

Students Identified as English as a Second Language (ESL) Learners:

The JCJJAEP will serve students identified as English as a Second Language (ESL) learners by providing the necessary services, instruction, or accommodations as recommended by the Language Proficiency Assessment Committee. The District will continue to provide any related services recommended by the Language Proficiency Assessment Committee which are not available at the JCJJAEP.

Students enrolled in the JCJJAEP who require Texas English Language Proficiency Assessment System (TELPAS) testing will be allowed to return to their District to test. The District will be responsible for accommodating expelled students for the purpose of administering TELPAS testing as needed.

Students with Section 504 Plans:

The JCJJAEP will serve identified students who require a Section 504 plan to address a physical or mental impairment by providing the necessary services, instruction, or accommodations as recommended by the 504 Committee. The District will continue to provide any related services recommended by the 504 Committee which are not available at the JCJJAEP.

10. Statewide Assessments

Students enrolled in the JCJJAEP who require statewide assessments will be allowed to return to their District to test. The District will be responsible for accommodating expelled students for the purpose of administering statewide assessments as needed.

11. Exit and Transition

A certified teacher assigned by the JCJJAEP will review all academic work of a student prior to the student's exit from the JCJJAEP, and will certify completion of coursework based upon a determination that the student has mastered the essential knowledge and skills for a course at the seventieth percentile pursuant to Texas Education Code Section 28.002.

Upon completion of the program, the JCJJAEP will notify the District of the student's plan to return to the District. This notification will be provided in writing and will include, at a minimum, the student's attendance days, withdrawal grades, any credits earned, and the results of the IOWA assessment administered to the student.

In accordance with Texas Education Code Section 37.011(d), all completed coursework will be accepted by the District and any credit(s) earned by the student while enrolled in the JCJJAEP will be reflected on the student's school transcript.

12. Term of MOU

The term of this MOU will be from August 1, 2023, or upon execution of the MOU by the last signatory to the MOU, whichever is later, through July 31, 2024. If this MOU is not terminated by either party, or if neither party requests an amendment to the MOU, this MOU must thereafter continue in effect until such time as either party requests that it be terminated or superseded.

13. Miscellaneous

In the event that an MOU has not been executed by September 1st of the current school year, and an agreement does not appear possible, the parties must submit to binding arbitration, as outlined in Texas Education Code Section 37.011(p). If, however, ongoing negotiations prohibit the execution of the MOU for the current school year, the past school year MOU remains in effect until the new MOU is finalized and executed.

At such time as the Juvenile Services Director and the representatives from the participating school districts reach an agreement, or an MOU is promulgated by the arbitrators, such MOU must be submitted to the Juvenile Board and to the school board for each of the participating school districts for their consideration and approval. The new MOU must, after approval by the appropriate authorities, or following the mandate of the arbitrators, upon its effective date supersede the existing MOU. At which time the new MOU is completed, each school district is required to submit for board approval the new MOU, allowing for the last year's MOU to expire.

Should any party fail or decline to execute the MOU, or fail to appear or submit to binding arbitration, after reasonable notice of such proceedings by certified mail or hand delivery, then the arbitrators selected by the other party may enter an MOU on behalf of the recalcitrant party and obligate the recalcitrant party to the terms and provisions of the MOU.

This MOU constitutes the complete and exclusive agreement between the parties, and supersedes all oral or written proposals, prior written agreements, and other prior communications between the parties, concerning the subject matter of this MOU. In the event that any of the provisions contained in this MOU are held to be unenforceable, this MOU must be construed without such provisions, and the remaining provisions hereof continue in full force and effect. In the event that state law affecting the operation of the JCJJAEP changes after the date this MOU is entered into, the parties agree to amend the MOU accordingly.

Any student who does not meet the eligibility requirements of this MOU is not entitled to educational services by the JCJJAEP.

14. Signatures

JOHNSON COUNTY JUVENILE BOARD

Signed this the 26 day of June, 2023



Chairman, Judge F. Steven McClure
County Court at Law No. 2

_____ INDEPENDENT SCHOOL DISTRICT

Signed this the _____ day of _____, 2023

Board of Trustees President or Designee



BOARD OF TRUSTEES ACTION ITEM

TITLE: Board of Trustees
FROM: Allen Roberts, Human Resources Department
DATE: August 21, 2023

BACKGROUND

Cleburne Independent School District (CISD) Board Policy DC(LOCAL) currently allows the Board final authority for employment of contractual personnel below the level of campus principal.

RECOMMENDATION

The Human Resources department respectfully recommends that the Board of Trustees consider allowing the Superintendent to have final authority for employment of contractual personnel below the level of campus principal indefinitely.

Acknowledgment of Electronic Distribution of Code of Conduct

My child and I have been offered the option to receive a paper copy of or to electronically access at <https://www.c-isd.com/> the *Cleburne ISD* Code of Conduct and the Student Handbook for the 2023-2024 school year.

I accept responsibility for accessing the Code of Conduct and the Student Handbook by visiting the web address listed above.

I understand that if I wish to receive a paper copy of the Code of Conduct and the Student Handbook, I must request a copy from *the Assistant Superintendent of Student Services, Dr. Mark McClure, at CISD Central Office, 505 N. Ridgeway Dr. Suite 100, Cleburne, Texas 76033.*

I understand that the Code of Conduct contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code of Conduct. If I have any questions regarding this Code of Conduct or Handbook, I will direct those questions to the principal at *my child's campus.*

Student's name: *(print)*

Student's signature:

Parent's or guardian's name: *(print)*

Parent's or guardian's signature:

Date:

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for
Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Prekindergarten,
Kindergarten, and
Grade 1

Students in prekindergarten, kindergarten, and grade 1 shall be promoted based on their mastery of the essential skills. Any decisions to retain a prekindergarten, kindergarten, or grade 1 student shall be made in accordance with law.

Grades 2–~~5~~ 6

In grades 2–~~5~~ 6, promotion to the next grade level shall be based on grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in the following areas: ~~reading, English language arts,~~ **reading/language arts**, mathematics, and in science or social studies.

Grades ~~6~~ 7–8

In grades ~~6~~ 7–8, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: **reading/language arts**, mathematics, social studies, and science.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]



BOARD OF TRUSTEES ACTION ITEM

TITLE: Approval of TEKS Certification

FROM: Dr. Kristi Rhone, Assistant Superintendent of Curriculum and Instruction

DATE: August 21, 2023

BACKGROUND

School districts and 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). Districts and charters must submit certifications to receive access to ordering 2023 - 2024 instructional materials through EMAT.

CONSIDERATION

The TEKS certification document includes the adopted instructional materials for each grade level of reading, math, social studies, and science. CISD has adopted the TEA-endorsed curriculum and aligns the purchased materials to TEKS Resource scope and sequence. All school leaders are required to implement the district's approach. Upon board approval of the TEKS Certification, CISD will submit the information online for TEA approval to order instructional materials through the EMAT process.

RECOMMENDATION

We respectfully request the Board of Trustees approve the TEKS Certification worksheet.

TEKS Certification 2023-24 Form

TEKS Certification 2023-24 Form	1
Survey Pre-Work:	3
Instructions to Complete the TEKS Certification Process for 2023-24	3
Additional Supports	4
Review Terminology.....	4
About the Qualtrics Survey	4
TEKS Certification and Allotment Survey	5
Background Information	5
District Information.....	5
Reading Language Arts TEKS Certification	6
Scope and Sequence - All Grade Levels RLA	6
English Reading Language Arts K-5 TEKS Coverage Certification.....	6
English Reading Language Arts K-5 Instructional Materials.....	6
Spanish Reading Language Arts K-5 TEKS Coverage Certification	7
Spanish Reading Language Arts K-5 Instructional Materials.....	7
English Reading Language Arts 6-8 TEKS Coverage Certification.....	9
English Reading Language Arts 6-8 Instructional Materials.....	9
English Reading Language Arts 9-12 TEKS Coverage Certification.....	9
English Reading Language Arts 9-12 Instructional Materials.....	10
Mathematics TEKS Certification.....	11
Mathematics K-5 TEKS Coverage Certification	11
Mathematics K-5 Instructional Materials	11
Mathematics 6-8 TEKS Coverage Certification	12
Mathematics 6-8 Instructional Materials	12
Mathematics 9-12 TEKS Coverage Certification	13
Mathematics 9-12 Instructional Materials	13
Social Studies TEKS Certification.....	14
Social Studies K-5 TEKS Coverage Certification.....	14
Social Studies K-5 Instructional Materials.....	14
Social Studies 6-8 TEKS Coverage Certification.....	15
Social Studies 6-8 Instructional Materials.....	15
Social Studies 9-12 TEKS Coverage Certification.....	16
Social Studies 9-12 Instructional Materials.....	16
Science TEKS Certification.....	18
Science K-5 TEKS Coverage Certification.....	18
Science K-5 Instructional Materials.....	18
Science 6-8 TEKS Coverage Certification.....	19

Science 6-8 Instructional Materials.....	19
Science 9-12 TEKS Coverage Certification.....	20
Science 9-12 Instructional Materials.....	20
Phonics Informational Questions.....	21
Children’s Internet Protection	21
Additional Informational Questions (Optional)*	21
TEKS Certification and Allotment Survey Ratification [Printed and uploaded PDF]	23
Other Certified Subject Areas:	24

Survey Pre-Work:

TEKS Certification 2023–24 Form

In accordance with [Texas Education Code §31.004](#), local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), LEAs 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). The TEKS Certification 2023–24 Survey includes a section to allow LEAs to certify they meet this requirement.

In response to feedback from last year's process, the agency refined the TEKS Certification Process and will utilize the following tools:

TEKS Certification 2023-24 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

TEKS Certification 2023-24 Survey:

Web-based application where LEAs will submit their responses, collected on the TEKS Certification 2023-24 Form, and where LEAs will upload the signature page of the Form.

This year's TEKS Certification Process requires:

- The completion of the TEKS Certification 2023-24 Form,
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the TEKS Certification 2023-24 Survey and upload of the signature page of the ratified TEKS Certification 2023-24 Form.

TEA recommends that LEAs complete these steps by **May 1, 2023**. The TEKS Certification 2023-24 Survey can be accessed beginning on March 20, 2023, on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2023, and is scheduled to reopen on May 15, 2023. **Completion of the TEKS Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2023.**

TEKS Certification 2023–24 Survey submissions received after May 15, 2023, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the TEKS Certification Process for 2023-24

1. **Review the TEKS Certification 2023-24 Form.**
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete TEKS Certification 2023-24 Form:** Complete the TEKS Certification 2023–24 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **TEKS Certification 2023-24 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit TEKS Certification 2023-24 Survey:** Complete the online TEKS Certification 2023–24 Survey by answering the questions. Inside the survey you will upload the signature page of the signed Allotment and TEKS

Certification 2023–24 Form from Step 4. The survey will be open for submissions beginning Monday, March 20, 2023, and will be located on the [Instructional Materials website](#).

Additional Supports

- The TEA will be hosting a webinar to review the TEKS Certification 2023–24 Process on *Monday, March 20, at 2:00 p.m. CDT*. You can find the registration link [here](#).
- The TEA will host office hours on *Tuesday, March 28, at 11:00 a.m. CDT*. Registration link for office hours can be found [here](#).
- For questions about the TEKS Certification 2023–24 form, survey, or process, please submit a [Help Desk ticket](#).

Review Terminology

Additional Supports

- **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 1 or core materials): Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

About the Qualtrics Survey

Within the Qualtrics survey, you will be given a list of commonly known publishers and products. Should your district use a district-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

TEKS Certification 2023–24 Form

Background Information

QUESTION 1.0: Name of person completing this form

Kristi Rhone

QUESTION 1.1: Your email address

krhone@c-isd.com

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

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

LEA Information

QUESTION 2.0: Region #

Region 11

QUESTION 2.1: District or Charter Name and County District Number

Cleburne ISD, 126903

QUESTION 2.2: Superintendent's Name

Coby Kirkpatrick

QUESTION 2.3: Superintendent's email address

ckirkpatrick@c-isd.com

QUESTION 2.4: School board president's or governing body's name

Elizabeth Childress

QUESTION 2.5: School board president's or governing body's email address

c.elizabeth@c-isd.com

QUESTION 2.6: Date of the school board meeting at which the TEKS Certification Form was presented and approved

8/21/23

Reading Language Arts TEKS Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0: Do you manage the scope and sequence of your reading language arts content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the reading language arts content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
QUESTION 3.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K–5 English RLA TEKS**? (This includes teacher- or LEA-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** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 English RLA full- subject publisher/ product used:

HMH Into Reading

Grades 3–5 English RLA full- subject publisher/ product used:

3rd: HMH Into Reading

4th – 5th: ARC Core

QUESTION 5.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 English RLA supplemental publisher/ product used:

Heggerty Phonemic Awareness

Grades 3–5 English RLA supplemental publisher/ product used:

Steinhouse Patterns of Power

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K-5 Spanish RLA TEKS**? (This includes teacher- or LEA-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** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 Spanish RLA full- subject publisher/ product used:

HMH Into Reading

Grades 3–5 Spanish RLA full- subject publisher/ product used:

HMH Into Reading

4th – 5th: ARC Core

QUESTION 7.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 Spanish RLA supplemental publisher/ product used:

Heggerty Phonemic Awareness en espanol

Steinhouse Patterns of Power en espanol

Grades 3–5 Spanish RLA supplemental publisher/ product used:

HMH Phonics & Grammar en espanol

Steinhouse Patterns of Power en espanol

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0: For school year 2023–24 will your LEA make materials available for use that cover 100% of the **English 6-8 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 English RLA full- subject publisher/ product used:

McGraw Hill Study Sync

QUESTION 9.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 English RLA supplemental publisher/ product used:

Steinhouse Patterns of Power

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0 For school year 2023-24 will your LEA make materials available for use that cover 100% of the **English 9-12 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0 Share the full-**subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 English RLA full- subject publisher/ product used:

Perfection Learning

QUESTION 11.1 Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 English RLA supplemental publisher/ product used:

NA

Mathematics TEKS Certification

QUESTION 12.0: Do you manage the scope and sequence of your mathematics content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the mathematics content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 12.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0: For school year 2023-24 will your LEA make materials available for use that cover 100% of the **K–5 Mathematics TEKS**? (This includes teacher- or LEA-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** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K–5 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–5 Mathematics full- subject publisher/ product used:

Setemscopes Math – Accelerate Learning & Eureka Math

QUESTION 14.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–5 Mathematics supplemental publisher/ product used:

Hand2Mind Kits

TEKS AIRR

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0 For school year 2023-24 will your district make materials available for use that cover 100% of the **6-8 Mathematics TEKS**? (This includes teacher- or LEA-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** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Mathematics full- subject publisher/ product used:

Stemscopes Math & Carnegie Learning

QUESTION 16.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6–8 Mathematics supplemental publisher/ product used:

InsHand2Mind Kits

TEKSing Toward STAAR

Mathematics 9-12 TEKS Coverage Certification

QUESTION 17.0: For School Year 2023-24 will your LEA make materials available for use that cover 100% of the **9-12 Mathematics TEKS**? (This includes teacher- or LEA-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 18.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9-12 Mathematics full- subject publisher/ product used:

Algebra I – Agile Minds

Algebra I – Stemsscopes Math

Algebra 2 & Geometry – Carnegie Learning

QUESTION 18.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 Mathematics supplemental publisher/ product used:

TEKS Companion Guide – Cosenza & Associates for Algebra 1

Social Studies TEKS Certification

QUESTION 19.0: Do you manage the scope and sequence of your social studies content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the social studies content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 19.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0: For school year 2023-24 will your LEA make materials available that cover 100% of the Grades K–5 Social Studies TEKS? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Social Studies K-5 Instructional Materials

QUESTION 21.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Studies full- subject publisher/ product used:

K – 4th – Studies Weekly
5th – Savvas, My World worktext & EasyBridge online

QUESTION 21.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Social Studies supplemental publisher/ product used:

NA

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Social Studies 6-8 Instructional Materials

QUESTION 23.0: Select **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Social Studies full- subject publisher/ product used:

6th – 7th – McGraw Hill classroom text, ConnectEd online

8th – McGraw Hill

QUESTION 23.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Social Studies supplemental publisher/ product used:

NA

Social Studies 9-12 TEKS Coverage Certification

QUESTION 24.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials.)

Yes

No

Social Studies 9-12 Instructional Materials

QUESTION 25.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 Social Studies full- subject publisher/ product used:

9th – World Geography – McGraw Hill a & ConnectEd online

10th – 12th – McGraw Hill

QUESTION 25.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band

Grades 9 - 12 Social Studies supplemental publisher/ product used:

NA

Science TEKS Certification

QUESTION 26.0: Do you manage the scope and sequence of your science content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the science content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use TEKS Resource System (TRS) scope and sequence	N/A
Question 26.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.2:	3rd – 5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.3:	6th – 8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.4:	9th – 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **K–5 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Science K-5 Instructional Materials

QUESTION 28.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Science full- subject publisher/ product used:

Stemscopes Science – Accelerate Learning & Discovery Education

QUESTION 28.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Science supplemental publisher/ product used:

Legends of Learning
Science Penguin

Science 6-8 TEKS Coverage Certification

QUESTION 29.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 6-8 Instructional Materials

QUESTION 30.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6 - 8 Science full- subject publisher/ product used:

Stemscopes Science
Discovery Education
Science Fusion from HMH

QUESTION 30.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6 - 8 Science supplemental publisher/ product used:

Legends of Learning

Kesler Science

Science 9-12 TEKS Coverage Certification

QUESTION 31.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Science TEKS**? (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 32.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 – 12 Science full- subject publisher/ product used:

Earth & Space: Spaulding Namowitz

Biology: Stemsopes

IPC, Chemistry, Biology, Physics: McGraw Hill

QUESTION 32.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9 - 12 Science supplemental publisher/ product used:

NA

Phonics Informational Questions

QUESTION 33.0 Share the full-**subject** publisher/ product that teachers in your district will use regularly (once a week or more, on average) for Grades **K-3 Phonics RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-3 Phonics RLA full- subject publisher/ product used:

HMH Into Reading

Children's Internet Protection

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).

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).?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0 Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?*

Yes

No

QUESTION 35.1 If **"Yes"** is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- Math

QUESTION 36.0 **How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)***

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

QUESTION 37.0

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

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input style="width: 300px; height: 20px;" type="text" value="Insert here"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input style="width: 300px; height: 20px;" type="text" value="Insert here"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input style="width: 300px; height: 20px;" type="text" value="Insert here"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[TEKS Certification and Allotment Survey Ratification \[Printed and uploaded PDF\]](#)

In accordance with Texas Education Code [§31.04](#), 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).

Other Certified Subject Areas:

Please select each subject in the required curriculum below for which your LEA provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

126903

District or Charter Name:

Cleburne ISD

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

8/21/23

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, LEAs will submit this page of the TEKS Certification 2023–24 Form to the TEA through an electronic [TEKS Certification 2023–24 Survey](#). The survey is also available on the [TEA State-Adopted Instructional Materials webpage](#).



BOARD OF TRUSTEES ACTION ITEM

TITLE: Proposal of Cleburne ISD – Hill College 23-24 Tax Rate
FROM: Sarah Taylor, CFO
DATE: August 21, 2023

BACKGROUND

Public school districts are required to set the tax rate for community college districts. Therefore, the Cleburne ISD Board of Trustees must first propose a tax rate for Hill College and discuss a date to conduct the public hearing and adopt a tax rate. The public hearing and tax rate adoption have been held at the September board meeting for the past few years.

2022 Tax Rate:	\$.049847/\$100
2023 No-New-Revenue Tax Rate:	\$.043252/\$100
2023 Voter-Approval Tax Rate:	\$.047046/\$100
2023 Proposed Tax Rate:	\$.047046/\$100

Hill College is requesting to set the tax rate at \$.047046/\$100 for the 2023-2024 school year.

RECOMMENDATION

The Administration recommends the Board propose a property tax rate of \$.047046 for Hill College.



BOARD OF TRUSTEES ACTION ITEM

TITLE: New Xerox Machines
FROM: Sarah Taylor, CFO
DATE: August 21, 2023

BACKGROUND

We currently have 16 copiers that are up for lease renewal across the district. Additionally, there is a need for another copier machine at Coleman Elementary. This brings the total to 17 new leases with Xerox for the District for the 2023-2024 school year.

CONSIDERATION

We are requesting 17 new leases for Xerox machines across the district. We will be replacing 4 machines at the High School, 1 at Central Office, 3 at Coleman Elementary and adding 1, 1 at the Maintenance Facility, 3 at Marti Elementary and 4 at Wheat Middle School. We will be using the Omnia Partners Cooperative Purchasing agreement.

RECOMMENDATION

We respectfully request the Board to approve the new leases for 17 copiers at an annual lease cost of \$59,248.68.

2023 Xerox Machine Renewal				
Location	Old Machine Monthly	Old Annual Total	New Machine Monthly	New Annual Total
Central Office	154.57	1,854.84	127.49	1,529.88
Coleman	68.81	12,084.12	107.62	9,673.44
	176.49		233.26	
	<u>761.71</u>		232.62	
	1,007.01		<u>232.62</u>	
			806.12	
Maintenance	128.16	1,537.92	129.20	1,550.40
CHS	774.02	21,652.32	756.66	21,448.68
	774.02		756.66	
	128.16		134.54	
	<u>128.16</u>		<u>139.53</u>	
	1,804.36		1,787.39	
Wheat MS	200.79	9,637.92	253.43	12,044.64
	200.79		253.43	
	200.79		253.43	
	<u>200.79</u>		<u>243.43</u>	
	803.16		1,003.72	
Marti	68.81	12,084.12	76.55	12,881.64
	176.49		233.26	
	<u>761.71</u>		<u>763.66</u>	
	1,007.01		1,073.47	
Annual Total		58,851.24		59,128.68



BOARD OF TRUSTEES ACTION ITEM

TITLE: Consider Approval of Frontline Education Renewal
for the 2023-2024 School Year

DATE: August 21, 2023

BACKGROUND:

The Cleburne Independent School District (CISD) uses Frontline Education products in the Human Resources, Special Education, Student Services, Business, and Technology departments. Frontline Education is school administration software that helps proactively manage the District's people and processes.

Frontline provides four components to assist the **Human Resources** department and the District:

- Recruiting & Hiring,
- Absence & Substitute Management,
- Time & Attendance, and
- Frontline Central.

Recruiting & Hiring includes applicant tracking and new hire onboarding. Absence & Substitute Management includes management of absences and substitutes. Time & Attendance includes electronic timesheets and payroll accuracy/compliance. Frontline Central includes management of employee-related forms (i.e. contract renewals), records, and information.

Frontline provides one component to assist the **Special Education** department and the District:

- eStar Series IEP Special Education Management System

The Frontline eStar Series Special Education Management System provides linkage to our current student information system, Skyward. Special education is an ever-changing field that requires on-going updates to forms and procedures as changes in the law occur. The Frontline eStar Series provides the necessary changes to forms that meet the state and federal requirements along with district customization. The Frontline eStar Series provides unlimited reporting capability for current data, as well as archived data. This is extremely helpful when collecting data that is required by the state or federal government.

Frontline provides one component to assist the **Student Services** department and the District:

- eStar Series RtI Management System

The Frontline eStar Series RtI Management System provides linkage to our current student information system, Skyward. RtI/504 requires input and updates from multiple stakeholders. Forms and procedures require ongoing changes and updates. The Frontline eStar Series RtI Management System allows all stakeholders to access and update individual student records. Additionally, reports and data collection necessary for federal compliance is easily accessible.

Frontline provides one component to assist the **Business** and **Technology** departments and the District:

- Asset Management System

The Frontline Asset Management System streamlines our 1:1 distribution process. It can digitally capture receipt signatures and email a copy at the time of device check-out to increase accountability and reduce asset loss.

It simplifies the audit process, and expands visibility and oversight to know device site location down to the room number. Physical inventory can be done 20% faster with RFID by simultaneously scanning items, even when they are out of sight or hard to reach. Asset Management helps with budgeting and forecasting for the future by maintaining a big-picture view of the district's assets.

CONSIDERATIONS:

Frontline Education renewal costs for **Human Resources** are as follows:

- Applicant Tracking: \$11,595.27
 - Recruiting & Hiring
- Absence & Time Solution: \$28,751.29
 - Absence & Substitute Management
 - Time & Attendance
- Frontline Central Solution: \$7,979.53

CISD Human Resources is requesting approval of the annual renewal purchase of Frontline Education in the amount of \$48,326.09.

Frontline Education renewal costs for **Special Education** are as follows:

- eStar Series IEP Special Education Management System: \$25,271.34

CISD Special Education is requesting approval of the annual renewal purchase of Frontline Education in the amount of \$25,271.34.

Frontline Education renewal costs for **Student Services** are as follows:

- eStar Series RtI Management System: \$6,022.06

CISD Student Services is requesting approval of the annual renewal purchase of Frontline Education in the amount of \$6,022.06.

Frontline Education renewal costs for **Business and Technology** are as follows:

- Asset Management System: \$13,072.25

CISD Business and Technology departments are requesting approval of the annual renewal purchase of Frontline Education in the amount of \$13,072.25.

2-YEAR COST COMPARISON

Frontline Application	2022-2023 School Year Cost	2023-2024 School Year Cost
Applicant Tracking	\$10,786.30	\$11,595.27
Absence & Time	\$26,745.39	\$28,751.29
Central	\$ 7,422.82	\$ 7,979.53
IEP-estar	\$23,508.22	\$25,271.34
RTI (MTSS)-estar	\$ 5,601.92	\$ 6,022.06
Asset Management	\$12,160.23	\$13,072.25
TOTAL	\$86,224.88	\$92,691.74

The Frontline Platform total is an increase of \$6,466.86 for the 2023-2024 school year.

RECOMMENDATIONS:

The CISD Administration recommends the Frontline Education renewal purchase in the amount of \$92,691.74.

Frontline Education Renewal Notice

Attn: Cleburne Independent School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request.

Below you will find information about the renewal of your subscription(s) that renew on 9/01/2023. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Absence & Time Solution	9/01/2023	8/31/2024	1	\$28,751.29	\$28,751.29
Frontline Central Solution	9/01/2023	8/31/2024	1	\$7,979.53	\$7,979.53
Asset Management Solution	9/01/2023	8/31/2024	1	\$13,072.25	\$13,072.25
Applicant Tracking with Proactive Recruiting, unlimited usage for internal employees	9/01/2023	8/31/2024	1	\$11,595.27	\$11,595.27
Total					\$61,398.34

Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.

Need assistance? You can reach us by calling Daniel Alvisi at (484) 328-4598 or by emailing us at renewals@frontlineed.com.



Laura Hughes
Director, Client Retention and Renewals

Frontline Education Renewal Notice

Attn: Cleburne Independent School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request.

Below you will find information about the renewal of your subscription(s) that renew on 9/01/2023. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
RTI - eStar, unlimited usage for internal employees	9/01/2023	8/31/2024	1	\$6,022.06	\$6,022.06
IEP - eStar v5, unlimited usage for internal employees	9/01/2023	8/31/2024	1	\$25,271.34	\$25,271.34
Total					\$31,293.40

Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.

Need assistance? You can reach us by calling Daniel Alvisi at (484) 328-4598 or by emailing us at renewals@frontlineed.com.



Laura Hughes
Director, Client Retention and Renewals



BOARD OF TRUSTEES ACTION ITEM

TITLE: Paid Media Expenditure and Consulting for Marketing & PR Initiatives

FROM: Allison Rodden, Marketing & Multimedia Coordinator

DATE: August 21, 2023

BACKGROUND

CISD completed the second year of paid digital marketing. Following the marketing plan, CISD increased reach, told the district's story, engaged the community, raised employee recruitment, and promoted student enrollment. CISD continued interactions in the strong foothold the digital landscaped as they increased public awareness that was established in year one.

CONSIDERATION

CISD inserted itself into the paid media landscape, both social and search, showing solid results. These platforms included Google Search, Meta (including Facebook and Instagram), and LinkedIn. Content creation is the driving force behind the marketing initiatives within the plan. However, the strategy around releasing it and its delivery is just as important. Working with a media consulting team has and will continue to help the district achieve its goals.

RECOMMENDATION

The CISD administration recommends the purchase of advertisements, media planning, and consulting for \$60,491.20.

Craig Group's yearly proposal came to be \$54,992 but we felt a 10% buffer needed to be included in the requested amount for potential ventures the new school year may bring.



CRAIG GROUP

2023-2024 Statement of Work

Cleburne ISD

Request

The primary objective of this project is to provide paid digital media strategy, planning and execution for Cleburne ISD in support of their marketing initiatives.

Scope

Craig Group will research the most effective paid media options for the Cleburne ISD zip codes and make media strategy and budget recommendations to maximize reach and meet KPI goals. Once the plan is approved, Craig Group will plan and execute the paid media plan.

Media Markets- Zip codes

At paid media budget level of \$1950 per month, we recommend focusing on high priority zip codes

High priority

76031

76033

76058

76093

76059

76044

Lower Priority

76036

76050

76009

76028

76063

Services/Deliverables

Research

- Detailed search of digital inventory/options for the targeted zip codes across paid social and paid search channels



CRAIG GROUP

- Identification of reach and budget potential across highest performing channels
- Development and analysis of Cleburne ISD paid media strategy and budget recommendation in support of marketing initiatives.

Media Strategy and Planning- including digital media

- Supply of detailed media plans and any updates or amendments to those plans (as required)
- Identification and selection of channels and setting relevant goals per channel
- Budget setting, analysis and justification
- Providing regular insights, market updates, training and know how sharing on topics relevant to Advertiser's media planning including upcoming trends and developments
- Cooperating fully with Advertiser strategic partners (e.g. Google, Facebook, Twitter, etc.) and third party technology providers (e.g. Data Management Platforms or Demand Side Platforms)
- Working in full collaboration with other agencies or in house team as instructed by Advertiser (at Advertiser's request)

Media Buying-including digital media

- General account management of full media buying service
- Negotiation of agreements and placing of orders with Media Owners (including negotiation of optimized rebates/discounts and payment terms)
- Campaign optimization
- Monitoring of placements and compliance with agreements by Media Owners (e.g. ensuring that placements reflect the relevant orders and invoices, Advertiser guidelines have been followed, etc.)
- Pre- and post-campaign analysis and reporting. Media Placement reporting should include at minimum (where relevant):
 - Webpage (URL) placement of all impressions, and instances of non-approved placements (whitelist/blacklist).
 - Performance versus all agreed target metrics (for example audience, CPM, click-through rates).
 - Declaration of all audience extension/sourced traffic unless otherwise agreed.



CRAIG GROUP

- Reporting of underperformance of trades based on viewable impressions, with associated compensation methodology.
- Completion rates for all online video.
- Actual net cost of all placements by Media Owner/site and format, in aggregated and individual form.
- Click-through rates or other agreed metrics by Media Owner/site and format.
- Online audience measurement through third party tools, such as Nielsen OCR
- Cooperating fully with Advertiser strategic partners (e.g. Google, Facebook, Twitter, etc.) and third party technology providers (e.g. Data Management Platforms or Demand Side Platforms)
- Working in full collaboration with other agencies instructed by Advertiser (at Advertiser's request)

Measurement and Analytics

- Landing page pixel placement
- Tag management of all tracking pixels
- Q/A tracking tags
- Consultative support on landing page content, CTAs and best practices
- Custom dashboard build-out including all paid media channels
- Monthly check-in on client status
- Monthly optimization report
- Monthly performance report
- Ad-Hoc analytics requests



CRAIG GROUP

Fees and Expenses

Annual engagement – Launching July 1, 2023, upon which the prior statement of work ends.

Media

- Estimated at \$1,950 per month paid search and social
- 2-month LinkedIn campaign \$2,160 per month (*this is part of the 8 month campaign outlined last year, not in addition to*)
- Plus 10% Media Commission

Management Fee

- \$2,000 monthly management fee
- \$250 monthly management for LinkedIn for two months

Total Annual Media Costs and Management Fees - \$54,992

Advertiser Materials

Advertiser will provide agency with:

Any current advertising contracts in market

Any change in access to Facebook Business Manager, Google Analytics and Ads (if necessary) accounts and any other reporting platforms (if applicable)

Access to current ad server, if any

Approval of buying guidelines if any changes from prior year

Approved creative assets including videos and any other approved ads

Authorized Agency Approver

Summer Craig

Tricia Eaton

Authorized Advertiser Approver

Allison Rodden

Lisa Magers



CRAIG GROUP

Monthly Breakout:

Month	Total
July 2023	\$6,771
August 2023	\$6,771
September 2023	\$4,145
October 2023	\$4,145
November 2023	\$4,145
December 2023	\$4,145
January 2024	\$4,145
February 2024	\$4,145
March 2024	\$4,145
April 2024	\$4,145
May 2024	\$4,145
June 2024	\$4,145
	\$54,992

Proposal Cost Comparison

During the period 8/15/2021 - 5/31/2022 the district spent approximately \$22,000 with Craig Group. Examining the same historical period the district would have spent approximately \$81,000 with Datum a \$59,000 increase.

Google Ads

Company	Cost per 1000 Impressions
Craig Group	\$93.08
DATUM	\$12.08

Facebook Ads

Company	Cost per 1000 Impressions
Craig Group	\$6.60
DATUM	\$46.64

Historical Expenditure Comparison

8/15/2021 - 5/31/2022

Craig Group Compared to Datum Expenditures

Google Ads Impressions: 116,311

Facebook Impressions: 1,721,687

Company	Cost
Craig Group	\$10,826.23
Datum	\$1,405.04

Company	Cost
Craig Group	\$11,363.13
Datum	\$80,299.48

Craig Group	
Google Ads	\$10,826.23
Facebook Ads	\$11,363.13
Total	\$22,189.36

Datum	
Google Ad:	\$1,405.04
Facebook /	\$80,299.48
Total	\$81,704.52

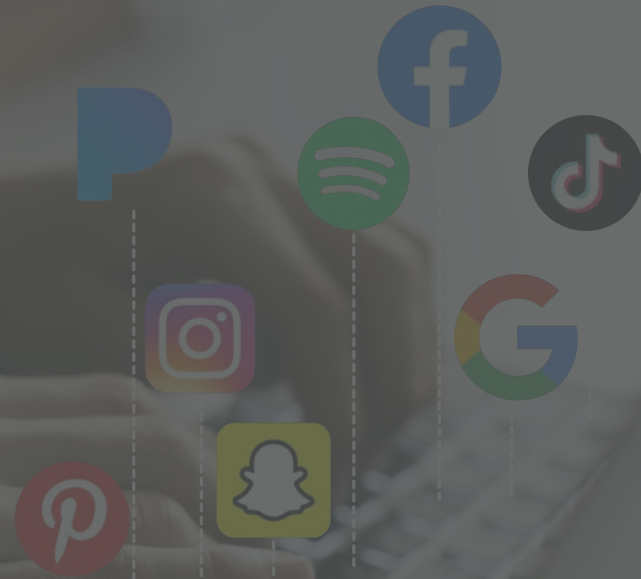
Datum	\$81,704.52
Craig Group	\$22,189.36
Difference	\$59,515.16



CRAIG GROUP

Media for Institutional Growth

Cleburne ISD 9/9/22



Case Study- Katy ISD 2021 Bond Issue

Targeting taxpayers with an educational message via paid search and social media – first time for the ISD to place paid digital ads

Launch Strategies

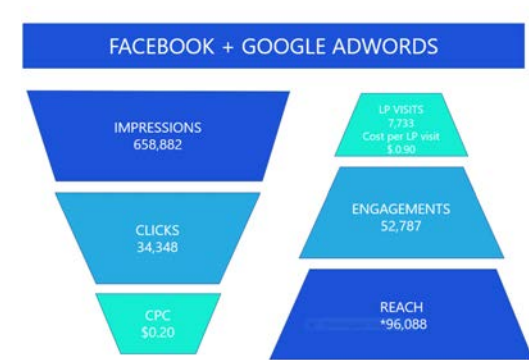
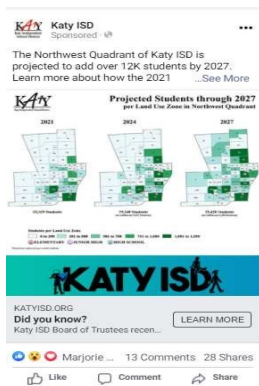
- Determined and sized target market in the correct zip codes
- Chose Paid Search and Social Media ▶ Conducted Keyword research and audience building for geo-targeted Facebook advertising
- Optimized the landing page
- Advised on creative- Video Assets to tell the story from the board members

Optimizations

- Determined the top converting ad units in Facebook and reallocated budget
- Optimized bids in search based on cost per click and conversions

Results

- Bond Passed!



Grow Your Business



Why digital?

COVID-19 Imperative

In a COVID world, companies do not have a choice, they must cut media and agency costs and increase sales to digital consumers



customers are doing research online before they reach out to a company.



of customers aren't sure what brand they will buy when they begin looking for information online.



of people are more favorable to brands that provide information along every stage of their journey.

What are common mistakes made in digital marketing



No Return On Investment measurement



Focus on impressions and clicks and not conversions/revenue growth.



Set it and forget it



Tactics without strategy



Lack of fee transparency



Agile, innovative solutions for your business growth



Strategy Consulting



- › Review current state of digital marketing efforts including a deep dive in Google AdWords, Google analytics and Ad Server data
- › We identify gaps between what is in place and what's necessary for future growth
- › We create marketing and digital operating models, organizational structures and process flows
- › Then, we design the marketing plan, media and technology partner recommendations necessary for success

Media Execution



- › We co-manage media strategy, planning, buying and operations with clients and brands
- › Fully integrated digital services to achieve greater cost transparency, data integration and audience-driven campaigns
- › Digital natives, with expertise in traditional media planning and buying
- › Local media orchestration that scales customers
- › Operations and executional excellence in Paid Search (SEM), SEO, Paid Social, Programmatic media, Streaming, OTT, Local spot, OOH, Print, and CRM

What is different about Craig Group?

A-Team talent



Tenured, proven marketing leaders. Our clients pay for our expertise and counsel, not ping pong tables in splashy offices

No #ageism here

Profitability is our media KPI



Who cares about impressions and clicks if you aren't meeting sales goals? We build and help you sell in media strategies that get approved

Budget accountability

Flexible Model



Custom built scope with a bespoke talent roster. Flat fee or commission or performance based? Yes, yes and yes

Only pay for what you need

Data insight not data analytics



Anyone can build a media dashboard. It takes experience to build C-Suite reporting that creates value

Transparency, not a shell game



Tag Manager All accounts > Craig Group Search workspace

Workspace Versions Admin

Add Conversion Linker – Configure a new Conversion Linker tag to improve ad click collection for your Google Ads tags. Learn More

CURRENT WORKSPACE

Default > New Tag

Now Editing
Default Workspace

Live Version
Version 2

Published 4 hours ago
by libby@craigmarketinggroup.com

Workspace Changes

0	8	0
Modified	Added	Deleted

Manage workspaces

Latest Version
Version 2
Modified 4 hours ago
by libby@craigmarketinggroup.com

Latest version



Offerings

Media Strategy and Planning

Determine the correct channel mix



We can quickly jump into your digital marketing strategies, complete research, recommend KPIs, and set omni-channel budgets.

We then identify high value audiences and provide a comprehensive and channel agnostic plan to reach your KPIs.



Media Buying

Execution is key to your media buy



01

We believe that all media is digital and there is no longer a separation from what used to be called 'traditional.'



02

We know multi-location local. 20+ years in management of local market media execution including Gulf States Toyota, GM, Doggett Industries, Whataburger and more



03

Craig Group provides data-driven solutions across programmatic display, paid social, paid search, native, streaming video, audio, connected TV, mobile, digital OOH, Addressable TV, and emerging channels



04

Fully transparent pricing



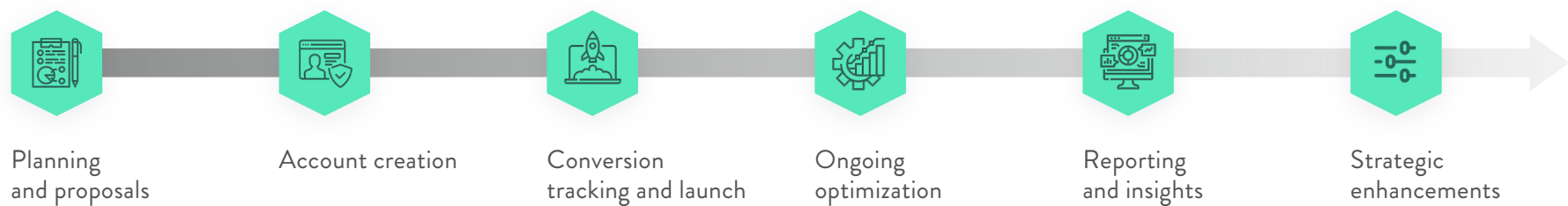
Paid Search

Get Found with Paid Search/Benefits to Your Business

Utilize Google's full suite of products including image search, Google display and YouTube search

- › Spend more efficiently by only paying when customers engage with your ad.
- › Optimize continually on cost per click and cost per lead, focus on conversions/lead generation rather than just impressions.
- › Connect with highly engaged audiences looking for your brand or product category.
- › Implement campaign strategies and keywords by product line/division and geographies that are proven to convert.
- › Utilize Advanced Audience Targeting on for bid modifications.
- › Launch RLSA Campaigns by product line to target users who have expressed interest in your company but have continued searching on competitor keywords.

With Full-Service Search Execution



Paid Social

Paid Social engagement for your custom audience



01

Determine your optimal buyer personas and then implement paid social ads targeted at your most profitable audiences



02

Focus on KPIs that drive Cleburne ISD goals. Awareness to leads, customized to specific needs of the district.



03

Optimize continually via A/B creative testing and reallocation of budget to highest converting campaigns.



04

Extend your CRM audiences to social

LinkedIn

Recruitment Support



Engage LinkedIn for CISD Recruitment efforts. Targeted digital ads that can be customized to the user and job.

Targeting allows ads to go to specific candidates based on qualifications and skills necessary for positions being filled.



Custom ROI Dashboard



Customizable Dashboard

- Import custom KPIs
- Direct client log-in

Customer Journey

IMPRESSIONS	CLICKS	CONVERSIONS	GOALS	VISITORS	SESSIONS
4,231,619	48,318	62	2,285	39,549	57,383

2.15%	CTR 0.03% ▲	\$216.70	Cost/Conv. \$78.77 ▲	92.89%	Bounce Rate 0.73% ▲	66.05%	% New Sessions -3.80% ▼	4.11%	Goals Conversion Rate -0.54% ▼
-------	----------------	----------	-------------------------	--------	------------------------	--------	----------------------------	-------	-----------------------------------

ROI Projections

754 Total Leads	×	0.50 Lead to Service Call Ratio	377 Projected Jobs	×	\$150.00 Avg. Transaction Value	\$56,550.00 Projected Revenue	/	\$15,693.57 Total Investment	=	360.34% Expected ROI
		= 377 Projected Jobs		= \$56,550.00 Projected Revenue				= 360.34% Expected ROI		

Executive Summary KPIs

Leads	Amount of Leads generated	Average Cost Lead	Total Spend / Leads
3 Total Calls	+ 751 Total Web Forms	\$15,693.57 Total Spend	/ 754 Leads
= 754 Total Leads		= \$20.81 Average Cost per Lead	



Tag Manager All accounts > Craig Group Search workspace

Workspace Versions Admin

Add Conversion Linker – Configure a new Conversion Linker tag to improve ad click collection for your Google Ads tags. Learn More

CURRENT WORKSPACE

Default > New Tag

Now Editing Default Workspace

Live Version Version 2

Published 4 hours ago by libby@craigmarketinggroup.com

Workspace Changes

0	8	0
Modified	Added	Deleted

Manage workspaces

Latest Version Version 2 Modified 4 hours ago by libby@craigmarketinggroup.com

Latest version



Digital Media Plan

22-23 Search & Social Media Priorities

Paid Social engagement for your custom audience



01

ADVOCACY & EQUITY

Goal 1: Increase community advocacy and brand equity around CISD and upcoming growth



02

GROW PRE-K ATTENDANCE

Goal 2: Grow CISD Pre- K Enrollment & Awareness



03

RECRUIT NEW TALENT

Goal 3: Recruit new talent into CISD



04

INCREASE CTE PROGRAM AWARENESS

Goal 4: Attract awareness of CISD's CTE program

Key Performance Indicators

Metrics used to measure your success



01

Increased site activity to C-ISD.com



02

Increased clicks and site activity to “About Us” page on C-ISD.com



03

Increased social media engagement with Cleburne ISD owned social media pages



04

Increased clicks & activity on C-ISD.org “Join Our Team” pages



Media Schedule

Q1 & Q2 2023
Subject to Change



Phase 1: August 1st – September 5th

- Advocacy & Awareness
- Recruitment – increase Substitute focus
- Pre-K



Phase 2 – September 6th – December 31st

- Advocacy & Awareness
- Recruitment – increase Substitute focus
- CTE



Phase 3: January 1st – March 31st

- Advocacy & Awareness
- Recruitment – New Teacher focus
- CTE



Phase 4: April 1st – July 31st

- New Student Enrollment
- Pre-K

MEDIA & CREATIVE FLIGHT SCHEDULE



2022-2023	AUG	SEP	OCT	NOV	DEC
CLEBURNE ISD DIGITAL PAID MEDIA	8/1 8/8 8/15 8/22 8/29	9/5 9/12 9/19 9/26 10/3	10/10 10/17 10/24 10/31	11/7 11/14 11/21 11/28	12/5 12/12 12/19
MESSAGING					
Advocacy & Awareness	Update through Campaign new Creative				
Recruitment	Focus on Subs				
Pre-K	Ends				
CTE	Launch 9/6 New Creative for specific programs				
New Student Enrollment					
PLANNED SPEND:					
	AUG	SEP	OCT	NOV	DEC
SEARCH	\$975	\$975	\$975	\$975	\$975
FACEBOOK	\$975	\$975	\$975	\$975	\$975
LINKEDIN - Recruitment Only	\$0	\$0	\$0	\$0	\$0
TOTAL: \$24,300:	\$1,950	\$1,950	\$1,950	\$1,950	\$1,950



MEDIA & CREATIVE FLIGHT SCHEDULE



2022-2023	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	JUL 2023	Aug 2022- July 2023 Total
CLEBURNE ISD DIGITAL PAID MEDIA	12/26; 1/2; 1/9; 1/16; 1/23; 1/30; 2/6; 2/13; 2/20; 2/27; 3/6; 3/13; 3/20; 3/27; 4/3; 4/10; 4/17; 4/24; 5/1; 5/8; 5/15; 5/22; 5/29; 6/5; 6/12; 6/19; 6/26; 7/3; 7/10; 7/17; 7/24							
	Jan-Aug to be finalized by Nov							
MESSAGING								
Advocacy & Awareness	Teachers (including Bilingual)							
Recruitment	Teachers (including Bilingual)							
Pre-K								
CTE								
New Student Enrollment								
PLANNED SPEND								
	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	JUL 2023	
SEARCH	\$975	\$975	\$975	\$975	\$975	\$975	\$975	\$11,700
FACEBOOK	\$975	\$975	\$975	\$975	\$975	\$975	\$975	\$11,700
LINKEDIN - Recruitment Only	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160	\$15,120
TOTAL: \$24,300	\$4,110	\$4,110	\$4,110	\$4,110	\$4,110	\$4,110	\$4,110	\$38,520



3 YEAR VIEW



3 Year View	2022						2023						2024						2025									
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL			
CLEBURNE ISD DIGITAL PAID MEDIA																												
MESSAGING																												
Advocacy & Awareness	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Recruitment	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Pre-K	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
CTE		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
New Student Enrollment			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
SEARCH	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
FACEBOOK	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
LINKEDIN - Recruitment Only							█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█





Keyword & Search Ad Examples

Example Search Ad: Pre - K



Example KWs & KW Phrase

- › Cleburne ISD Pre-K
- › Cleburne ISD Pre-K Class
- › Pre-K near Cleburne TX

Preview

Ad · www.cisd.com

Cleburne ISD | Cleburne Independent School | Cleburne ISD Pre-K

Excellence Happens Here. We Believe High Expectations Foster a High Level of Performance. The Cleburne School District Has a Long & Distinguished Heritage Dating Back to 1884.

About Cleburne Schooling

School Directory

Curriculum & Instruction

Cleburne School Calendar

Example Search Ad: New Student Enrollment



Example KWs & KW Phrase

- › Cleburne, TX
- › Cleburne ISD
- › Cleburne ISD CTE
- › Cleburne ISD Athletics

Preview

Ad · www.cisd.com

Independent School District | TX Independent School District | Cleburne...

Excellence Happens Here. We Believe High Expectations Foster a High Level of Performance. The Cleburne School District Has a Long & Distinguished Heritage Dating Back to 1884.

About Cleburne Schooling

School Directory

Curriculum & Instruction

Cleburne School Calendar

Craig Group Fee Structure

Annual Fees

Media

- Estimated at \$1,950 per month paid search and social
- Additional 8-month LinkedIn campaign \$2,160 per month
- Plus 10% Media Commission

Management Fee

- \$2,000 monthly management fee
- \$250 monthly management for LinkedIn

Total Annual Media Costs and Management Fees - \$70,748



DATUM

**BETTER TOGETHER: DATUM
TECH, INC. & CLEBURNE
SCHOOL DISTRICT: FULL
RANGE OF DIGITAL
ADVERTISING SERVICES
CONVENIENCE CONTRACT
RFP M-22**

September 6, 2022

Submitted To:
Michael Wallace, Executive
Director of Technology for
Cleburne I. S. D.
mwallace@c-isd.com



Section A

Letter of Transmittal



The Cleburne Independent School District

Dear Michael Wallace,

Datum Tech Inc. (Datum) is a full-scale cutting-edge advertisement and microtargeting data company in Austin, TX. Datum's outreach extends into the digital marketing, student recruitment, political, public, interstate travel/mobility, and human resources (recruitment and retention) sectors. Datum builds stronger communities by connecting concise information through the client's lens.

For this RFP, Datum will collaborate with Cleburne Independent School District (the District) to implement an impactful paid digital media strategy development, planning, and execution to support its marketing initiatives which, at minimum, shall include strategic planning, development of collateral, coordination with outside vendors, social media management, presentation and tracking of KPIs and metrics, while exhibiting complementary practice and sustainability for the next three years.

As one of the most impactful mobile-first data firms in the United States, Datum provides clients with thoughtful advice and strategies to reach targeted audiences. Datum built a successful model of strategic public engagement and communications programs for clients across the country. Whether working in a local neighborhood or across the entire United States, Datum provides clients with the insights and actionable intelligence needed to make crucial decisions and reach the next generation of students.

Clients count on Datum to transform situations from high risk into high rewards. Datum's founders continue to develop experience in governmental relations, strategic communications, and market research. These attributes are supported by a dozen hardworking professional staff members.

In addition to the project methodology and full-service digital marketing campaign, Datum leads the United States in cutting-edge data stacks built to reach the most hyper-targeted consumer. As a result, the data platform architecture for our enterprise is highly involved and consists of complex technologies. Datum's Chief Technology Officer, Travis Oliphant, remains at the forefront of the computer science field and is credited as an industry leader in Python, and has authored or led the creation of industry cornerstones such as NumPy, SciPy, Numba, Conda, XND, NumFOCUS, and PyData.

Datum's ability to segment the most challenging populations is the edge that the District needs to ensure every campaign is both fiscally sound and impactful. As marketing evolves, it is ushering away from a simple data set that solves the clients' dilemmas to a solution of many specialized platforms to shape each client's situation and solutions. Datum's proprietary data stacks are behemoth technologies used to augment and improve marketing operations throughout the client's campaign to analyze outreach and drive efficient, personalized customer interaction.

Datum found client success with a comprehensive approach combining efficacious collaboration with cutting-edge technology, in-depth research, and intelligent message delivery to develop winning strategies for government agencies, businesses, and nonprofit organizations.

Lastly, Datum utilizes our own API and proprietary data stacks to ensure a low-cost solution for the client. Datum does not charge administrative fees, mileage, or per diem cost. The client only pays for the media space. Thus, Datum is unrivaled in the public education space.

Thank you for your time and consideration,

Eric Penrod
Vice President
Datum Tech, Inc.
epenrod@datumxy.com

Optimizing Efficiency in Education

Outreach

Awareness

Recruitment

Support

Over the past three years, Datum Tech, Inc., has emerged as a leader in education outreach, awareness, recruitment and support.

Our mobile-first technology allows us to create custom audiences for nearly any outreach campaign. By deploying value-based campaigns, school districts engaged Datum to yield awareness and increase funding.

With Datum, every collaborating district feels energized by its path, place, and potential to improve human resources effectiveness, engage chronically absent or unaccounted students and disseminate awareness.



Uses precision, lot-level parcel data



Mobile devices



Household individuals

Datum uses state of the art digital technology, combined with advanced graphing technology, to help school districts increase educational attainment for all students.

Human Resources Support

Datum can identify and convert the most difficult to fill positions.

From teachers, substitutes, custodial staff, transportation drivers, and nutritional services employees, Datum will locate prospective employees and generate lead forms so the school district have a pipeline of quality employees.

Increased Enrollment and Dropout Recovery

Datum has case studies demonstrating the effectiveness of growing enrollment at every level, which demonstrates:

- increased Pre-Kindergarten;
- increased general student enrollment;
- curbing truancy; and
- identifying and re-engaging unaccounted or missing students

Dissemination of Awareness Campaigns

Datum continues cultivating connections to the school community and the greater community by disseminating awareness stories.

Positive stories are a crucial aspect of a school's brand. In addition, the community connections foster trust and understanding when utilizing unique content with Datum's technology.

Datum's Advantage

With increased scrutiny for targeted advertising and data privacy regulation, Datum thrives by being ethically centered, CCPA/GDPR compliant, and 100% cookie-free/opt-in.

Contact us at info@datumxy.com

DATUM
DATA FOR GOOD



Section B

Company Information



Our Team of Industry Leaders for this Campaign

Our team is our greatest asset. We are public policy operatives, digital marketing experts, and data scientists who are passionate about putting powerful Fortune 500 marketing tools into the hands of clients and advocacy campaigns. Datum's technology is certified as a single source provider as no other company in the United States engages the most difficult-to-reach individuals. A specific approach is needed to succeed with the District's uniqueness and proximity to the DFW Metroplex.

Jim Grace, J.D., Founder & Co-CEO (jgrace@datumxy.com)

Jim Grace possesses a deep knowledge of experience with government and political campaigns at virtually all levels and over 20 years of governmental relations. Before co-founding Datum, Jim was the managing shareholder of Grace & McEwan Consulting, a comprehensive government relations firm he founded with Jennifer McEwan.

Jim holds a J.D., cum laude, from the University of Houston Law Center and a B.A. in History from the University of Notre Dame. In 2007, the day before he turned 40, Jim took a commission in the United States Navy Reserve. In 2011-12 Jim deployed to Afghanistan for nine months. He served as an intelligence officer with a unit that conducted counterinsurgency operations.

Jennifer McEwan, Ph.D., Founder & Co-CEO (jmcewan@datumxy.com)

As a Co-Founder of Datum, Jennifer McEwan is blazing a trail to democratize data. With her experience and a love for data-driven politics, Jennifer founded Datum so groundbreaking, innovative campaign technology can be available to everybody.

Before Datum, Jennifer co-founded Grace & McEwan Consulting, a leading Texas-based government relations firm. Her diverse clients include statewide mobility coalitions, chamber organizations, trade associations, public education, and university coalitions. Before Grace & McEwan, Jennifer served as Senior Policy Director at Greenberg Traurig and Policy Director at Baker Botts. Jennifer has a B.A. in Political Science from Texas A&M University and a Ph.D. in Government from the University of Texas at Austin.

Travis Oliphant, Ph.D., Chief Technology Officer (toliphant@datumxy.com)

Travis Oliphant is a data scientist with 20+ years of experience in OSS scientific computing. Travis is a recognized leader in the Python Data community, having authored or led the creation of industry cornerstones such as NumPy, SciPy, Numba, Conda, XND, NumFOCUS, and PyData.

In addition to his role at Datum, Travis is the founder and director of Anaconda (formerly Continuum), where he established the industry-standard platform for data science and machine learning, founder of NumFOCUS, a non-profit scientific computing foundation, and CEO of Quansight, where data science experts are committed to community-driven open-source projects and ecosystems.

Travis has a Ph.D. in Biomedical Engineering from the Mayo Clinic and B.S. and M.S. degrees in Mathematics and Electrical Engineering from Brigham Young University. Travis was an Assistant Professor of Electrical and Computer Engineering at Brigham Young University from 2001 to 2007. In addition, he directed the BYU Biomedical Imaging Lab and performed research on scanning impedance imaging. He is the author of the textbook Guide To NumPy and associated manuals.

Jeremy Fair, Founder & Chief Operations Officer (jfair@datumxy.com)

Jeremy Fair is a mobile advertising leader with experience directing and producing commercial and GTM strategies and managing multiple teams within mobile advertising businesses and advertising operations.

Jeremy has a superb track record of identifying and implementing new technologies to build products that boost business performance, drive efficiencies and expose new revenue opportunities. Jeremy is a founding member of Datum and multiple sub-companies spanning politics, transportation, and education.

Amy Deadman, Datum Tech, Inc. Comptroller (adeadman@datumxy.com)

Amy Deadman serves as Datum's Comptroller and Financial Director. Amy relies on decades of financial leadership and experience to oversee accounting, reporting, and budgeting. Before joining Datum, Amy worked for the University of Texas Investment Management Company (UTIMCO), El Paso Energy, Merrill Lynch, and most recently as the Chief Financial Officer of a sizeable local healthcare provider. Amy received her BBA from the University of Texas at Austin.

Eric Penrod, Vice President of Datum Technology (epenrod@datumxy.com)

Eric Penrod spent 22 years in public education, working at the highest levels of administration, including overseeing the technology department at three different locations. He was a high school principal, an assistant/deputy superintendent of 46,000 students, and a superintendent. His vast understanding of education policy ensures that Datum remains at the forefront of policy decisions. Eric also provides leadership for the continued development of an innovative, robust, and secure information technology environment throughout the organization.

Matthew Traywick, Director of Product Development (mtraywick@datumxy.com)

Matthew is a long-time digital marketer with a wide breadth of experience in multiple advertising mediums. Currently serving as Director of Product, Matthew uses his knowledge of digital advertising and data to create new go-to-market strategies and products for Datum and acts as a point man for complex technical issues. Before working for Datum, Matthew served as Director of Marketing for a multi-location hearing aid practice and a conversion rate optimization specialist for a significant e-commerce player. His attention to detail and data-first focus has allowed him to bring consistent performance to each of these roles.

Matthew graduated from Trinity University with a B.S. in Marketing and Management. Realizing the need to differentiate his skills amongst the workforce, Matthew attended a digital marketing apprenticeship in San Antonio. This opportunity allowed him to accelerate his career path by rapidly enhancing his work portfolio, getting direct training from industry experts, and equipping him with a myriad of relevant certifications.

Brian Larsen, Director of Machine Learning and Data Analytics (blarsen@datumxy.com)

Brian Larson is an experienced professional data scientist with 22 years of a proven history of addressing business needs with innovative solutions, including custom and novel programming and automation solutions. He has extensive experience extracting data from disparate and challenging sources, analyzing data relationships, and deriving valuable and actionable knowledge and insights.

Brian is an expert in digital forensics and electronic discovery, including collecting, processing, and analyzing large volumes of digital evidence data from a disparate and challenging variety of sources and systems, including computers, servers, mobile, internet-based sites, and accounts. Repeatedly qualified to act as a testifying expert in AI and Machine Learning computations.

Chase Fair, Ad Operations Account Manager (cfair@datumxy.com)

Chase is a mobile advertising account specialist with five years of experience starting, optimizing, and reporting on political and commercial campaigns. He also plays a role in audience creation and optimization. He was an account manager for multiple significant campaigns during the 2020 election cycle.

Additional Information Regarding Datum Tech, Inc.

Official company name

- Datum Tech, Inc.

Home location

- Austin, Texas

Year company was founded

- 2018 (4 years)

Total number of employees in the company and the number of employees at servicing office(s)

- 14

Describe the nature of your organization (e.g., business corporation, not-for-profit corporation, proprietorship, etc.)

- Business Corporation





Section C

Project Approach and
Methodology



UNDERSTANDING OF PROJECT AND METHODOLOGY

The most critical factor in implementing an advertisement and marketing strategy is to ensure the District has clearly defined goals at the onset. Therefore, the vendor and client must be purposeful in communicating a message tied to specific purposes.

Datum will spend the initial two days on-site with local stakeholders to solidify all aspects of the campaign goals. Coupled with in-person strategic planning and the District's other success initiatives, Datum ensures every campaign is focused, drives results, increases communication, and re-engages stakeholders.



DESIGNING AN EFFECTIVE STRATEGIC MARKETING PLAN

The best marketing plans connect efficient target audiences to compelling content through the channels most relevant to the individual. Everything starts with understanding the audiences and their circumstances, guiding decisions, and shaping behavior. Datum utilizes an integrated technology platform and client discovery, including evaluating all existing practices, assets, and research. The process continues with collaboratively defining effective and efficient audiences, content, and placement strategies then tested before being delivered at scale.

DISCOVERY AND TEAM INTEGRATION

Our team starts every project by working closely with clients to identify the specific goals they are trying to achieve. For this project, discovery begins with understanding the District's past and current program efforts and identifying opportunities to expand and improve outreach to various target audiences. Next, discovery explores and evaluates prior and existing advertising content and distribution strategies to identify the District's best practices and potential opportunities. In addition, the collaborative team evaluates each interaction's look, feel, and speed, ensuring a smooth experience that drives engagement and awareness.

The District and Datum examine strategies and propose amplifying or adjusting the messaging and engagement mix, allowing the District to modify engagement strategies or alter the targeting and composition of students and community members. Effective discovery is also the foundation for establishing project management performance and progress metrics and finalizing reporting to the District.

AUDIENCE AND DISTRIBUTION

Datum will collaboratively develop and produce educational branding materials for the District's campaign across several languages (we have 140 different languages) and generationally appropriate audiences. Distribution will include digital and CTV. We will treat all mediums as a conversation where the tone and voice understand the importance of being polite, personable, and positive.

MICRO-TARGETING ACTIONABLE GEOLOCATION DATA

Datum's innovative geo-targeting platform practices the highest digital security standards and always anonymizes demographic data. Datum sorts and labels petabytes of whitelisted information per month to amass a detailed picture of urban, suburban, and rural America. This data permits the District's campaigns to integrate every applicable person and micro-target the specific property boundary in which the individual resides.

Datum's digital strategy maximizes bright phone banners in dynamic and static formats. Datum conducts real-time A/B testing for advertisement optimization. Datum will deliver hyper-tailored messages and surveys to audiences with optimized resolution and placement with multiple touchpoints in collaboration with the District.



Section D

Partial List of Past and Current School Districts, Including Examples of KPI's



Past Effectiveness, Outcomes, and References

Partial List of Public-Facing ReRoll and Marketing Campaigns and References

The entities below are a partial list of Datum clients currently using our services to identify missing students or improve student and human resources recruiting efforts with various public-facing organizations. Datum is currently serving over 100 public awareness campaigns for various public and private clients.

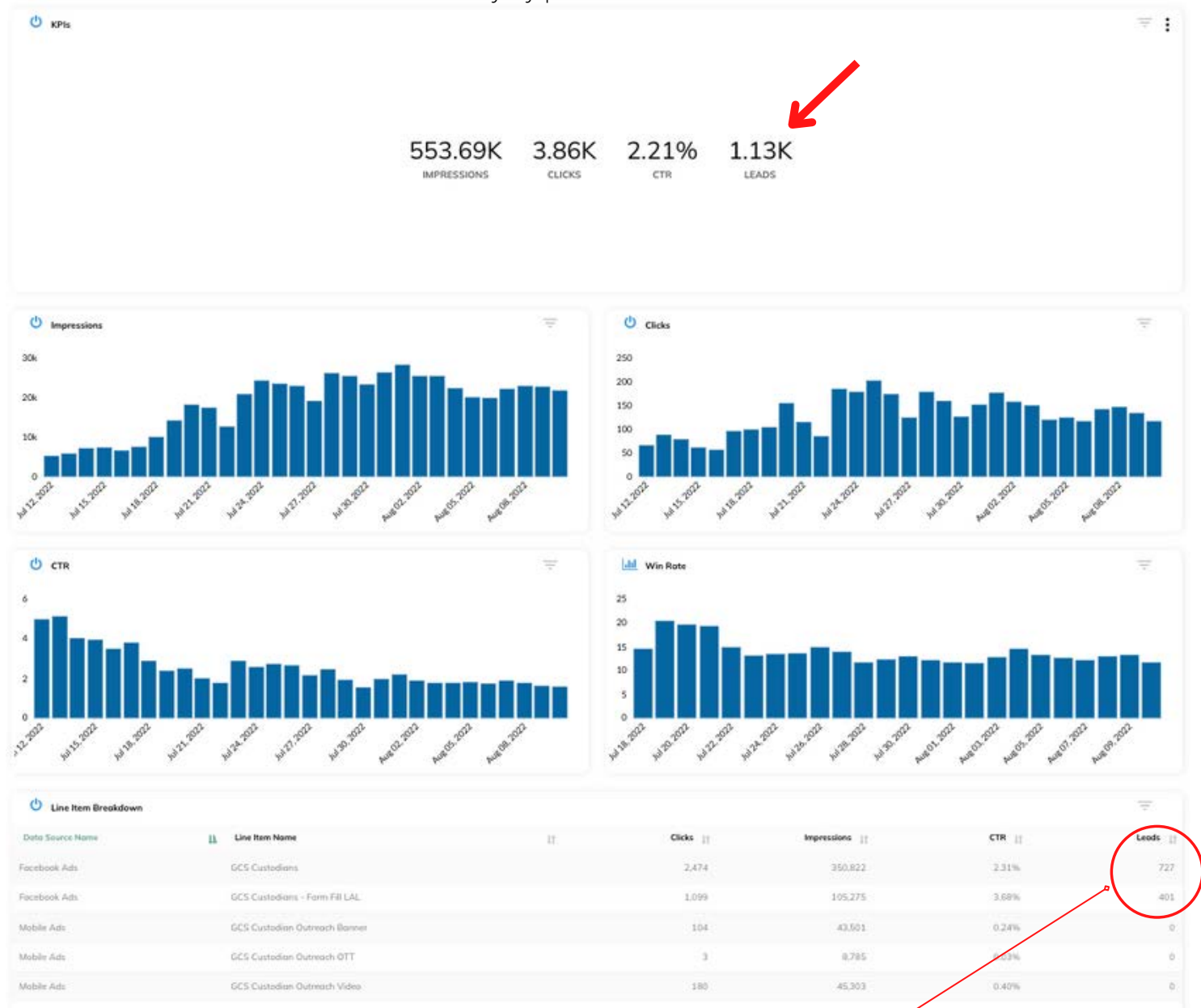


ENERGY MATTHEW'S GROUP



RESEARCH DRIVES DESIGN

As an outcome of the strategic planning, KPIs are developed while the District Engagement Charter is developed. Collaboratively, **the District** and Datum prioritized goals and understanding of specific audiences we wanted to build the campaign around. A screenshot of a current campaign in Guilford County Schools (76,000 students in North Carolina) provides examples of goals and actual metrics. This dashboard is reviewed weekly by personnel from GCS and Datum.



This specific campaign was launched to increase human resources and engage potential custodian employees. In this campaign, GCS is looking to employ 246 custodians to start the school year. In the last 30 days, GCS deployed over half a million impressions, 3,860 clicks, and an incredible 2,21 CTR (.40 is considered a success). More impressive is the 1,130 leads generated and followed up to hire all 246 positions before the start of school on Aug. 8, 2022. While a different focus, Datum maximizes audience targeting better than anyone in the US. Our data stack and AI understand where to send the various mediums. Each campaign is different, but our metrics remain at a 95% match rate. Hence, budgets are maximized, and campaigns yield results.


AUSTIN ISD AND DATUM ENROLLING UNACCOUNTED STUDENTS

To purposefully fulfill all aspects of AISD's goal of locating unaccounted students, Datum and the District spent two days collaborating with key stakeholders to develop a deeper understanding of the District and opportunities to improve concerning the RFP. Weekly Zoom calls and in-person meetings ensure the strategic initiatives are met, and adjustments happen in real time.

A demographic and enrollment portfolio Datum was developed to utilize an understanding of enrollment trends specific to the District. An example of this deep dive one-page document is shown below. This document currently guides a ReRoll campaign in Austin ISD (67,000 students) in locating 5600 missing students.

Austin ISD Attendance Dive

10 Facts Impacting AISD



- #### Attendance Facts

Datum Tech, Inc. researched attendance data from SY2019, SY2020, SY2021, and SY2022. SY2022 is not official TEA data but data submitted by Templeton Demographics. SY2019 membership enrollment for kinder through 12th grade was 74,547, SY2020 was 74,809, SY2021 was 71,215, and SY2022 was *67,872. This equates to 6,675 students unaccounted from pre-pandemic levels.

Average daily attendance moved from 95.00% in SY2019 to a low of *87.93% during SY2022. The budgetary impact of SY2022 ADA is 8,192 students being absent every day at a cost of (73,729,353) for the fiscal year.

The Texas Education Agency reported 2,192 students transferred into AISD from neighboring school districts in 2020/21. Conversely, The Texas Education Agency reported 16,815 students transferred out of AISD and into neighboring school districts or public charter schools in 2020/21

It's noted that held harmless and local absenteeism policy did not negatively impact the District or the student over the last two years.

District leaders are proposing a balanced budget for the 2022-23 school year, including a reduction of 632 positions to close our \$87 million deficit.

The most significant year-over-year enrollment decline was in kindergarten, 5th, and middle school grades, experiencing an enrollment decline of 982 students between SY2021 & SY2022.
- #### PEIMS Leaver Codes

Datum provided the total number of withdraws, broken down by grade level, associated with PEIMS Leaver/Withdrawal Codes 01, 03, 16, 24, 60, 66, 81, 82, 83, 85, 86, 87, 88, 89, 90, 98, for SY2019, SY2020, SY2021, and SY2022. According to the TEA report, Austin ISD submitted 140 total withdraws. An analyst familiar with the unaccounted students in Austin ISD is currently 1582 without de-dups being removed.
- #### Impact of Charter Schools

There are currently 58,000 Texas students on Charter School waitlists. Between SY2016 and SY2021, the number of students transferring out of Austin ISD to neighboring charter schools increased by 3,871 students. In addition, due to competition from area charter schools and affordability, the ratio of kindergarten students to district births has been declining since 2012/13.

Within the Austin ISD boundary are 52 operating charter school campuses, including 1 campus that opened in 2020/21 and 1 that opened in 2021/22. These campuses enrolled more than 18,550 students in 2020/21, an increase of 752 students over 2019/20.

Within a 5-mile radius of Austin ISD, there are 77 campuses that enrolled more than 28,850 students in 2020/21, added 7 campuses in 2020/21 and 2 campuses in 2021/22.

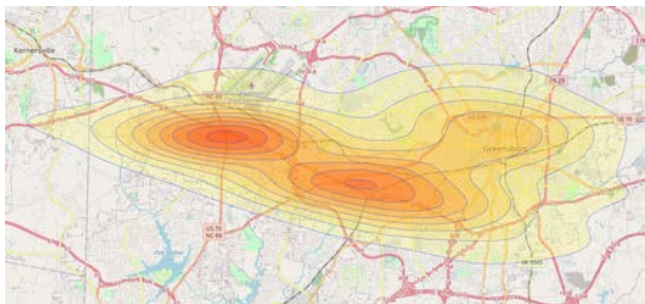
*Information obtained through a PIR with TEA, Demographic Analysis, Datum/OS Analytics, and Austin ISD Webpage

Collateral and Coordination of Campaign(s)

The production of collateral is as essential as understanding the target audience. That said, we have our creativity. Our team turns projects exceptionally quickly at no additional charge but also respects when districts want to use their content. Ultimately, both the District and Datum want the same thing, to increase translations and communication projects to best serve the entire community.

Once the District approves, the creative is uploaded to the various mediums; Datum manages all delivery responsibilities, including media buying, placement, and targeting. That said, the District will have access to content at all times. Moreover, Datum presents to leadership and board meetings weekly, if not daily, while managing several similar accounts simultaneously.

Example of polygon placement in GCS



Example of banner ad for GCS

GUILFORD County Schools
SOAR TO GREATNESS

We are hiring Custodians

Starting pay : Up to \$15.00 per/hr. and benefits

- Benefits eligible - medical, dental, vision and retirement
- 13 Paid Holidays
- 12 paid sick days annually
- Annual leave accrued monthly
- 1st and 2nd shifts available

Click now for details or to apply!

An illustration of six custodians in blue uniforms working with various pieces of equipment: a floor buffer, a floor sander, a floor finisher, a floor polisher, a floor waxer, and a floor cleaner. They are standing on a light blue background.

Example of another ad for GCS

GUILFORD County Schools
SOAR TO GREATNESS

Homeschool Partnership

Did you know GCS welcomes 9 - 12 grade homeschool students on a part-time basis?

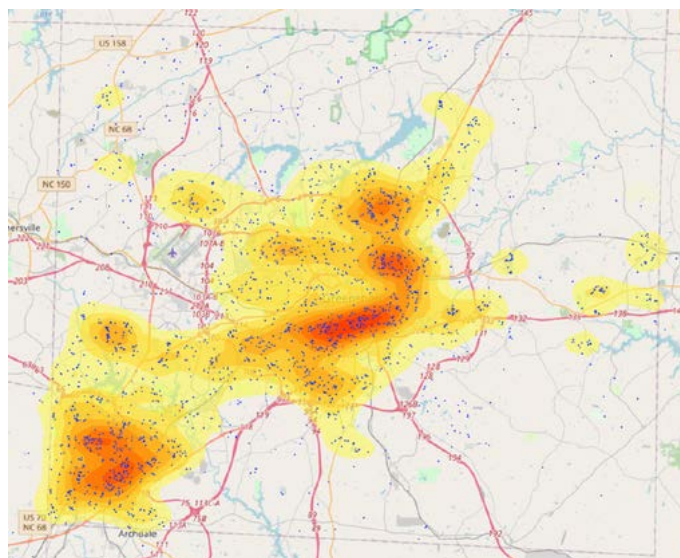
- ✓ Intentional social & emotional curriculum
- ✓ Access to an incredible instructional staff
- ✓ Opportunity for reinforcing the lessons learned at home
- ✓ Opportunity for extracurricular activities
- ✓ Access to college credit and career certifications

YOUR PATH. YOUR POTENTIAL. YOUR PLACE.

Contact GCS for more information

An illustration of three students in a classroom setting. A female student in the foreground is wearing headphones and smiling. Behind her, a male student is looking at a microscope, and another male student is holding a basketball.

Example of missing students in a campaign



Non Educational Campaigns Involving Community Outreach

The Sherry Mathews Group

Kevin Collins, Vice-President/ Digital Media Director

4200 Marathon, Suite 300

Austin, Texas 78756

Phone: 512 478 4397

kevinc@sherrymatthews.com

Campaign: National Faces of Drunk Driving Campaign

Campaign Overview: The national marketing campaign was deployed as a Labor Day focused prevention campaign features the "Faces of Drunk Driving" and highlights the human toll of drinking and driving.

According to TxDOT, the campaign includes personal accounts from offenders, victims, and families of those who survived and others whose lives have been "shattered" by impaired driving.

In 2021, there were 963 DUI-alcohol-related fatalities. That means, on average, a person in Texas dies every nine hours and six minutes because of a traffic crash involving alcohol, according to data collected from the Texas Peace Officer's Crash Report.

The Monument Group

Scott Dunaway, Partner

4407 Bee Cave Road, Building5, Suite 520

Austin, Texas 78738

Phone: 512-344-2600

scott@monumentgroupllc.com

Campaign: 2020 Census Campaign (The campaign led the entire State of Texas in participation)

Campaign Overview: Data was a key element of the 2020 census campaign – previous Census data was analyzed to identify difficult to reach communities, a digital survey was conducted in English and Spanish to gauge resident's knowledge of the census and barriers to completion, focus groups with bilingual community leaders and the counties dedicated a Data Analyst to assist with their data-driven approach.

Research determined that the area's difficult-to-reach community was primarily Hispanic, with low household income, speak little to no English, live in rural or underdeveloped neighborhoods (colonias), and do not have health insurance or internet access.

Utilizing the strength of community and trusted voices was a vital strategy for the CCC's Census outreach. Working closely with community leaders shifted the responsibility of the census from the government and reclaimed it for the community – an authentic, community-first approach that resonated with residents. Trusted voices included school district superintendents, elected officials, nonprofit organizations, local media personalities, and church pastors.

Partnership with the state school districts was another highly effective strategy, as schools were a trusted source of information for parents. Through a bilingual census text message program with ISDs and Head Start, approximately 45,000 families were reached. Schools also promoted the Census through emails, social media, flyers in school lunches, and talking about the Census during parent or student events.

Texas Department of Transportation

125 east 11th Street

Austin TX. 78701-2483

Campaign: Interstate 281 Corridor Study

Datum's origin and destination algorithm provided TxDOT the ability to ensure complete the US 281 (American Legion Memorial Highway) corridor study. S 281 is a heavily traveled north-south facility listed on the National Highway System and TxDOT Freight Network. Relied daily on local travelers, trucking industries, and an alternative to traveling I-35, US 281 is the longest continuous three-digit United States Highway route, spanning 1,875 miles from Texas' Rio Grande valley northward to the Canada border.

The study evaluates existing conditions and performs US 281 corridor analyses to recommend US 281 improvements, such as the proposed addition of travel lanes. These improvements were based on various factors, including minimizing potential impacts on natural and cultural resources. Throughout the study, many opportunities are being provided for public input and feedback on:

- Existing constraints
- Improvements needed
- Current and future concerns
- Preferred alignment / congestion solution options
- Additional considerations for the project team

Datum used cellular data to convert polygon-based identifiers rather than point-based (as with GPS data). The analysis assigns trip O-D pairs to TAZs, and the route between the trip's origin and destination must be estimated.

Typical analysis methods for cellular O-D data assign the route or roadway by "association" and assume that trips occurring within a geographic journey shed drawn around a road to be on the road. This process works relatively well for isolated roadways but is challenging in developed and/or urban areas where other parallels or nearby streets exist. Where this occurs, roads close to each other would serve distinct O-Ds that are prohibitive to distinguish empirically.

In distinguishing the distinct O-Ds served by all the region's external roadways, the study area for cellular data, as shown in Figure 1, includes 123 "halo" zones around the periphery of the study area in counties bordering the area. The development of halo zones involved carefully reviewing regional populations, roadway locations, and travel patterns. The halo zones provide a basis for a select link analysis (see the Map Matching section for details) that routes observed O-D flows through the appropriate external roadway.

Halo zones serve several additional purposes:

- They distinguish between resident and non-resident travel, with non-residents living in the halo zones.
- They capture cellular signals before and after they exit the study area.
- Depending on forecasting needs, modelers can forecast each external zone independently, which allows for modeling different growth assumptions in external traffic.



Section E

Overview of Potential Cost



COST STRUCTURE OF VARIOUS DIGITAL MEDIUMS

	Site	Section/ Targeting	Placement Name	Unit Size	Creative Type (Flash, Static)	Price Model	CPM Rate (Cost per 1,000 Impressions)
Mobile Video and Banner + Household Extend							
DATUM CREATIVE - DATUM AUDIENCE : GEO HARVESTED LOCATIONS - Teacher	Mobile	Location Match	Profile Match: _Display Package - Standard Display	300x50, 320x50, 300x250, 320x480, 728x90, 336x280	Banners	CPM	\$12.08
DATUM CREATIVE - DATUM AUDIENCE : GEO HARVESTED LOCATIONS - Teacher	Mobile	Location Match	Profile Match:_Mobile Video :15s / 30s	1 X 1	Video	CPM	\$23.12
SPANISH - DATUM CREATIVE - DATUM AUDIENCE : GEO HARVESTED LOCATIONS - Teacher	Mobile	Location Match	Profile Match: _Display Package - Standard Display	300x50, 320x50, 300x250, 320x480, 728x90, 336x280	Banners	CPM	\$12.08
SPANISH - DATUM CREATIVE - DATUM AUDIENCE : GEO HARVESTED LOCATIONS - Teacher	Mobile	Location Match	Profile Match:_Mobile Video :15s / 30s	1 X 1	Video	CPM	\$23.12
OTT/ CTV							
BOARDER WALL CREATIVE - DATUM AUDIENCE : Audience 1 2022 Prim with RO History Week 4&3	OTT/ CTV	Address Match	Profile Match:_OTT CTV :15s / 30s	1 X 1	Video	CPM	\$46.65
Facebook & InstaGram							
BOARDER WALL CREATIVE - DATUM AUDIENCE : Audience 1 2022 Prim with RO History Week 4&3	Social	Address Match	Profile Match:_OTT CTV :15s / 30s	1 X 1	Video	CPM	\$46.65
YouTube PreRoll							
BOARDER WALL CREATIVE - DATUM AUDIENCE : Audience 1 2022 Prim with RO History Week 4&3	OTT/ CTV	Address Match	Profile Match:_OTT CTV :15s / 30s	1 X 1	Video	CPM	\$46.65

VALUE ADDED

An additional benefit of partnering with Datum is our included value added proposition. Datum does not charge administrative fees with all public initiates. Due to Datum operating our Application Programming Interface (API) and having graphic designers in-house, there is a value-added component to the District by getting more advertisement campaign space for its dollars. The cost per CPM is the only cost you are charged.

Moreover, Datum's algorithm is a **sole source** product created, sold, and distributed exclusively by Datum Tech, Inc. (Datum). No other tech firm or company makes a similar or competing product due to our proprietary algorithm and unique "lookback" capabilities. There are no agents or dealers authorized to represent this product.



Section F

Amendments



CLEBURNE INDEPENDENT SCHOOL DISTRICT

**505 N. RIDGEWAY, STE 100
CLEBURNE, TEXAS 76033**

CERTIFICATION REGARDING DEBARMENT AND SUSPENSION

The undersigned certifies on behalf of the company and its key employees that neither the company nor its key employees have been proposed for debarment, debarred or suspended by any Federal Agency.

The undersigned agrees to notify the District in the event that the company or any of its key employees are proposed for debarment, debarred or suspended by any Federal Agency or by any State of Texas agency. Notification shall take place within five (5) business days after the company or employee is notified of either debarment or suspension or possible debarment or suspension. Notification shall be sent to Mrs, Sarah Taylor; Chief Financial Officer; Cleburne Independent School District; 505 N. Ridgeway, Suite 100, Cleburne, Texas 76033.

I attest that I have answered the questions regarding debarment and suspension truthfully and To the best of my knowledge.

Eric Penrod

Corporate Officer's Signature

Eric Penrod

Printed name

Vice President

Title

Certification regarding Excluded Nations and Foreign Terrorist Organizations

A school district may not enter into a governmental contract with a company identified on a list prepared and maintained under Texas Government Code 806.051 (now Government Code 2270.0201) (companies with business operations in Sudan), 807.051 (now Government Code 2270.0102) (companies with business operations in Iran), and 2252.153 (companies known to have contracts with or provide supplies or services to foreign terrorist organization). Tex. Gov't Code 2252.152.

“Governmental contract” means a contract awarded by a governmental entity for general construction, an improvement, a service, or a public works project or for a purchase of supplies, materials, or equipment. The term includes a contract to obtain professional services subject to Government Code 2254. Gov't Code 2252.151(3).

By signature below, I certify and verify that the vendor responding to this solicitation is not on the Texas Comptroller’s lists identified above; that this certification is true, complete and accurate; and that I am authorized by my company to make this certification.

Company Name: Datum Tech, Inc.

Signature: *Eric Penrod*

Printed Name: Eric Penrod

Title: Vice President

Date: Sept. 6, 2022

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

FORM CIQ

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. See Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 Name of vendor who has a business relationship with local governmental entity.

2 **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 Name of local government officer about whom the information is being disclosed.

Name of Officer

4 Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.

A. Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?

Yes No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?

Yes No

5 Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.

6 Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).

7 *Eric Penrod*

Signature of vendor doing business with the governmental entity

Date

CONFLICT OF INTEREST QUESTIONNAIRE

For vendor doing business with local governmental entity

A complete copy of Chapter 176 of the Local Government Code may be found at <http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.176.htm>. For easy reference, below are some of the sections cited on this form.

Local Government Code § 176.001(1-a): "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

- (A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
- (B) a transaction conducted at a price and subject to terms available to the public; or
- (C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

Local Government Code § 176.003(a)(2)(A) and (B):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

(2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that

- (i) a contract between the local governmental entity and vendor has been executed;
- or
- (ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that:

- (i) a contract between the local governmental entity and vendor has been executed; or
- (ii) the local governmental entity is considering entering into a contract with the vendor.

Local Government Code § 176.006(a) and (a-1)

(a) A vendor shall file a completed conflict of interest questionnaire if the vendor has a business relationship with a local governmental entity and:

- (1) has an employment or other business relationship with a local government officer of that local governmental entity, or a family member of the officer, described by Section 176.003(a)(2)(A);
- (2) has given a local government officer of that local governmental entity, or a family member of the officer, one or more gifts with the aggregate value specified by Section 176.003(a)(2)(B), excluding any gift described by Section 176.003(a-1); or
- (3) has a family relationship with a local government officer of that local governmental entity.

(a-1) The completed conflict of interest questionnaire must be filed with the appropriate records administrator not later than the seventh business day after the later of:

(1) the date that the vendor:

- (A) begins discussions or negotiations to enter into a contract with the local governmental entity; or
- (B) submits to the local governmental entity an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the local governmental entity; or

(2) the date the vendor becomes aware:

- (A) of an employment or other business relationship with a local government officer, or a family member of the officer, described by Subsection (a);
- (B) that the vendor has given one or more gifts described by Subsection (a); or
- (C) of a family relationship with a local government officer.

**CLEBURNE INDEPENDENT SCHOOL DISTRICT
EDGAR COMPLIANCE**

The following provisions are required and apply when federal funds are expended by Cleburne ISD for any contract resulting from this procurement process. The Cleburne ISD is the subgrantee or subrecipient by definition.

In addition to other provisions required by the federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, is applicable.

- (A) Contracts for more than the simplified acquisition threshold currently set at \$150,000 which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide such sanctions and penalties as appropriate.**

Pursuant to Federal Rules (A) above, when federal funds are expended by Cleburne ISD, Cleburne ISD reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

- (B) Termination or cause and for convenience by the grantee or subgrantee including the manner by which it will be effected and the basis for settlement. (All contracts in excess of \$10,000)**

Pursuant to Federal Rules (B) above, when federal funds are expended by Cleburne ISD, Cleburne ISD reserves all rights and to immediately terminate any agreement in excess of \$10,000 resulting from this procurement process in the event of a breach or default of the agreement by Vendor, in the event vendors fails to: (1) meet schedules, deadlines, and/or delivery dates within the time specified in the procurement solicitation, contract, and/or a purchase order; (2) make any payments owed; or (3) otherwise perform in accordance with the contract and/or the procurement solicitation. Cleburne ISD also reserves the right to terminate the contract immediately, with written notice to vendor, for convenience, if Cleburne ISD believes, in its sole discretion that it is in the best interest of Cleburne ISD to do so. The vendor will be compensated for work performed and accepted and goods accepted by Cleburne ISD as of the termination date if the contract is terminated for convenience of Cleburne ISD. Any award under this procurement process is not exclusive and Cleburne ISD reserves the right to purchase goods and services from other vendors when it is in the best interest of Cleburne ISD.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

- (F) Rights to Inventions Made Under a Contract Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2(a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.**

Pursuant to Federal Rule (F) above, when federal funds are expended by Cleburne ISD, the vendor certifies that during the term of an award for all contracts by Cleburne ISD resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (F) above.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended – Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by Cleburne ISD, the vendor certifies that during the term of an award for all contracts by Cleburne ISD resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (G) above.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

(H) Debarment and Suspension (Executive Orders 12549 and 12689) – A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the system for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p.235), “Debarment and Suspension”. SAM exclusions contain the names of parties debarred, suspended or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (H) above, when federal funds are expended by Cleburne ISD, the vendor certifies that during the term of an award for all contracts by Cleburne ISD resulting from this procurement process, the vendor certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

(I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352) – Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certified to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that take place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (I) above, when federal funds are expended by Cleburne ISD, the vendor certifies that during the term and after the awarded term of an award for all contracts by Cleburne ISD resulting from this procurement process, the vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The undersigned further certifies that:

- (1) No Federal appropriated funds have been paid or will be paid for on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Stand Form-LLL, “Disclosure Form to Report Lobbying”, in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds to all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

**RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR
WITH FEDERAL FUNDS – 2 CFR § 200.333**

When federal funds are expended by Cleburne ISD for any contract resulting from this procurement process, the vendor certifies that it will comply with the record retention requirements detailed in 2 CFR § 200.333. The vendor further certifies that vendor will retain all records as required by 2 CFR § 200.333 for a period of three years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

**CERTIFICATION OF COMPLIANCE WITH THE ENERGY POLICY AND
CONSERVATION ACT**

When federal funds are expended by Cleburne ISD for any contract resulting from this procurement process, the vendor certifies that it will be in compliance with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6321, et seq.; 49 C.F.R. Part 18; Pub. L. 94-163, 89 Stat. 871).

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

CERTIFICATION OF COMPLIANCE WITH BUY AMERICA PROVISIONS

Vendor certifies that vendor is in compliance with all applicable provisions of the Buy America Act. Purchases made in accordance with the Buy America Act must still follow the applicable procurement rules calling for free and open competition.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

CERTIFICATION OF NON-COLLUSION STATEMENT

Vendor certifies under penalty of perjury that its response to this procurement solicitation is in all respects bona fide, fair, and made without collusion or fraud with any person, joint venture, partnership, corporation or other business or legal entity.

Does vendor agree? YES EP Initials of Authorized Representative of Vendor

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Company Name: Datum Tech, Inc.
Address: 12400 W. Hwy 71, Ste: 350 - 358
City: Austin **State:** Texas **Zip:** 78738
Phone Number: 512-627-2251 **Fax #:** same
Email Address: epenrod@datumxy.com
Printed Name of Authorized Representative: Eric Penrod
Signature of Authorized Representative: Eric Penrod **Date:** Sept. 6, 2022

Felony Conviction Notification

Note: If this is a publicly-held company, you may skip this page

State of Texas Legislative Senate Bill No.1, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or as owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony."

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

I the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge.

VENDOR'S NAME Datum Tech, Inc. _____

AUTHORIZED COMPANY OFFICIAL'S NAME (PRINTED)

Eric Penrod _____

A. My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.

Signature of Company Official:

B. My firm is not owned or operated by anyone who has been convicted of a felony:

Signature of Company Official: *Eric Penrod*

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s): N/A

Details of Conviction(s): N/A

In 2015, the Texas Legislature adopted House Bill 1295, which added section 2252.908 of the Government Code. The law states that a governmental entity or state agency may not enter into certain contracts with a business entity (vendor) unless the business entity submits a disclosure of interested parties (Form 1295) to the governmental entity or state agency at the time the business entity submits the signed contract to the governmental entity or state agency. The Texas Ethics Commission has adopted rules requiring the business entity to file Form 1295 electronically with the Commission.

The Form 1295 must be filed electronically by the business entity/vendors with the Texas Ethics Commission before the contract may be entered into. Please go to the following website to learn how to submit your form. The website is: https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm

There are 2 short videos that are very helpful in completing and filing the Form 1295 the first video is *"Logging In the First Time - Business User"* and also *"Form 1295 How to Create a Certificate Business Entity"* these videos will show you step by step directions on setting up an account with the Texas Ethics Commission and how to submit the 1295 form.

First, you will click on the **LOG IN** button from the above mentioned website, this will take you to choose your filing authority, you will click on **FORM 1295 FILINGS**.

You will then click on **CLICK HERE IF YOU DON'T HAVE A USER ID** to create your account.

When the required information is entered, you will choose **Business Entity** from the **SELECT USER TYPE** drop down box and then **CREATE ACCOUNT**.

Once your account is set up you will get an email from the Texas Ethics Commission. Follow the link on the email to enter your new password, set up security questions and complete mailing address.

When registration is complete you will then be able to complete Form 1295. Once you have completed Form 1295 on-line with the Texas Ethics Commission, you will print Form 1295 and have it notarized and send to the Government Entity (Cleburne Independent School District). Upon Cleburne Independent School District receiving the notarized Form 1295, Cleburne Independent School District will then go to the Texas Ethics Commission website and accept the form electronically.

This is now a requirement to do business with the Cleburne Independent School District for purchases for \$25,000.00 and over.

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

OFFICE USE ONLY

Complete Nos. 1 - 4 and 6 if there are interested parties.
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Enviromatic System Services
 Grand Prairie, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Cleburne ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the goods or services to be provided under the contract.

99932
 This supersedes certificate 2016-106630 HVAC Replacement for Central Office

4 Name of Interested Party	City, State, Country (place of business)	Nature of Interest (check applicable)	
		Controlling	Intermediary
Kenneth Stowe	Grand Prairie, TX United States	X	
John Doe	Grand Prairie, TX United States	X	

5 Check only if there is NO Interested Party.

6 AFFIDAVIT I swear, or affirm, under penalty of perjury, that the above disclosure is true and correct.

 Signature of authorized agent of contracting business entity

AFFIX NOTARY STAMP / SEAL ABOVE

Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20 _____, to certify which, witness my hand and seal of office.

 Signature of officer administering oath Printed name of officer administering oath Title of officer administering oath

ADD ADDITIONAL PAGES AS NECESSARY

House Bill 89 Verification Form

Prohibition on Contracts with Companies Boycotting Israel

The 85th Texas Legislature approved new legislation, effective Sept. 1, 2017, which amends Texas Local Government Code Section 1. Subtitle F, Title 10, Government Code by adding Chapter 2270 which states that a governmental entity may not enter into a contract with a company for goods or services unless the contract contains a written verification from the company that it:

- 1) does not boycott Israel; and
- 2) will not boycott Israel during the term of the contract

Pursuant to Section 2270.001, Texas Government Code:

1. "Boycott Israel" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes; and
2. "Company" means a for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or any limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company or affiliate of those entities or business associations that exist to make a profit.

I, (authorized official) Eric Penrod, do hereby depose and verify the truthfulness and accuracy of the contents of the statements submitted on this certification under the provisions of Subtitle F, Title 10, Government Code Chapter 2270 and that the company named below:

- 1) does not boycott Israel currently; and
- 2) will not boycott Israel during the term of the contract; and
- 3) is not currently listed on the State of Texas Comptroller's Companies that Boycott Israel List located at <https://comptroller.texas.gov/purchasing/publications/divestment.php>

Datum Tech, Inc.
Company Name

Eric Penrod
Signature of Authorized Official

Vice President Sept. 6, 2022
Title of Authorized Official Date

**CLEBURNE INDEPENDENT SCHOOL DISTRICT
505 N. RIDGEWAY, STE 100
CLEBURNE, TEXAS 76033**

AFFIDAVIT OF NON-COLLUSION

By submission of this bid or proposal, the undersigned certifies that:

- a. This bid or proposal has been independently arrived at without collusion with any other bidder or with any other competitor;
- b. This bid or proposal has not been knowingly disclosed, and will not be knowingly disclosed, to any other bidder, competitor prior to the opening of bids or proposals for this project;
- c. No attempt has been or will be made to induce any other person, partnership, or corporation to submit or not submit a bid or proposal;
- d. The undersigned certifies that he is fully informed regarding the accuracy of the statements contained in this certification, and that the penalties herein are applicable to the bidder as well as to any person signing on his behalf.

Email Address: epenrod@datumxy.com

Company Name: Datum Tech, Inc.

Address: 12400 W. Hwy 71, Ste: 350 - 358 City, State, Zip: Austin, Texas 78738

Phone Number: 512-627-2251

Fax Number: 512-627-2251

Printed Name: Eric Penrod

Authorized Signature: *Eric Penrod*

Title: Vice President

Date: Sept. 6, 2022

THIS PAGE MUST BE COMPLETED AND SUBMITTED WITH PROPOSAL

SB 252

CHAPTER 2252 CERTIFICATION

I, Eric Penrod, the undersigned representative of Datum Tech, Inc. (Company or business name) being an adult over the age of eighteen (18) years of age, pursuant to Texas Government Code, Chapter 2252, Section 2252.152 and Section 2252.153, certify that the company named above is not listed on the website of the Comptroller of the State of Texas concerning the listing of companies that are identified under Section 806.051, Section 807.051 or Section 2253.153. I further certify that should the above-named company enter into a contract that is on said listing of companies on the website of the Comptroller of the State of Texas which do business with Iran, Sudan or any Foreign Terrorist Organization, I will immediately notify the Cleburne Independent School District's Purchasing Department.

Datum Tech, Inc.

Name of Company Representative (Print)

Eric Penrod

Signature of Company Representative

Sept. 6, 2022

Date

CLEBURNE INDEPENDENT SCHOOL DISTRICT

Chapter 809 (VERIFICATION)
DOES NOT BOYCOTT CERTAIN ENERGY COMPANIES

Pursuant to Texas Government Code, Section 1, Subtitle A, Title 8, as amended by adding Chapter 809, and Section 2, Subtitle F, Title 10, as amended by adding Chapter 2274, (TX SB13 | 2021-2022 | 87th Legislature), if Contractor is a for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations, that exists to make a profit, which has ten (10) or more full-time employees and the value of the contract with Owner is \$100,000 or more, the Contractor represents and warrants to the Owner that the Contractor does not and will not boycott certain energy companies during the term of this Agreement.

If not exempt from this requirement, pursuant to Texas Government Code Chapter 2274, as amended, the undersigned authorized representative of the company named below (hereinafter referred to as Company), verifies, represents and warrants to the Cleburne I.S.D. that the Company:

- 1. Does not boycott energy companies; and
2. will not boycott energy companies during the term of the contract (if any) between the above-named Company, business or individual with the Cleburne Independent School District

This statement will also be included in any contract that may result from this procurement.

Pursuant to Texas Government Code Section 1.A.8.809 and Section 2.F.10.2274:

- 1. "Boycott energy company" means, without an ordinary business purpose, refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with a company because the company: (A) invests in or assists in the exploration, production, utilization, transportation, sale, or manufacturing of fossil fuel-based energy; or (B) does business with a company described by Paragraph (A).
2. "Listed company" means a company listed by the comptroller under Section 809.051.
3. "Company" means a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or associations that exists to make a profit.

THE COMPANY SHALL INDEMNIFY AND HOLD HARMLESS THE CLEBURNE I.S.D., ITS OFFICIALS AND EMPLOYEES FROM ANY AND ALL CLAIMS, DAMAGES, EXPENSES, AND COSTS OF ANY NATURE BASED UPON CLEBURNE I.S.D.'S RELIANCE ON THIS VERIFICATION.

Exempt due to (select applicable condition): [X] Sole Proprietorship [] 10 or fewer employees

Eric Penrod
Signature of Company Representative

Eric Penrod
Printed Name

Sept. 6, 2022
Date

Vice President
Title

Company Name: Datum Tech, Inc.

Address: 12400 W. Hwy. 71, Ste: 350 - 358

City: Austin State: Texas Zip: 78738

Note: I understand that providing false information on this form may be grounds for debarment and discontinuation of all business with CISD

CLEBURNE INDEPENDENT SCHOOL DISTRICT

Chapter 2274 (VERIFICATION)
DOES NOT DISCRIMINATE AGAINST FIREARM AND AMMUNITION INDUSTRIES

Pursuant to Texas Government Code, Chapter 2274, as amended, if Contractor is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly-owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with Owner is \$100,000 or more, the Contractor represents and warrants to the Owner that the Contractor does not and will not Discriminate Against Firearm and Ammunition Industries during the term of this Agreement.

If not exempt from this requirement, pursuant to Texas Government Code Chapter 2274, as amended, the undersigned authorized representative of the company named below (hereinafter referred to as Company), verifies, represents and warrants to the Cleburne I.S.D. that the Company:

- 1. Does not Discriminate Against the Firearm and Ammunition Industries, and;
2. Will not Discriminate Against Firearm and Ammunition Industries during the term of the contract (if any) between the above-named Company, business or individual with the Cleburne Independent School District

This statement will also be included in any contract that may result from this procurement.

Pursuant to Texas Government Code Sections 2274.001:

- 1. "Discriminate against a firearm entity or firearm trade association" means, with respect to the entity or association, to: (A) refuse to engage in the trade of any goods or services; (B) refrain from continuing an existing business relationship; (C) terminate an existing business relationship; or (D) otherwise express a prejudice against the entity or association.
2. Does not have a written or unwritten internal practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association; and
3. will not discriminate during the term of the contract against a firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association.
4. "Company" means a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or associations that exists to make a profit.

THE COMPANY SHALL INDEMNIFY AND HOLD HARMLESS THE CLEBURNE I.S.D., ITS OFFICIALS AND EMPLOYEES FROM ANY AND ALL CLAIMS, DAMAGES, EXPENSES, AND COSTS OF ANY NATURE BASED UPON CLEBURNE I.S.D.'S RELIANCE ON THIS VERIFICATION.

Exempt due to (select applicable condition): [X] Sole Proprietorship [] 10 or fewer employees

Eric Penrod

Sept. 6, 2022

Signature of Company Representative

Date

Eric Penrod

Vice President

Printed Name

Title

Company Name: Datum Tech, Inc.

Address: 12400 W. Hwy 71, Ste: 350 - 358

City: Austin State: Texas Zip: 78738

Note: I understand that providing false information on this form may be grounds for debarment and discontinuation of all business with CISD



BOARD OF TRUSTEES ACTION ITEM

TITLE: Purchase New Vehicles for Maintenance
FROM: Shawn Shockler, Executive Director of District Operations
DATE: 8/14/2023

BACKGROUND

We have the need to replace 4 aged out vehicles that are in poor condition.

CONSIDERATION

The purpose of this memo is to request board approval for the purchase of (4) 2023 Ford Transit Cargo Vans from Chastang Ford (BuyBoard Vendor) in the amount of **\$227,920.00** as indicated in the attached quote which includes the BuyBoard fees. A RFP was created on BuyBoard, and requests were sent to three (3) qualified dealerships with two dealerships responding.

RECOMMENDATION

We ask for the approval of (4) new vehicles from Chastang Ford in the amount of \$227,920.00.

CUSTOMIZED PRODUCT PRICING SUMMARY BASED ON CONTRACT

Cars and Light Trucks

Team Members - Kevin Moore - Jessica Wooten - Jorge Guerra - Alan Rosner

BuyBoard - 601-19

End User: CLEBURNE ISD Sam Pack's Rep: AUSTIN MOORE
 Contact: KURT BENSON Date: 8/2/2023
 Contact TN/Email _____ PHONE # _____
 Product Description: NEW FORD TRANSIT CARGO Exterior Color / Interior WHITE
 A. Bid Line # 138 Base Price: **\$ 29,228.00**

B. Published Options (Itemize Each Below)

Code	Description	Bid Price	Code	Description	Bid Price
	Automatic Transmission			REVERSE SENSING	\$ 275.00
	Air Conditioning			BLISS SYSTEM	\$ 795.00
	Power Group		53B	HD TRAILER TOW PKG	\$ 995.00
	Speed Control	\$ 325.00		148 INCH WHEEL BASE	INCLUDED
	2YR STATE INSPECTION		F7C	350 MEDIUM ROOF 148 WB LONG	\$ 6,326.00
	REAR VIEW CAMERA			9950 GVWR	
	VINYL INTERIOR		67D	TRAILER BRAKE CONTROLLER	\$ 405.00
	BLUETOOTH		53D	TOW/HAUL MODE WITH (T,W,P)	\$ 295.00
	NO REAR WINDOWS		43B	BACKUP ALARM	\$ 150.00
99G	3.5L V6 ECOBOOST	\$ 1,775.00	66D	FRONT OVERHEAD SHELF	\$ 75.00
Total of B. - Published Options					\$ 11,416.00

C. Dealer Published Options

Code	Description	Bid Price	Code	Description	Bid Price
				2024NEW MODEL YEAR PRICE INCREASE	\$12,788.00
Total of C. - Dealer Published Options					\$ 12,788.00

D. Off Menu Options

Code	Description	Bid Price	Code	Description	Bid Price
	BULKHEAD WITH WINDOW	\$1,295.00			

Off Menu Options limited to 25% of Published Price Current % 2.42% Total of D. - Off Menu Options **\$1,295.00**
 Delivery Charges 65 Miles @ \$1.49/mile **\$ 96.85**
 Floorplan Expense 30 Days **\$8.25 Per Diem** **\$ 247.40**
 Lot Insurance Expense 30 Days **\$8.25 Per Diem** **\$ 247.40**
 Manufacturer Delivery Fee **\$ 1,895.00**
 Total Each **\$ 57,213.64**
 Quantity Ordered 1 X F = **\$ 57,213.64**
 Administrative Fee **\$ 400.00**
 Trade In Allowance - Non-Equipment debits and credits
TOTAL PURCHASE PRICE INCLUDING ADMIN FEE \$57,613.64



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

As Configured Vehicle

Code	Description	MSRP
Base Vehicle		
F7C	Base Vehicle Price (F7C)	\$49,040.00
Packages		
101A	Order Code 101A <i>Includes:</i> - Transmission: 10-Spd Automatic w/OD & SelectShift Includes auxiliary transmission oil cooler. - GVWR: 9,950 lbs - Tires: 235/65R16C 121/119 R AS BSW - Wheels: 16" Silver Steel w/Silver Hubcaps Includes exposed lug nuts. - Dark Palazzo Gray Vinyl Bucket Seats Includes 2-way manual driver seat, 2-way manual passenger seat and driver armrest only. - Vinyl Front Bucket Seats	N/C
Powertrain		
99G	Engine: 3.5L EcoBoost V6 <i>Includes auto start-stop technology.</i>	\$1,775.00
44U	Transmission: 10-Spd Automatic w/OD & SelectShift <i>Includes auxiliary transmission oil cooler.</i>	Included
X7L	3.73 Limited-Slip Axle Ratio	N/C
STDGV	GVWR: 9,950 lbs	Included
Wheels & Tires		
STDTR	Tires: 235/65R16C 121/119 R AS BSW	Included
641	Wheels: 16" Silver Steel w/Silver Hubcaps <i>Includes exposed lug nuts.</i>	Included
Seats & Seat Trim		
V	Vinyl Front Bucket Seats	Included

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

As Configured Vehicle (cont'd)

Code	Description	MSRP
21G	Dark Palazzo Gray Vinyl Bucket Seats <i>Includes 2-way manual driver seat, 2-way manual passenger seat and driver armrest only.</i>	Included
Other Options		
PAINT	Monotone Paint Application	STD
148WB	148" Wheelbase	STD
19X	Auto Start-Stop Delete	-\$50.00
67D	Trailer Brake Controller (TBC) <i>Includes: - Large Center Console Includes an integrated shifter, a dual cup holder and an additional storage area.</i>	\$405.00
53B	Heavy-Duty Trailer Tow Package <i>Deletes rear tow hook. Includes 4/7 pin connector assembly and rear jumper and relay system for backup/B+/running lights. This package does not include a Trailer Brake Controller (67D). Additionally, if customer wants a trailer brake controller after initial purchase, it will have to be an aftermarket trailer brake controller and aftermarket wiring harness.</i> <i>Includes: - Tow/Haul Mode w/Trailer Wiring Provisions - Frame Mounted Hitch Receiver</i>	\$485.00
60C	Cruise Control w/Adjustable Spd Limiting Device (ASLD) <i>The ASLD feature is great for city driving; it allows the driver to set an upper speed limit for the vehicle. If the vehicle begins to approach the upper speed limit then audible and visual warning are given.</i>	\$325.00
41B	Passenger-Side B-Pillar Assist Handle	Included
15F	Full Rear Compartment Lighting <i>Includes cargo area LED lights at C-pillar and D-pillar and rear compartment LED switch.</i>	\$75.00
66D	Front Overhead Shelf	\$75.00
47T	Lockable Door Bulkhead w/Window <i>The bulkhead is located behind the driver and passenger seats in the cargo van, and separates them from the cargo area.</i> <i>Includes: - Passenger-Side B-Pillar Assist Handle</i>	\$1,350.00
67E	Large Center Console	Included

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

As Configured Vehicle (cont'd)

Code	Description	MSRP
	<i>Includes an integrated shifter, a dual cup holder and an additional storage area.</i>	
58V	Radio: AM/FM Stereo w/SYNC 3 <i>Includes 4.0" multi-function display, Bluetooth, dual USB ports and 4 speakers (front).</i>	\$280.00
19Z	Wi-Fi 4G LTE Hotspot Delete	-\$20.00
43R	Reverse Sensing System	\$295.00
43B	Back Up Alarm Ford accessory, pre-installed. <i>Includes 102 dB(A) warning capability.</i>	\$150.00

Fleet Options

WARANT	Fleet Customer Powertrain Limited Warranty Requires valid FIN code. <i>Ford is increasing the 5-year 60,000-mile limited powertrain warranty to 5-years, 100,000 miles. Only Fleet purchasers with a valid Fleet Identification Number (FIN code) will receive the extended warranty. When the sale is entered into the sales reporting system with a sales type fleet along with a valid FIN code, the warranty extension will automatically be added to the vehicle. The extension will stay with the vehicle even if it is subsequently sold to a non-fleet customer before the expiration. This extension applies to both gas and diesel powertrains. Dealers can check for the warranty extension on eligible fleet vehicles in OASIS. Please refer to the Warranty and Policy Manual section 3.13.00 Gas Engine Commercial Warranty. This change will also be reflected in the printed Warranty Guided distributed with the purchase of every new vehicle.</i>	N/C
--------	--	-----

Emissions

425	50-State Emissions System	STD
-----	---------------------------	-----

Exterior Color

YZ_02	Oxford White	N/C
-------	--------------	-----

Interior Color

VK_01	Dark Palazzo Gray w/Vinyl Front Bucket Seats	N/C
-------	--	-----

Upfit Options

Buy Board	Buy Board Fee CONTRACT 601-19 <i>CONTRACT 601-19</i>	\$400.00
09 inc	2024 Price Adjustment	\$2,000.00

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

As Configured Vehicle (cont'd)

Code	Description	MSRP
cd fee 2	DELIVER TO GRAND PRAIRIE FORD	\$300.00
SUBTOTAL		\$56,885.00
Destination Charge		\$1,895.00
TOTAL		\$58,780.00

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Pricing Summary - Single Vehicle

	MSRP
<i>Vehicle Pricing</i>	
Base Vehicle Price	\$49,040.00
Options	\$5,145.00
Colors	\$0.00
Upfitting	\$2,700.00
Fleet Discount	\$0.00
Fuel Charge	\$0.00
Destination Charge	\$1,895.00
Subtotal	\$58,780.00

Pre-Tax Adjustments

Code	Description	MSRP
01 ft	DISCOUNT AND CONCESSION	-\$1,800.00
Total		\$56,980.00

Customer Signature

Acceptance Date

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs

Dimensions

- * **GCWR: 12,600 lbs.**
- Vehicle body width: 81.3"
- Side door opening height: 63.0"
- Rear door opening height: 64.9"
- Rear door opening angle: 180.0
- Front track: 68.2"
- Vehicle turning radius: 23.9'
- Front brake diameter: 12.1"
- Interior rear cargo volume: 357.1 cu.ft.
- Leg room first-row: 41.3"
- Hip room first-row: 60.7"
- Vehicle body length: 235.5"
- Vehicle body height: 101.3"
- Side door opening width: 51.2"
- Rear door opening width: 61.7"
- Wheelbase: 148.0"
- Rear track: 68.6"
- Front bumper to front axle: 40.3"
- Rear brake diameter: 12.1"
- Headroom first-row: 52.0"
- Shoulder room first-row: 67.9"

Powertrain

- * **EcoBoost 3.5L V-6 gasoline direct injection, DOHC, variable valve control, twin turbo, engine with 310HP**
- Spark ignition system
- * **Torque: 400 lb.-ft. @2500 RPM**
- 10-speed automatic
- Recommended fuel: regular unleaded
- Mechanical limited slip differential
- Engine cylinders: V-6
- * **Horsepower: 310 HP@5000 RPM**
- Radiator
- Rear-wheel drive
- Capless fuel filler
- All-speed ABS and driveline traction control

Fuel Economy and Emissions

- Gasoline secondary fuel type
- E85 additional fuel types
- ULEV II emissions

Suspension and Handling

- Standard ride suspension
- Heavy-duty rear shock absorbers
- Standard grade front shock absorbers

Driveability

- 4-wheel disc brakes
- 4-wheel antilock (ABS) brakes
- Electronic parking brake
- Brake assist system
- Independent front suspension
- Front ventilated disc brakes
- Four channel ABS brakes
- Ford Co-Pilot360 - Post Collision Braking automatic post-collision braking system
- Hill start assist
- Strut front suspension

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

- Front anti-roll bar
- Rigid axle rear suspension
- Electric power-assist steering system
- 2-wheel steering system
- Front coil springs
- Leaf spring rear suspension
- Rack-pinion steering

Body Exterior

- * **Trailer wiring harness**
- Clearcoat paint
- Black bodyside cladding
- Black side window trim
- Black door handles
- Black rear bumper
- Black door mirrors
- Convex spotter in driver and passenger side door mirrors
- Split swing-out rear cargo door
- 16 x 6.5-inch front and rear argon steel wheels
- 3 doors
- Monotone paint
- Black wheel well trim
- Black windshield trim
- Black front bumper
- Black grille
- Standard style side mirrors
- Sliding right rear passenger door
- LT235/65RS16 AS BSW front and rear tires

Convenience

- Power door locks with 2 stage unlocking
- All-in-one remote fob and ignition key
- Power tailgate/rear door lock
- Power first-row windows
- * **Cargo area partition**
- Driver foot rest
- Front beverage holders
- Instrument panel bin
- Keyfob activated door locks
- Auto-locking doors
- * **Cruise Control w/Adjustable Speed Limiting Device (ASLD) cruise control with steering wheel mounted controls**
- * **Full floor console**
- * **Supplemental cargo area lighting**
- Locking glove box
- Driver and passenger door bins
- PRND in IP

Comfort

- Manual climate control
- Front headliner coverage
- Front floor coverage
- Manual telescopic steering wheel
- Cloth headliner material
- Front vinyl floor covering
- Manual tilting steering wheel
- Urethane steering wheel

Seats and Trim

- Seating capacity: 2
- Driver seat with 4-way directional controls
- Bucket front seats
- Front passenger seat with 4-way directional controls

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

- Height adjustable front seat head restraints
- Driver seat armrest
- Manual driver seat fore/aft control
- Manual passenger seat fore/aft control
- Manual front seat head restraint control
- Manual reclining driver seat
- Manual reclining passenger seat
- Vinyl front seat upholstery

Entertainment Features

- 1 total number of 1st row displays
- AM/FM stereo radio
- Auxiliary input jack
- Speakers number: 4
- Steering wheel mounted audio controls
- Fixed audio antenna
- 4 inch primary LCD display
- Seek scan
- External memory control
- Standard grade speakers
- Wireless audio streaming

Lighting, Visibility and Instrumentation

- Metal-look instrument panel insert
- Trip odometer
- Telematics Essentials driver information center
- Engine/electric motor temperature gauge
- Light tinted windows
- Halogen headlights
- Delay-off headlights
- Variable intermittent front windshield wipers
- Illuminated entry
- High mounted center stop light
- Analog instrumentation display
- In-radio display clock
- Tachometer
- Laminated side window glass
- Aero-composite headlights
- Ford Co-Pilot360 - Autolamp auto on/off headlight control
- Ford Co-Pilot360 - Auto High Beam auto high-beam headlights
- Front reading lights
- Variable instrument panel light
- Fade interior courtesy lights

Technology and Telematics

- * **911 Assist emergency SOS system via mobile device**
- * **SYNC 3 AppLink incl. Apple CarPlay/Android Auto smart device app link**
- 2 USB ports
- Bluetooth handsfree wireless device connectivity
- * **Selective service internet access**

Safety and Security

- Driver front impact airbag
- Safety Canopy System curtain first-row overhead airbags
- Seat mounted side impact front passenger airbag
- 6 airbags
- Seat mounted side impact driver airbag
- Cancellable front passenger air bag
- Airbag occupancy sensor
- Front height adjustable seatbelts

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

- Front seatbelt pretensioners
- SecuriLock immobilizer
- Lane-Keeping System
- Driver Alert
- Ford Co-Pilot360 w/Side Wind Stabilization electronic stability control system with anti-roll
- * **Reverse Sensing System rear parking sensors**
- 2 seatbelt pre-tensioners
- Remote panic alarm
- Pre-Collision Assist with Automatic Emergency Braking (AEB) forward collision mitigation
- Rear mounted camera
- * **Back-up alarm**

Dimensions

General Weights

* Curb weight	5,309 lbs.	* Rear curb weight	2,194 lbs.
GVWR	9,950 lbs.	* Payload	4,641 lbs.

Trailing Weights

* GCWR	12,600 lbs.
---------------------	--------------------

Front Weights

* Front curb weight	3,115 lbs.	GAWR front	4,630 lbs.
----------------------------------	-------------------	------------------	------------

Rear Weights

GAWR rear	6,300 lbs.
-----------------	------------

Off Road

Loading floor height	28.7 "
----------------------------	--------

Exterior Measurements

Vehicle body length	235.5"	Vehicle body width	81.3"
Vehicle body height	101.3"	Rear door opening height	64.9"
Rear door opening width	61.7"	Rear door opening angle	180.0
Wheelbase	148.0"	Front brake diameter	12.1"
Rear brake diameter	12.1"	Side door opening height	63.0"
Side door opening width	51.2"	Front track	68.2"
Rear track	68.6"	Vehicle turning radius	23.9'
Front bumper to front axle	40.3"		

Interior Measurements

Interior rear cargo volume	357.1 cu.ft.	Interior cargo area height	72.0 "
Interior cargo length	143.7 "	Interior cargo area min width	54.8 "
Interior cargo area max width	70.2 "		

Headroom

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Headroom first-row	52.0"
<i>Legroom</i>	
Leg room first-row	41.3"
<i>Shoulder Room</i>	
Shoulder room first-row	67.9"
<i>Hip Room</i>	
Hip room first-row	60.7"

Powertrain

Engine

* **Engine EcoBoost 3.5L V-6 gasoline direct injection, DOHC, variable valve control, twin turbo, engine with 310HP**

Engine cylinders V-6
 Ignition Spark ignition system

Engine block material Aluminum engine block

Valves per cylinder 4

Engine location Front mounted engine
 Engine mounting direction Longitudinal mounted engine

Cylinder head material Aluminum cylinder head

Engine Specs

Displacement 3.5L
 Bore 3.64"
 * **Compression ratio** **10.0**

cc 213.4 cu.in.
 Stroke 3.41"
 * **SAEJ1349** **AUG2004 compliant**

Engine Power

* **Horsepower** **310 HP@5000 RPM**

* **Torque** **400 lb.-ft. @2500 RPM**

Alternator

Alternator amps 250A

Alternator type Regular duty alternator

Battery

Battery amps 70Ah
 Battery run down protection Battery run down protection

Battery type Lead acid battery

Engine Extras

Radiator Radiator

Transmission

Transmission 10-speed automatic

Transmission electronic control Transmission electronic control

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Overdrive transmission	Overdrive transmission	Lock-up transmission	Lock-up transmission
First gear ratio	4.689	Second gear ratio	2.985
Third gear ratio	2.146	Fourth gear ratio	1.769
Fifth gear ratio	1.52	Sixth gear ratio	1.275
Reverse gear ratio	4.866	Seventh gear ratio	1
Eighth gear ratio	0.854	Ninth gear ratio	0.689
Tenth gear ratio	0.636	* Selectable mode transmission Tow/Haul Mode selectable mode transmission	
Sequential shift control	SelectShift Sequential shift control	Transmission oil cooler	Transmission oil cooler

Drive Type

Drive type Rear-wheel drive

Drivetrain

* **Axle ratio** **3.73**

Exhaust

Tailpipe Stainless steel single exhaust

Fuel

Fuel type regular unleaded

Fuel Tank

Capless fuel filler Capless fuel filler Fuel tank capacity 25.10 gal.

Drive Feature

Limited slip differential Mechanical limited slip differential Traction control All-speed ABS and driveline traction control

Fuel Economy and Emissions

Fuel Economy

Secondary fuel type Gasoline secondary fuel type

Emissions

Emissions ULEV II emissions Emissions tiers Tier 2 Bin 5 emissions

Fuel Economy (Alternate 1)

Additional fuel types E85 additional fuel types

Suspension and Handling

Suspension

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Suspension Standard ride suspension

Rear shock absorbers Heavy-duty rear shock absorbers

Front shock absorbers Standard grade front shock absorbers

Driveability

Brakes

Brake type 4-wheel disc brakes

ABS brakes Four channel ABS brakes

ABS brakes 4-wheel antilock (ABS) brakes

Ventilated brakes Front ventilated disc brakes

Electronic parking brake Electronic parking brake

Post collision braking system Ford Co-Pilot360 - Post Collision Braking automatic post-collision braking system

Brake Assistance

Hill start assist Hill start assist

Brake assist system Brake assist system

Front Suspension

Anti-roll bar front Front anti-roll bar

Suspension type front Strut front suspension

Suspension ride type front Independent front suspension

Front Spring

Regular front springs Regular front springs

Springs front Front coil springs

Rear Spring

Springs rear Rear leaf springs

Rear springs Regular grade rear springs

Rear Suspension

Suspension type rear Leaf spring rear suspension

Suspension ride type rear Rigid axle rear suspension

Steering

Steering Electric power-assist steering system

Steering type number of wheels 2-wheel steering system

Steering type Rack-pinion steering

Exterior

Front Wheels

Front wheels diameter 16"

Front wheels width 6.5"

Rear Wheels

Rear wheels diameter 16"

Rear wheels width 6.5"

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Front And Rear Wheels

Appearance argent Material steel

Front Tires

Aspect 65 Diameter 16"
Sidewalls BSW Speed S
Tread AS Type LT
Width 235mm Front wheel - RPM 720

Rear Tires

Aspect 65 Diameter 16"
Sidewalls BSW Speed S
Tread AS Type LT
Width 235mm Rear wheel - RPM 720

Body Exterior

Trailering

* Towing capability **Trailer towing capability** * Towing class **Class III tow rating**
* Towing hitch **Trailer hitch** * Towing wiring harness **Trailer wiring harness**
* Towing brake controller **Trailer brake controller** * Towing trailer sway **Trailer Sway Control (TSC) trailer sway control**

Exterior Features

Number of doors 3 doors License plate front bracket Front license plate bracket

Body

Body panels Fully galvanized steel body panels with side impact beams

Mirrors

Convex spotter Convex spotter in driver and passenger side door mirrors

Spare Tire

Spare tire Full-size spare tire with steel wheel Spare tire location Crank-down spare tire

Tires

Front tires LT load rating C Rear tires LT load rating C

Wheels

Wheel covers Wheel hub covers

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Convenience

Door Locks

Door locks	Power door locks with 2 stage unlocking	Keyfob door locks	Keyfob activated door locks
All-in-one key	All-in-one remote fob and ignition key	Auto door locks	Auto-locking doors
Tailgate control	Power tailgate/rear door lock		

Cruise Control

* **Cruise control** .. **Cruise Control w/Adjustable Speed Limiting Device (ASLD) cruise control with steering wheel mounted controls**

Exterior Mirrors

Door mirrors	Power door mirrors	Folding door mirrors	Manual folding door mirrors
--------------------	--------------------	----------------------	-----------------------------

Front Side Windows

First-row windows	Power first-row windows
-------------------------	-------------------------

Floor Console

* Floor console	Full floor console	Floor console storage	Floor console storage
------------------------------	---------------------------	-----------------------------	-----------------------

Overhead Console

* Overhead console	Full overhead console	* Overhead console storage ..	Overhead console storage
---------------------------------	------------------------------	--------------------------------------	---------------------------------

Power Outlets

12V power outlets	2 12V power outlets
-------------------------	---------------------

Cargo Features

Cargo light	Cargo area light
-------------------	------------------

Pedals

Driver foot rest	Driver foot rest
------------------------	------------------

Storage

Door bins front	Driver and passenger door bins	Beverage holders	Front beverage holders
Glove box	Locking glove box	Instrument panel storage	Instrument panel bin

Windows Feature

One-touch down window ..	Driver one-touch down window
--------------------------	------------------------------

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Miscellaneous

PRND in IP PRND in IP

Comfort

Climate Control

Climate control Manual climate control

Headliner

Headliner material Cloth headliner material Headliner coverage Front headliner coverage

Floor Trim

Floor covering Front vinyl floor covering Floor coverage Front floor coverage

Steering Wheel

Steering wheel telescopic Manual telescopic steering wheel Steering wheel material Urethane steering wheel

Steering wheel tilt Manual tilting steering wheel

Seats and Trim

Seat Capacity

Seating capacity 2

Front Seats

Driver seat direction Driver seat with 4-way directional controls Driver seat fore/aft control Manual driver seat fore/aft control

Passenger seat direction Front passenger seat with 4-way directional controls Split front seats Bucket front seats

Reclining passenger seat Manual reclining passenger seat Passenger seat fore/aft control Manual passenger seat fore/aft control

Front head restraints Height adjustable front seat head restraints Front head restraint control Manual front seat head restraint control

Armrests front driver Driver seat armrest Reclining driver seat Manual reclining driver seat

Front Seat Trim

Front seat upholstery Vinyl front seat upholstery Front seatback upholstery Vinyl front seatback upholstery

Gearshifter Material

Gearshifter material Urethane gear shifter material

Entertainment Features

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

LCD Displays

Number of first-row LCD displays 1 total number of 1st row displays

LCD primary display size 4 inch primary LCD display

Radio Features

Aux input jack Auxiliary input jack
Seek scan Seek scan

External memory External memory control

Speakers

Speakers Standard grade speakers

Speakers number 4

Audio Features

Steering mounted audio control Steering wheel mounted audio controls

Wireless streaming Wireless audio streaming

Lighting, Visibility and Instrumentation

Instrument Panel Trim

Panel insert Metal-look instrument panel insert

Instrumentation

Trip odometer Trip odometer

Instrumentation display Analog instrumentation display

Instrumentation Displays

Driver information center Telematics Essentials driver information center

Clock In-radio display clock

Instrumentation Gauges

Tachometer Tachometer

Engine/electric motor temperature gauge Engine/electric motor temperature gauge

Instrumentation Warnings

Engine temperature warning Engine temperature warning

Oil pressure warning Oil pressure warning

Low fuel warning Low fuel warning

Low brake fluid warning Low brake fluid warning

Battery charge warning Battery charge warning

Headlights on reminder Headlights on reminder

Key in vehicle warning Key in vehicle warning

Door ajar warning Door ajar warning

Trunk warning Rear cargo ajar warning

Service interval warning Service interval indicator

Low tire pressure warning Low tire pressure warning

Glass

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller

08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Laminated window Laminated side window glass

Tinted windows Light tinted windows

Headlights

Headlights Halogen headlights

Headlight type Aero-composite headlights

Auto headlights Ford Co-Pilot360 - Autolamp auto on/off headlight control

Delay off headlights Delay-off headlights

Auto high-beam headlights Ford Co-Pilot360 - Auto High Beam auto high-beam headlights

Front Windshield

Wipers Variable intermittent front windshield wipers

Interior Lighting

Illuminated entry Illuminated entry

Variable panel light Variable instrument panel light

Front reading lights Front reading lights

Lights

Interior courtesy lights Fade interior courtesy lights

High mount stop light High mounted center stop light

Technology and Telematics

Connectivity

Handsfree Bluetooth handsfree wireless device connectivity

* Smart device integration SYNC 3 AppLink incl. Apple CarPlay/Android Auto smart device app link

* Emergency SOS 911 Assist emergency SOS system via mobile device

Internet Access

* Internet access Selective service internet access

USB Ports

USB ports 2 USB ports

Safety and Security

Airbags

Front impact airbag driver Driver front impact airbag

Number of airbags 6 airbags

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Selected Equip & Specs (cont'd)

Front impact airbag passenger... Cancellable front passenger air bag
Front side impact airbag passenger... Seat mounted side impact front passenger airbag
Overhead airbags... Safety Canopy System curtain first-row overhead airbags

Front side impact airbag driver... Seat mounted side impact driver airbag
Occupancy sensor... Airbag occupancy sensor

Seatbelts

Height adjustable seatbelts... Front height adjustable seatbelts
Seatbelt pretensioners number... 2 seatbelt pretensioners

Seatbelt pretensioners... Front seatbelt pretensioners

Security System

Immobilizer... SecuriLock immobilizer

Remote panic alarm... Remote panic alarm

Active Driving Assistance

Lane departure... Lane-Keeping System

Forward collision warning... Pre-Collision Assist with Automatic Emergency Braking (AEB) forward collision mitigation

Driver attention monitor... Driver Alert

Cameras

Rear camera... Rear mounted camera

Traction Control

Electronic stability control... Ford Co-Pilot360 w/Side Wind Stabilization electronic stability control system with anti-roll

Parking Sensors

* Back up alarm... Back-up alarm

* Parking sensors... Reverse Sensing System rear parking sensors

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



Prepared by: Ed Miller
08/01/2023

Chastang Ford | 6200 N. Loop East Houston Texas | 770261936

2023 Transit-350 Cargo RWD Medium Roof Van 148" WB Base (F7C)

Quote ID: CLEB24F7C

Warranty

Standard Warranty

Basic Warranty

Basic warranty 36 months/36,000 miles

Powertrain Warranty

Powertrain warranty 60 months/60,000 miles

Corrosion Perforation

Corrosion perforation warranty 60 months/unlimited

Roadside Assistance Warranty

Roadside warranty 60 months/60,000 miles

Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.

Note: Prices and content availability as shown are subject to change and should be treated as estimates only. Actual base vehicle, package and option pricing may vary from this estimate because of special local pricing, availability or pricing adjustments not reflected in the dealer's computer system. See salesperson for the most current information.



BOARD OF TRUSTEES ACTION ITEM

TITLE: 2023-2024 District Insurance Purchase/Renewal
 FROM: Shawn Shockler, Executive Director of District Operations
 DATE: 8/14/2023

BACKGROUND

The initial contract was for a one (1) year period, beginning on September 1, 2018, and ending August 31, 2019, and renewable for five (5) additional one (1) year periods based upon the same terms and conditions at the discretion of CISD, subject to Board approval, with one (1) year remaining. The major change in premiums is due to a small increase in CHS values and a volatile North Texas Commercial Property Insurance market.

CONSIDERATION

The purpose of this memo is to request board approval for the renewal of property/casualty, professional liability, vehicle, and Workers Compensation insurance for the 2023-2024 school year.

RECOMMENDATION

We ask for the approval of the renewal submitted by Roach Howard Smith & Barton for 2023-2024 in the amount of \$1,438,336.00.

	Expiring Premium	Renewal Premium	Premium Change
Property <i>Texas Political Subdivisions</i>	\$722,633.00	\$983,158.00	(\$260,525.00)
Inland Marine <i>Texas Political Subdivisions</i>	\$6,473.00	\$6,473.00	(\$0.00)
Crime <i>Texas Political Subdivisions</i>	\$1,300.00	\$1,347.00	(\$47.00)
General Liability <i>Texas Political Subdivisions</i>	\$4,312.00	\$4,411.00	(\$99.00)
Automobile Liability <i>Texas Political Subdivisions</i>	\$58,316.00	\$62,715.00	(\$4,399.00)
Auto Physical Damage <i>Texas Political Subdivisions</i>	\$20,451.00	\$21,794.00	(\$1,343.00)
Crisis Management <i>Texas Political Subdivisions</i>	Included	Included	
Cyber Liability <i>Texas Political Subdivisions</i>	\$3,446.00	\$5,970.00	(\$2,524.00)
Sexual Abuse Molestation <i>Texas Political Subdivisions</i>	Inc. in ELL	Inc. in ELL	
School Board Legal Liability <i>Texas Political Subdivisions</i>	\$110,226.00	\$115,704.00	(\$5,478.00)

Workers Compensation	\$235,521.00	\$235,521.00	(\$0.00)
<i>Deep East Texas Self Insurance Fund</i>			
Student Professional Liability	\$1,165.00	\$1,243.00	(\$78.00)
<i>American Casualty Company</i>			
	\$1,163,843.00	\$1,438,336.00	(\$274,493.00)

2023



CLEBURNE ISD

INSURANCE PROPOSAL & COST PROJECTIONS



An **Assurex** Global Partner

1320 S. University Drive Ste. 1000
Fort Worth, TX 76107
972-231-1300 • Fax 972-231-1368
www.rhsb.com



TABLE OF CONTENTS

Premium Summary	3
Named Insured	4
Commercial Property.....	5
Commercial Property - <i>Continued</i>	6
Commercial Crime	7
Commercial General Liability	8
Cyber Liability	9
Commercial Auto Coverage.....	10
Crisis Management Coverage.....	11
School Board Legal Liability	12
Workers Compensation.....	13
Student professional Liability	14
Additional Coverages with RHSB Not Included in This Analysis.....	15
Please Note.....	16
Terrorism Disclosure.....	17
Insurance Service Team Contact Information.....	18
Did you Know?.....	19

PREMIUM SUMMARY

LINE OF COVERAGE	EXPIRING PREMIUM	RENEWAL OPTION	EXPOSURE/RATING BASIS		
			EXPOSURE BASIS	EXPIRING	RENEWAL
Property	<i>TPS</i>	<i>TPS</i>	Total Insured Values:	\$349,541,201	\$365,848,894 <i>(+5%)</i>
	\$722,633	\$983,158	Property Deductible:	\$100,000	\$100,000
			Windstorm/Hail Deductible:	1% of TIV, \$500,000 min	1% of TIV, \$500,000 min
			Rate per \$100 TIV:	\$0.207	\$0.267 <i>(+30%)</i>
Inland Marine	\$6,473	\$6,473	Mobile Equipment:	\$1,045,627	\$1,045,627
			Computer Equipment:	\$8,000,000	\$8,000,000
			Band Instruments/Uniforms:	\$250,000	\$250,000
Crime	\$1,300	\$1,347	Employee Dishonesty:	\$100,000	\$100,000
General Liability	\$4,312	\$4,411	Limit:	\$1,000,000	\$1,000,000
			Student Enrollment:	6,782	7,131
Cyber Liability	\$3,446	\$5,970	Limit:	\$1,000,000	\$1,000,000
Auto Liability	\$58,316	\$62,715	# Vehicles:	132	135
Auto Physical Damage	\$20,451	\$21,794	Comp/Collision Deductible:	\$2,500	\$2,500
			Total Cost New:	\$6,995,328	\$7,145,328
Crisis Management	Included	Included	Limit:	\$2,250,000	\$2,250,000
School Board Legal Liability	\$110,226	\$115,704	Limit:	\$1,000,000	\$1,000,000
			Student Enrollment:	7,022	7,131
Sexual Abuse & Molestation	Incl in ELL	Incl in ELL	Limit:	N/A	N/A
			Student Enrollment:	N/A	N/A
Workers Compensation	<i>DETSIF</i>	<i>DETSIF</i>	Estimated Payroll:	\$53,436,420	\$53,436,420
	\$235,521	\$235,521	Average Rate:	\$0.441	\$0.441
Student Professional Liability (HPSO/CNA)	<i>CNA</i>	<i>CNA</i>	Limit:	\$1,000,000	\$1,000,000
	\$1,165	\$1,243	# of Students	103	110
TOTAL ACCOUNT PREMIUM	\$1,163,843	\$1,438,336			

COMMENTS

- Workers Compensation premium is the 3rd year of a 3-year policy term. No payroll updates or audit required.

NAMED INSURED

Cleburne ISD

COMMERCIAL PROPERTY

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

SCHEDULE OF LOCATIONS
See Property Schedule

COVERAGE AND LIMITS			
SUBJECT OF INSURANCE	LIMIT	VALUATION	DEDUCTIBLE
Blanket Building & Contents	\$365,848,894	Replacement Cost	\$100,000 per occurrence
Wind / Hail	Included	Replacement Cost	1% TIV per location, \$500,000 min per occ
Electronic Data Processing Equip	\$8,000,000	Replacement Cost	\$2,500 per occurrence
Scheduled Contractor’s Mobile Equipment	\$1,045,627	Actual Cash Value	\$2,500 per occurrence
Band/Musical Instruments & Uniforms	\$250,000	Actual Cash Value	\$2,500 per occurrence

SUB-LIMITS		
DESCRIPTION	LIMIT	DEDUCTIBLE
Earth Movement – Annual Aggregate for all coverage provided	\$10,000,000	\$150,000 per occurrence, per location
Flood – Annual Aggregate for all coverage provided	\$10,000,000	\$150,000 per occurrence, per location
Equipment Breakdown	\$250,000,000	\$10,000 per occurrence

COMMENTS:

- Exclusion for Virus, Bacteria or Microorganisms that induce physical distress, illness or disease
- Actual Cash Value for locations that have PVC single-ply membrane roofs (Does not apply to TPO or EDPM single-ply membrane roofs)
- Actual Cash Value for roofs that are 20 years or older
- Aesthetic Impairment Addendum – Limited coverage for roofs that have cosmetic damage
- The above property values have been provided by you. Please let us know if you would like our assistance in determining appropriate values.
- See policy for complete list of terms, conditions, limitations, and exclusions.

COMMERCIAL PROPERTY - CONTINUED

EXTENSIONS OF COVERAGE SUB-LIMITS	
(WILL APPLY ON A PER OCCURRENCE BASIS AND ARE PART OF, NOT IN ADDITION TO, THE PROPERTY LIMITS ABOVE)	
DESCRIPTION	LIMIT
Newly Acquired Property	\$10,000,000
Extra Expense	\$5,000,000
Valuable Papers & Records	\$5,000,000
Property In Transit	\$1,000,000
Accounts Receivable	\$5,000,000
Demolition Cost & Increased Construction Cost (Cvg A)	Included
Demolition Cost & Increased Construction Cost (Cvg B & C)	Included
Flood (Includes B, C & X)	\$10,000,000
Earth Movement (Excludes Pacific Northwest & New Madrid Eq. Zones)	\$10,000,000
Spoilage	\$250,000
Outdoor Property	\$1,000,000 (\$1,000 per item)
Miscellaneous Unnamed Locations	\$5,000,000
Unscheduled Tracks & Fields	\$2,500,000

COMMENTS:

- Not an all-inclusive list of sub-limits. See policy for details.

COMMERCIAL CRIME

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

COVERAGE	DESCRIPTION	LIMIT	DEDUCTIBLE (PER OCCURRENCE)
Employee Dishonesty	Covers loss of money, securities, equipment, supplies or other property due to dishonest acts of covered employees.	\$100,000	\$1,000
Forgery or Alteration	Covers loss resulting from forgery or alteration of checks, drafts, promissory notes, or similar written promises.	\$50,000	\$1,000
On Premises	Covers loss of money and securities inside the premises or banking premises resulting from theft, disappearance or destruction or outside the premises in the care and custody of a messenger	\$50,000	\$1,000
In Transit	Covers loss other property inside the premises in the care and custody of a custodian or in a safe or vault	\$50,000	\$1,000
Computer Fraud	Covers loss of money, securities and property resulting from the use of any computer to fraudulently cause a transfer.	\$50,000	\$5,000
Money Order & Counterfeit Currency	Covers loss resulting from having accepted in good faith money orders not paid upon presentation or counterfeit currency	\$50,000	\$1,000

COMMENTS:

- Faithful Performance of Duties Endorsement Included.
- See policy for complete list of terms, conditions, limitations, and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

COMMERCIAL GENERAL LIABILITY

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023-09/01/2024

COVERAGE	LIMIT
Coverage Type	Occurrence
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Products / Completed Operations Aggregate	\$1,000,000
Personal and Advertising Injury	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Expense Limit (Any one person)	Excluded
<i>Bodily Injury and Property Damage Deductible</i>	<i>\$5,000 Per Claim</i>
Employee Benefits Liability Coverage	Included
Employee Benefits Liability Deductible	\$1,000

COMMENTS:

- Please review your business contracts with legal counsel for advice regarding how to handle any potential assumptions of liability that may not be insured. These may include the sole negligence of a third party you assume by a contract.
- See policy for complete list of terms, conditions, limitations and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

CYBER LIABILITY

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

COVERAGE	LIMIT
Coverage Type	Claims Made
Security and Privacy Liability	\$1,000,000
Regulatory Action Sublimit	\$1,000,000
Public Relations	\$1,000,000
Cyber Extortion Insurance	\$1,000,000
Notification	\$1,000,000
Credit Monitoring	\$1,000,000
Forensics Investigation	\$1,000,000
Criminal Reward	\$1,000,000
Business Interruptions/Extra Expenses (12 Hrs. Waiting Period)	\$1,000,000
Social Engineering Fraud	\$100,000
Annual Aggregate Limit	\$1,000,000
Retention	\$50,000

COMMENTS:

- See Cyber General Terms for special conditions/requirements involving MFA and performing timely patching.
- Cyber coverage reinsured by Chubb. Deductible for members with revenue between \$50M - \$250M is \$50,000.
- A “Claims Made” and reported policy provides coverage only for claims occurring after the policy retroactive date (if any) and applies only to claims that are made or claims that are made and reported against the insured during the policy period. Retroactive date means the earliest date a wrongful act may be committed and be covered under the policy. Requirements for coverage to apply under the claims made policy include:
 - Coverage must be in place at the time the claim is made against the insured.
 - Notification of the claim must be made to the carrier in written form within the policy period or during the extended reporting period, which could be 30, 60, or 90 days after the policy has expired
- Changing your insurance carrier / renewing your policy: When changing carriers or renewing claims made policies, you must advise and discuss any potential claims with RHSB prior to the making of a change of carrier or renewing your policy.
- **Please notify us immediately of any claim or potential claim that is identified during the policy period, as this may impact your ability to tender such claim subject to the policy provisions.**
- See policy for complete list of terms, conditions, limitations and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

COMMERCIAL AUTO COVERAGE

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

COVERAGE	AUTOS COVERED	LIMITS OF LIABILITY	
Liability Insurance	Any Auto	Bodily Injury Each Person	\$100,000
	Hired Car Liability	Bodily Injury Each Accident	\$300,000
	Non-owned Liability	Property Damage Each Accident	\$100,000
Uninsured/Underinsured Motorist	Any Auto	Bodily Injury Each Person	\$30,000
	Hired Car Liability	Bodily Injury Each Accident	\$60,000
	Non-owned Liability	Property Damage Each Accident	\$25,000

LIABILITY	DEDUCTIBLE
Combined Bodily Injury & Physical Damage	<i>\$5,000 per claim</i>
Uninsured/Underinsured Motorist	<i>\$250</i>

PHYSICAL DAMAGE	DEDUCTIBLE
Private Passenger / Light Trucks / Buses / Trailers 2000 and newer	<i>\$2,500 Comprehensive / \$2,500 Collision</i>

Schedule of Vehicles

VEH. #	YEAR	MAKE	MODEL	VEHICLE ID NUMBER	COMP. DED.	COLL. DED.	GARAGE CITY	GARAGE STATE	COST NEW
As Per Schedule on File									

COMMENTS:

- Please advise us if any of the autos shown on the Schedule have been sold and if you own or lease any autos not shown on the Schedule.
- Trailers with a load capacity of 2000 lbs. or more must be scheduled on the auto policy to have liability coverage.
- All trailers must be scheduled for physical damage coverages.
- Out-of-State coverage extension up to \$1,000,000.
- Racing Exclusion added.
- See policy for complete list of terms, conditions, limitations and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.
- Hired Car Physical Damage Not Covered.

CRISIS MANAGEMENT COVERAGE

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

CRISIS MANAGEMENT (WORKPLACE VIOLENCE)	
COVERAGE	LIMIT
Each Occurrence	\$2,250,000
Aggregate	\$2,250,000
Triggering Event	Deadly weapon event involving an assailant where a weapon has been used or brandished on any member location(s) that was provided to TPS in the member’s SOV

COMMENTS:

- See Crisis Management Highlights for list coverages and coverage descriptions.
- Higher limits may be available. Please tell us if you would like a quote.

SCHOOL BOARD LEGAL LIABILITY

COMPANY	POLICY NUMBER	POLICY TERM
Texas Political Subdivisions (TPS)	23F0723	09/01/2023- 09/01/2024

COVERAGE	LIMIT
Coverage Type	Claims Made
School Board Legal Liability	\$1,000,000
Per Claim Deductible	\$100,000
Limited Non-Pecuniary Defense	\$5,000 per occurrence / \$15,000 aggregate
Per Claim Deductible	\$100,000
Aggregate Limit	\$1,000,000
Retroactive Date	09/01/2019

COMMENTS:

- Defense Costs are in addition to limits
- Excludes Punitive or Exemplary Damages and Student-Student Sexual Abuse
- A “Claims Made” and reported policy provides coverage only for claims occurring after the policy retroactive date (if any) and applies only to claims that are made or claims that are made and reported against the insured during the policy period. Retroactive date means the earliest date a wrongful act may be committed and be covered under the policy. Requirements for coverage to apply under the claims made policy include:
 - Coverage must be in place at the time the claim is made against the insured.
 - Notification of the claim must be made to the carrier in written form within the policy period or during the extended reporting period, which could be 30, 60, or 90 days after the policy has expired
- Changing your insurance carrier / renewing your policy: When changing carriers or renewing claims made policies, you must advise and discuss any potential claims with RHSB prior to the making of a change of carrier or renewing your policy.
- **Please notify us immediately of any claim or potential claim that is identified during the policy period, as this may impact your ability to tender such claim subject to the policy provisions.**
- See policy for complete list of terms, conditions, limitations and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

WORKERS COMPENSATION

COMPANY	POLICY NUMBER	POLICY TERM
DETSIF	263	09/01/2023- 09/01/2024

WORKERS COMPENSATION COVERAGE – ITEM 3A
 Coverage applies to the Workers’ Compensation law and any occupational disease law of each of the following states – **TX**

EMPLOYERS LIABILITY COVERAGE – ITEM 3B	LIMIT
Coverage Type	
Each Accident – Bodily Injury by Accident	\$1,000,000
Policy Limit – Bodily Injury by Disease	\$1,000,000
Each Employee – Bodily Injury by Disease	\$1,000,000

OTHER STATES COVERAGE – ITEM 3C
 Part Three of the policy applies to the states, if any, listed here: **None**

STATE	CLASS CODE	CLASSIFICATION	ESTIMATED PAYROLL
TX	9101	College/School - All Other Employees	\$5,398,785
TX	8868	Schools - Professional	\$46,274,751
TX	8810	Clerical Employees	\$1,762,884
Total			\$53,436,420

WORKERS COMPENSATION COMMENTS:

- Coverage Item 3A must show all states in which you are working on the inception of the policy. Please review and list any additional states in which you currently have operations or expect to have operations. We will also need the estimated payroll figures for your operations in these states.
- Payroll is subject to an Annual Audit. Premium will be adjusted in accordance with final payroll figures.
- The following states are Monopolistic States: Ohio, Wyoming, Washington and North Dakota. In these states, the employers must purchase Workers Compensation insurance from a State-Operated Insurance Fund.
- See policy for complete list of terms, conditions, limitations, and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

STUDENT PROFESSIONAL LIABILITY

COMPANY	POLICY NUMBER	POLICY TERM
American Casualty Company of Reading (CNA)	0674690815	09/01/2023- 09/01/2024

COVERAGE	LIMIT
Coverage Type	Occurrence
Limit – Each Claim	\$1,000,000
Aggregate	\$5,000,000
Exposure Basis	110 Students

COMMENTS:

- See policy for complete list of terms, conditions, limitations and exclusions.
- Higher limits may be available. Please tell us if you would like a quote.

ADDITIONAL COVERAGES WITH RHSB NOT INCLUDED IN THIS ANALYSIS

TYPE OF COVERAGE	COMPANY	POLICY NUMBER	POLICY PERIOD
Pollution Liability	Mid-Continent Casualty Company .	04-TOP-000033365	10/28/2022-10/28/2023

PLEASE NOTE

- This is a convenient coverage summary, not a legal contract.
- This analysis is provided to facilitate your understanding of your insurance program and is intended for reference only. This analysis neither affirmatively nor negatively amends, extends, or alters the coverage afforded by any policy described herein.
- Please refer to the actual policies quoted for specific terms, conditions, limitations, and exclusions that will govern in the event of a loss. Specimen copies of these policies are available for your review prior to the binding of coverage.
- In evaluating your exposures to loss, we have been dependent upon information provided by you. If there are other areas that need to be evaluated, please bring these areas to our attention.
- Should any of your exposures change such as beginning new operations, hiring employees in new states, buying additional property, etc., please let us know so that proper coverage(s) can be discussed.
- Higher limits may be available – please let us know if you would like a quote.

COMMENTS: This is not intended to be an all-inclusive list of retained risks and uninsured exposures.

TERRORISM DISCLOSURE

The quotes provided include terrorism coverage to satisfy the “Terrorism Risk Insurance Program Reauthorization Act of 2019.

TRIA was first signed into law in 2002 when reinsurers and primary insurers exited the market for terrorism risk coverage after paying out more than \$30 billion in claims following the 9/11 terrorist attacks. The absence of this coverage stalled business activity and resulted in massive job losses. TRIA’s federal backstop enabled the private insurance market to function again, restoring the availability of terrorism risk insurance.

TRIA was initially created as a temporary three-year federal program allowing the federal government to share monetary losses with insurers on commercial property and casualty losses due to a terrorist attack. Since then, it has been renewed four times: in 2005, 2007, 2015, and 2019. The current reauthorization is currently slated to expire December 31, 2027. TRIA requires insurers to make terrorism coverage available to commercial policyholders but does not require insureds to purchase it.

****Update to Terrorism Risk Insurance Program Reauthorization Act of (TRIA)****

On December 20, 2019, the President signed into law the Terrorism Risk Insurance Program Reauthorization Act of 2019 (Pub. L.116-94, 133 Stat. 2534) [2019 Reauthorization Act], which extended TRIP through **December 31, 2027**.

The 2019 Reauthorization of TRIA

- Requires the Secretary of the Treasury to include in its biennial report to Congress an evaluation of the availability and affordability of terrorism risk insurance, including specifically for places of worship.
- Requires the U.S. Government Accountability Office (GAO) to conduct a study on cyberterrorism risks, including an analysis of whether the states’ definition of cyber liability under a property and casualty line of insurance is adequate coverage for an act of cyber terrorism, the potential costs of cyber-attacks, the private market’s ability to adequately price cyber risks, and whether the TRIA structure is appropriate for covering cyberterrorism.
- Adjusts the mandatory recoupment timing.
- Eliminates outdated language relating to past United States Government reimbursement levels. The reimbursement level of covered terrorism losses exceeding the statutorily established deductible is now (as of January 1, 2020) a fixed 80%.



For additional information on TRIA, please visit www.treas.gov, the website of the United States Department of the Treasury, www.naic.org the National Council on Compensation Insurance or www.congress.gov , the Congress GOV site.

INSURANCE SERVICE TEAM CONTACT INFORMATION

	NAME / TEAM POSITION	CONTACT INFORMATION	WHEN TO CONTACT
TEAM LEADER	Allison Nixon Team Leader	Phone: 817-390-3519 Email: anixon@rhsb.com	Has overall program knowledge and serves as program coordinator. Can be contacted to discuss any high-level issues or coverage concerns.
ACCOUNT EXECUTIVE	Courtney Woodruff Account Executive	Phone: 972-744-2746 Email: cwoodruff@rhsb.com	Heads up your service team at RHSB. Has overall program knowledge and assists the team leader with all aspects of the program. Able to make decisions in team leader's absence. Can be contacted to discuss any high-level issues or coverage concerns.
SERVICING	Ann Nordeen Sr. Account Manager	Phone: 972-744-2704 Email: anordeen@rhsb.com	Handles the day-to-day servicing of your insurance program. Call when you need to make changes to your policy(s), to discuss billing inquiries, or to request certificates of insurance.
	Chinnu Islas Associate Account Manager	Phone: 972-744-2712 Email: cislas@rhsb.com	
CLAIMS	Donna Petross Claims Advocate	Phone: 972-744-2770 Email: dpetross@rhsb.com	Serves as your advocate in the event of a claim. Contact as soon as you become aware of a new claim or to follow up on an existing claim situation.
	Carol McDaniel Claims Advocate	Phone: 972-744-2776 Email: cmdaniel@rhsb.com	
	Tamina Brookins Work Comp Claims Advocate	Phone: 972-744-2707 Email: tbrookins@rhsb.com	Serves as your Workers' Compensation specialist, conducts WC claims reviews and audits and loss trend analysis, coordinates loss control activities. Also advocates for our clients on problematic claims.



8750 N. Central Expressway, Suite 500, Dallas, TX 75231

DID YOU KNOW?

RHSB CAN SERVE ALL OF YOUR INSURANCE NEEDS. We have been serving the North Texas area for over 70 years. We are also the North Texas Partner of Assurex Global, the world's largest privately held risk management and insurance brokerage group.

PROTECTION IS OUR PASSION. We know that passion makes the difference between a good insurance consultant and a great one. That passion drives us harder to serve our clients better and provide them the greatest value possible. Whether we are guiding you through the claims process, discussing industry-specific international insurance options, evaluating your business risks, or advising you about rental car coverage, our dedication comes through in everything we do.

EMPLOYEE BENEFITS: Our employee benefits specialists serve as your advocate. We provide expert assistance in analyzing costs and program design as well as selecting and managing vendors. Our experts have years of experience negotiating comprehensive cost-effective healthcare benefits. Insurance plan options include Group Life, Group Health, Group Dental, Group Disability, Section 125, Self-Funded Plans, Benefit Awareness Programs, Voluntary Benefit Plans, and Employee Assistance Programs.

PERSONAL CLIENT SERVICES: Our experienced agents will help you identify your exposures, assess your risk, and customize an insurance program just for you providing the coverage you need while maximizing value. Beyond just Home, Auto, and Umbrella coverage, we specialize in concierge services for clients with unique assets like aircraft, yachts, wine collections, vintage cars, fine art, and jewelry. We are also ready to help with the extraordinary needs required of elite clients, including coverage for domestic help, kidnap and ransom, worldwide travel and medical coverage, directors and officers liability, and excess liability. Let RHSB manage your personal risk so you can focus on living your life.

FINANCIAL SERVICES: We have long-standing partnerships with two excellent and well-respected financial advisor and retirement specialists. **Southern Wealth Management** has seasoned financial advisors to analyze your current financial situation and develop personal recommendations to assist in securing your financial future. Products include Investment Plans, Estate Tax Liability Solutions, Life Insurance, Long Term Care Protection, and Personal Income Insurance. **Focus 401(k) Group** is an independent firm dedicated solely to the retirement plan market providing comprehensive analysis of investment and plan design services. Focus 401(k) Group will serve as either an ERISA 3(21) investment fiduciary or 3(38) investment manager plan fiduciary for plans they serve.



BOARD OF TRUSTEES ACTION ITEM

TITLE: Budget Amendment
FROM: Sarah Taylor, Chief Financial Officer
DATE: August 21, 2023

CONSIDERATION

We are requesting an increase to the maintenance budget in the amount of \$325,000 in function 51. This additional amount would cover the increase to the district's property/casualty insurance. The budget for this item approved in June 2023 was estimated with a 15% increase to cost and the actual cost increase was approximately 30%. A \$317,000 increase is requested to cover the additional cost. The remaining \$8,000 is to cover the increase to the cost to replace vehicles for the maintenance department.

RECOMMENDATION

We request the board approve the additional budgeted general funds for function 51 in the total amount of \$325,000.

**CLEBURNE INDEPENDENT SCHOOL DISTRICT
GENERAL FUND BUDGET 2023-2024 AMENDMENT**

FUNCTION CODE	FUNCTION DESCRIPTION	AMENDMENT # 1	AMENDMENT # 2
00	FLOW THROUGH		
11	INSTRUCTION		\$ (5,350.00)
12	INSTRUCTIONAL RESOURCES & MEDIA SERVICES		\$ (125.00)
13	CURRICULUM AND INSTRUCTIONAL STAFF		\$ 962.00
21	INSTRUCTIONAL DEVELOPMENT		
23	SCHOOL ADMINISTRATION		\$ 3,588.00
31	GUIDANCE & COUNSELING SERVICES		
32	SOCIAL WORK SERVICES		
33	HEALTH SERVICES		
34	STUDENT(PUPIL) TRANSPORTATION		
35	FOOD SERVICE		
36	CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES		
41	GENERAL ADMINISTRATION		
51	PLANT MAINTENANCE & OPERATIONS		\$ 325,000.00
52	SECURITY MONITORING SERVICES		\$ 925.00
53	DATA PROCESSING SERVICES		
61	COMMUNITY SERVICES		
71	DEBT SERVICE		
81	FACILITIES ACQUISITION & CONSTRUCTION		
91	CONTRACTED INSTRUCTIONAL SVCS BETWN PUBLIC SCHLS		
92	INCREMENTAL COSTS ASSOCIATED WITH CHAPTER 41		
93	PAYMENTS TO FISCAL AGENT/MEMBER DISTRICT		
95	PAYMENTS JJAEP		
99	OTHER INTERGOVERNMENTAL CHARGES		
		\$ -	\$ 325,000.00

Amendment 1: This amendment moves money between functions to allow proper coding for expenditures

Amendment 2: This amendment moves money between functions to allow proper coding for expenditures

And adds 325,000 to FN 51 for insurance and vehicles

**CLEBURNE INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE BUDGET 2023-2024 AMENDMENT**

FUNCTION CODE	FUNCTION DESCRIPTION	AMENDMENT # 1	AMENDMENT # 2
71	DEBT SERVICE		
00	TRANSFERS TO AGENT/CAPITAL PROJECTS		
		\$ -	\$ -

**CLEBURNE INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE BUDGET 2023-2024 AMENDMENT**

FUNCTION CODE	FUNCTION DESCRIPTION	AMENDMENT # 1	AMENDMENT # 2
35	FOOD SERVICE		
51	UTILITIES		
81	FACILITIES ACQUISITION & CONSTRUCTION		
		\$ -	\$ -

Monthly Facility Report

Schedule ID	Status	Location	Recurrence	Total Invoiced
Title	Schedule State	Building	Start Date	Total Payments
No of Events	Organization	Room	End Date	
Declined Reason	Approval Note	Setup Requirement (Craft)	Event Date	
Current Route To	Event Visibility	Setup Requirement (IT)	Event Time	
13208	Approved	Adams Elementary	Weekly	\$658.99
Pursuit Bible Church	Activated		1/1/2023	\$658.99
52	Pursuit Bible Church	Cafeteria, Gym, Music Room	12/31/2023	
Autumn VanWinkle	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			8:00 AM - 1:00 PM,8:00 AM - 1:00 PM,8:00 AM - 1:00 PM,8:00 AM - 1:00 PM	
13939	Approved	Cleburne High School	Non-recurring	\$0.00
S.W.A.T. Training - CPD	Activated			\$0.00
1	Cleburne PD	Classroom-Enter Room # in title of event	7/20/2023	
Sally Nolen	Public	Heating/Ventilation /Air	10:00 AM - 3:00 PM	
13209	Canceled	Santa Fe Elementary	Weekly	\$0.00
Cleburne Community Church	Inactive		1/1/2023	\$0.00
53	Cleburne Community Church	Cafeteria, Gym	12/31/2023	
Sally Nolen	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM	
13297	Approved	Santa Fe Elementary	Weekly	\$742.08
Cleburne Community Church	Activated		1/1/2023	\$0.00
52	Cleburne Community Church	Cafeteria, Gym	12/31/2023	
Sally Nolen	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM	

Monthly Facility Report

Schedule ID	Status	Location	Recurrence	Total Invoiced
Title	Schedule State	Building	Start Date	Total Payments
No of Events	Organization	Room	End Date	
Declined Reason	Approval Note	Setup Requirement (Craft)	Event Date	
Current Route To	Event Visibility	Setup Requirement (IT)	Event Time	

Maintenance Executive Overview Briefing

Cleburne ISD

2023-07

Categories

What will these Key Performance Indicators (KPIs) allow me to do?



maintenance

Increase maintenance staff efficiency and overall productivity, streamline workflows, improve customer engagement and satisfaction, capture and show productivity gains, and track overall health of your maintenance program



preventive

Determine success of your preventive maintenance program, transition to being more proactive, reduce backlogged work, increase life expectancy of equipment, and decrease catastrophic failures

Time Frame

Key Performance Indicators (KPIs): Past 12 Months

Trends: Past 3 Years, plus current year

Total Number of Work Orders

of WOs

6,216

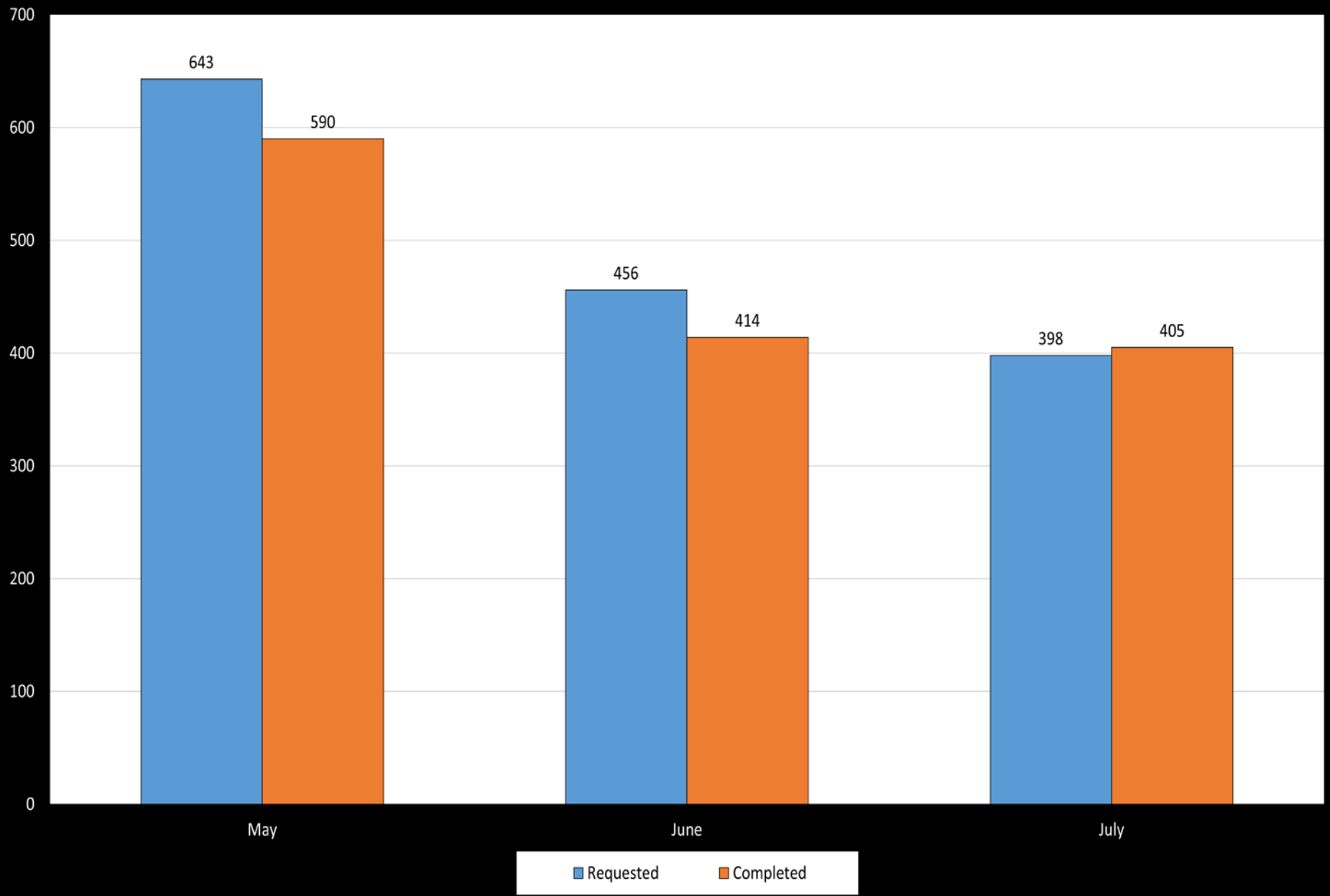
Total Corrective Maintenance (CM)

5,890

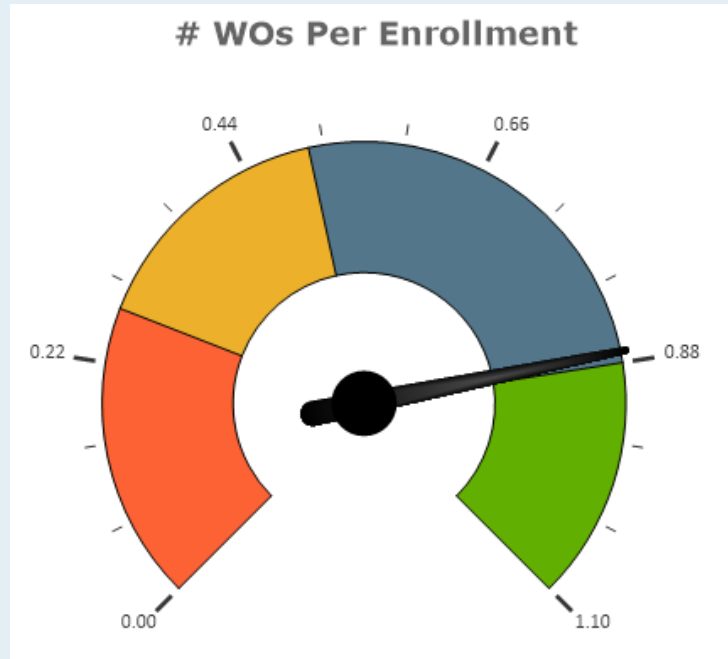
Total Planned Maintenance (PM)

326

This reflects how many repairs and jobs were captured in the 12 month rolling window. (includes all statuses)



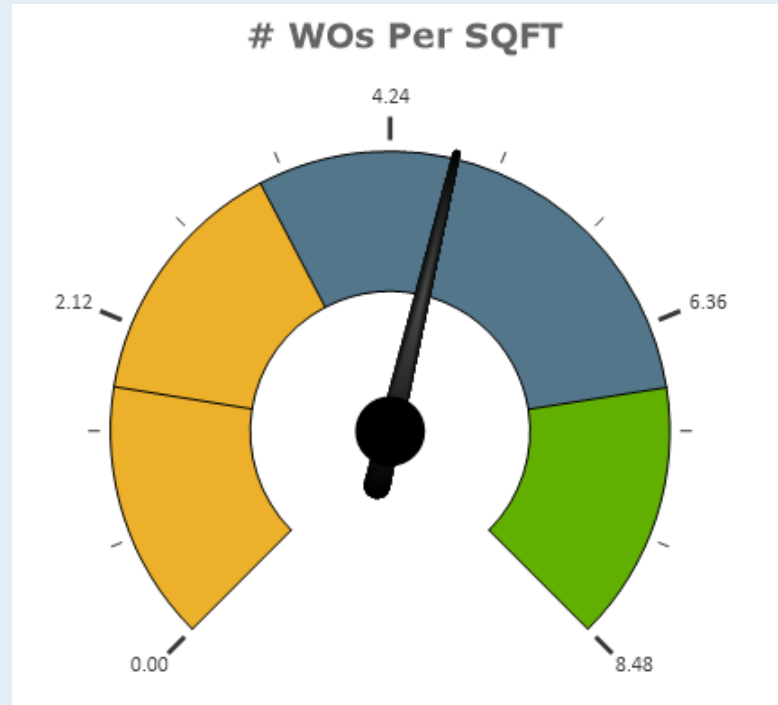
WOs Per Enrollment Per Year



Enroll	# WOs	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
6947	6063	0.87	Public K-12	2,400	0.27	0.50	0.88

This metric is an indicator of how much work is being captured and also serves as a measurement of software utilization. Far below average can indicate you are not capturing all work being performed. Far above the average may be a sign of trying to capture too much at the risk of becoming inefficient. This metric is important because the more work is captured, cases can be stronger for justifying resources. (rolling 12 Months, ignores rejected work)

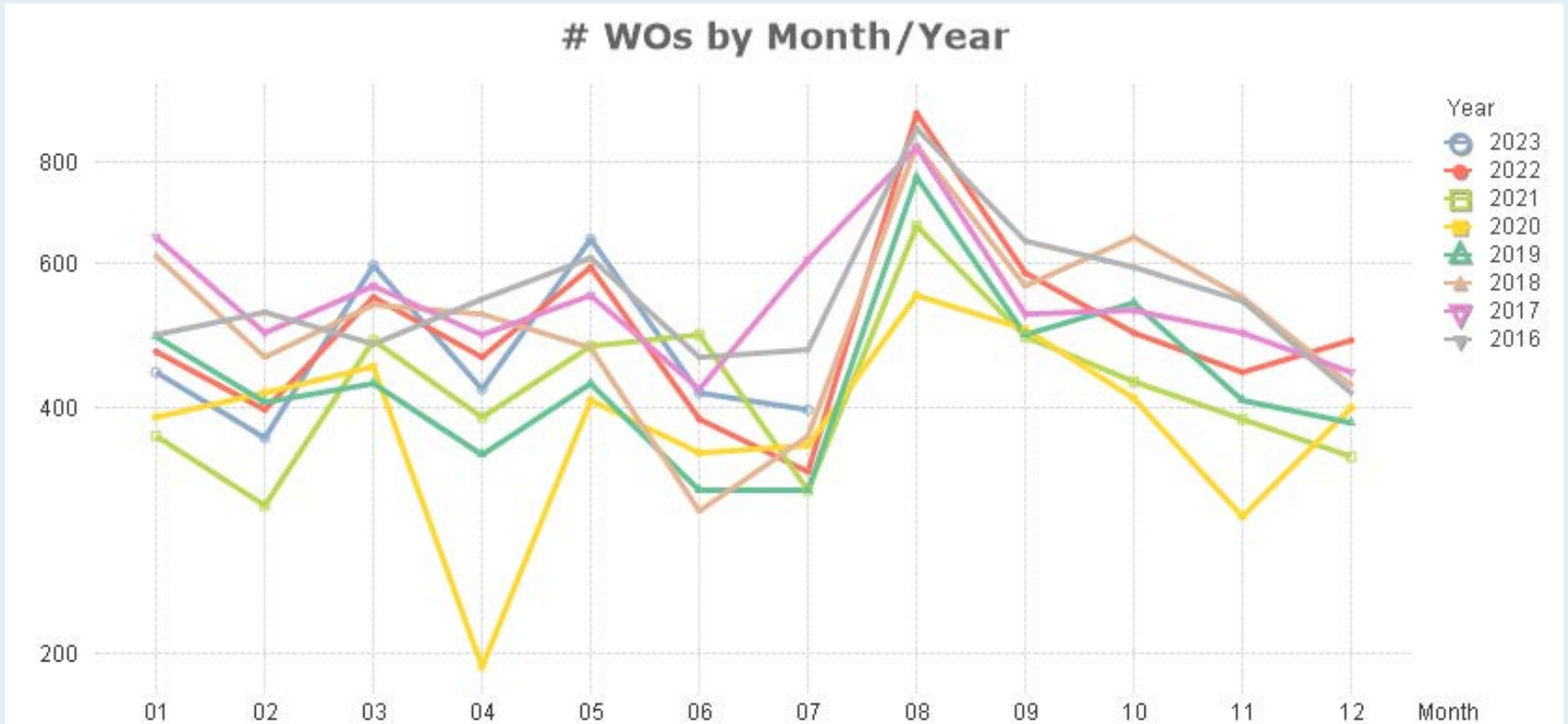
WOs Per 1,000 SQFT



SQFT	# WOs	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
1,300,724	6,063	4.66	Public K-12	2,400	1.70	3.37	6.78

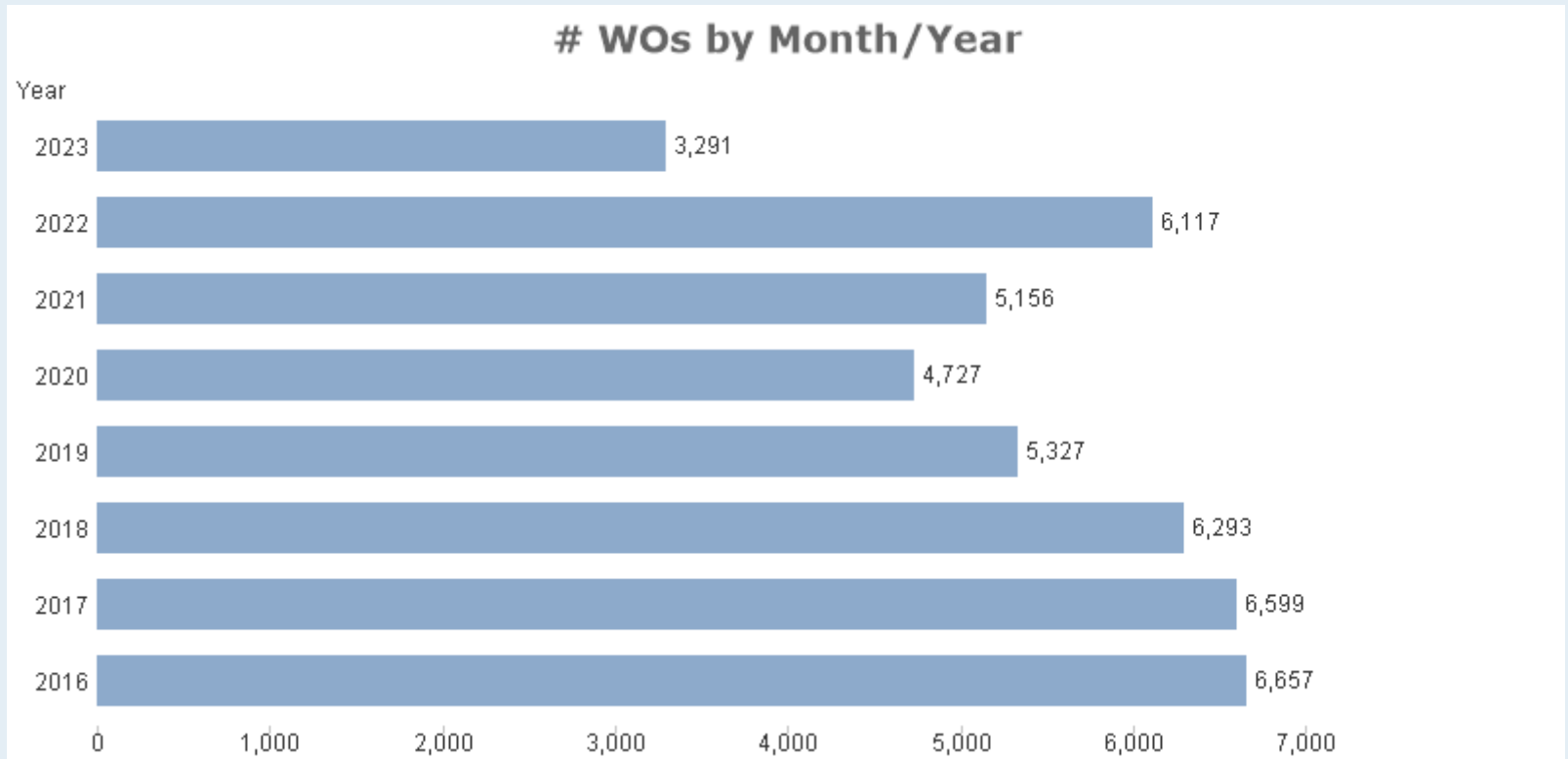
Total count of work orders for a 12 month rolling window (*this month – last 12 months, ignores rejected work*) divided by the total sum of square footage and then multiplied by 1,000.

Total # of WOs by Month/Year



Trend: Past 3 Years, plus current date: based on Created Date

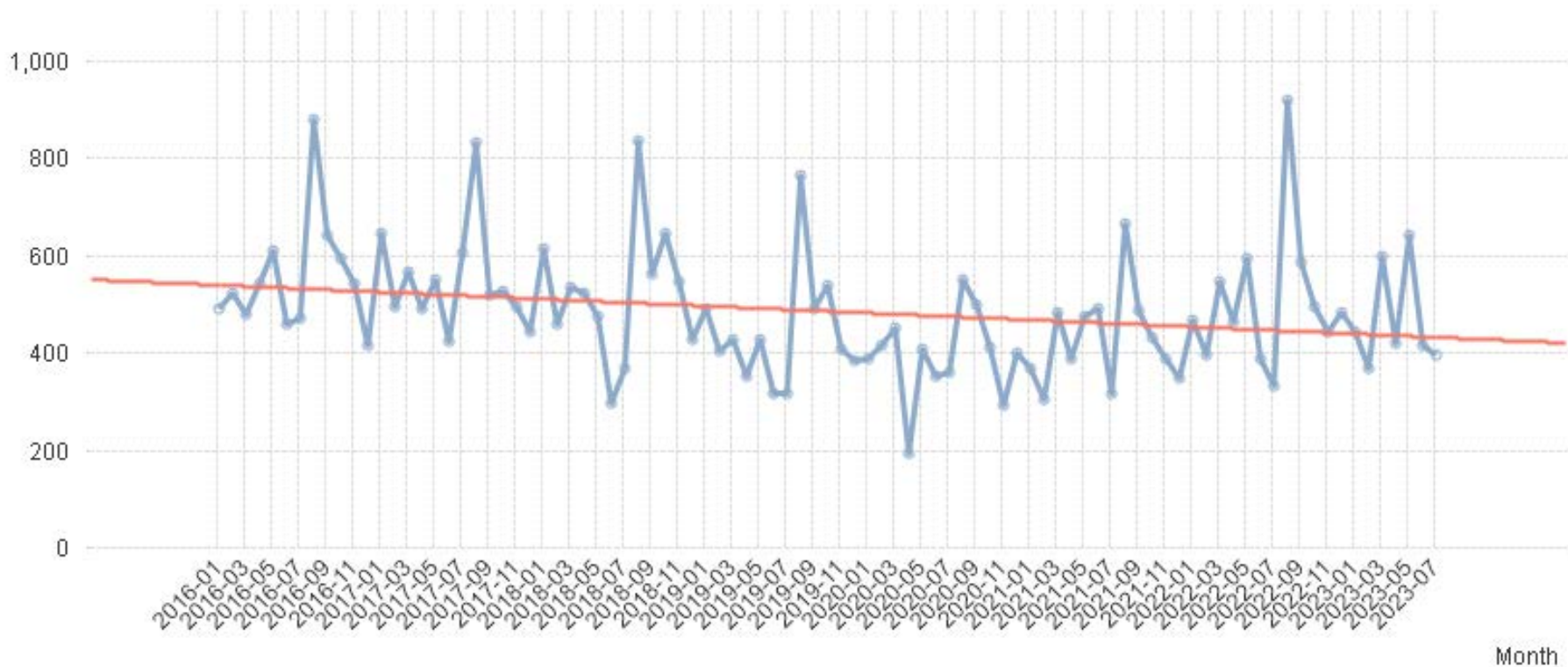
Total # of WOs by Year



Trend: Past 3 Years, plus current date: based on Created Date

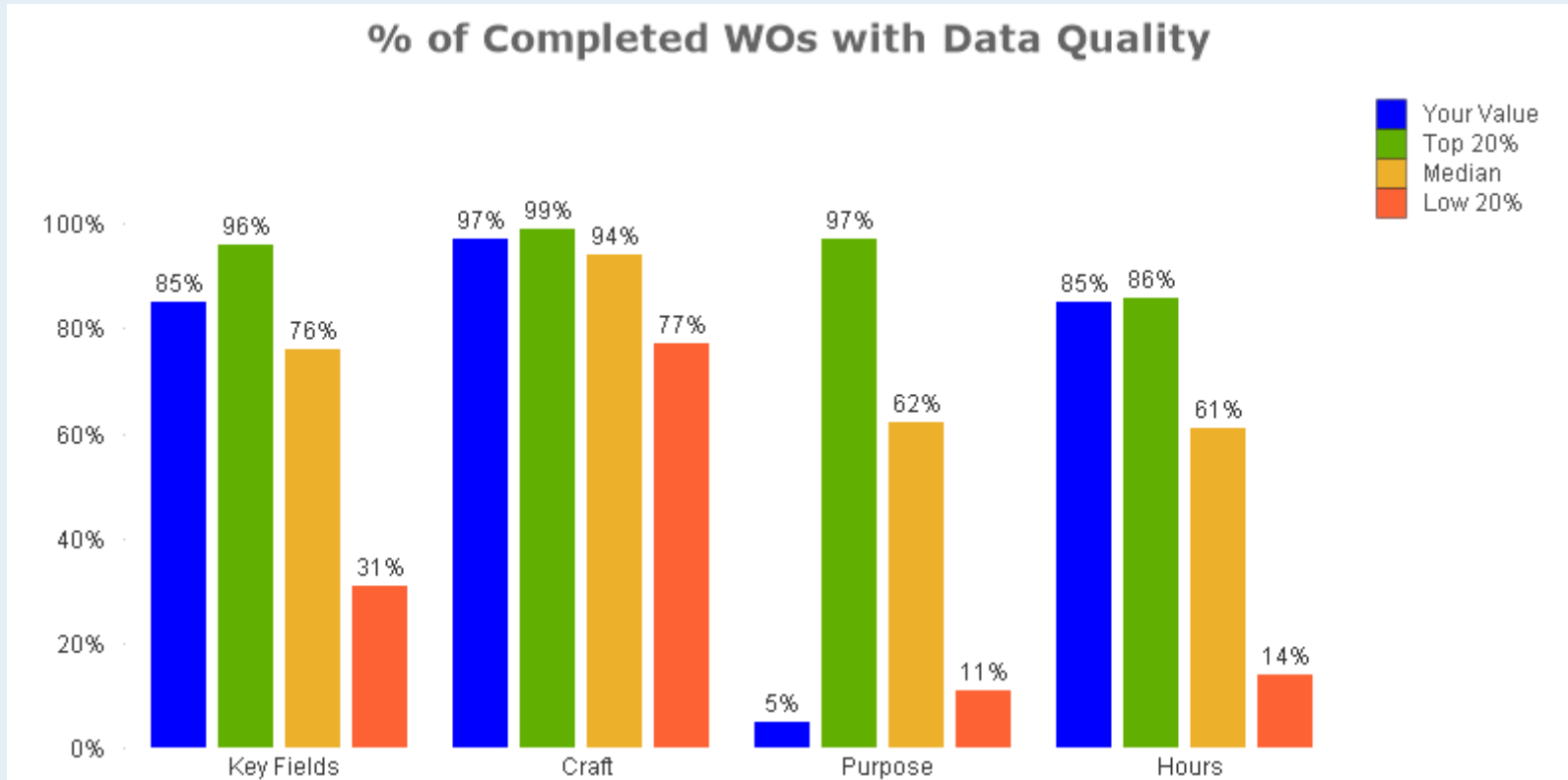
Total # of WOs by Year

WOs by Month/Year



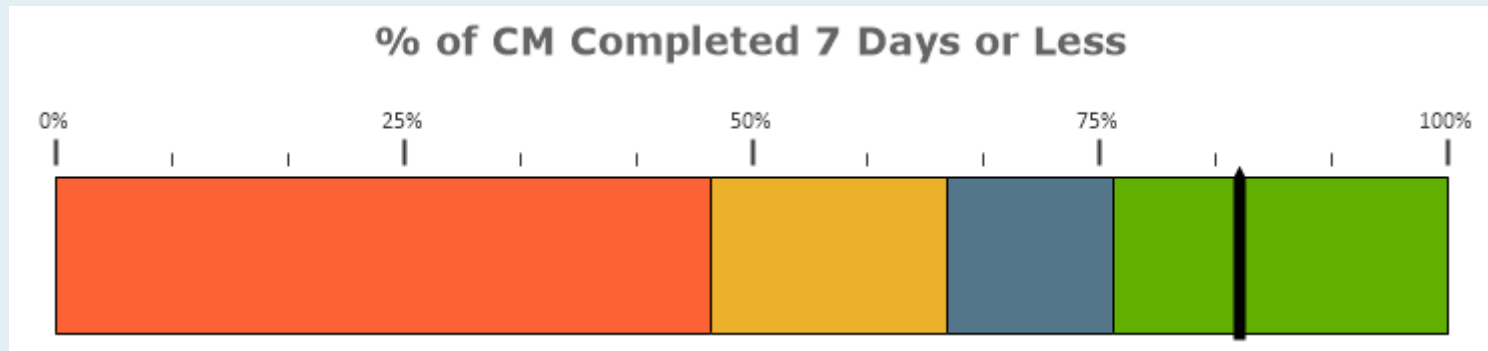
Trend: Past 3 Years, plus current date: based on Created Date

% of Completed Work with Data Quality



Key Fields: WO has to have 6 of the following 8 conditions: Valid Location, Valid Area/Room#, Valid Craft, Valid Purpose, Valid Assigned To, Description of at least 20 characters, Action Taken of at least 10 characters and Either Labor Hours or WO Costs. (Rolling 12 Months)

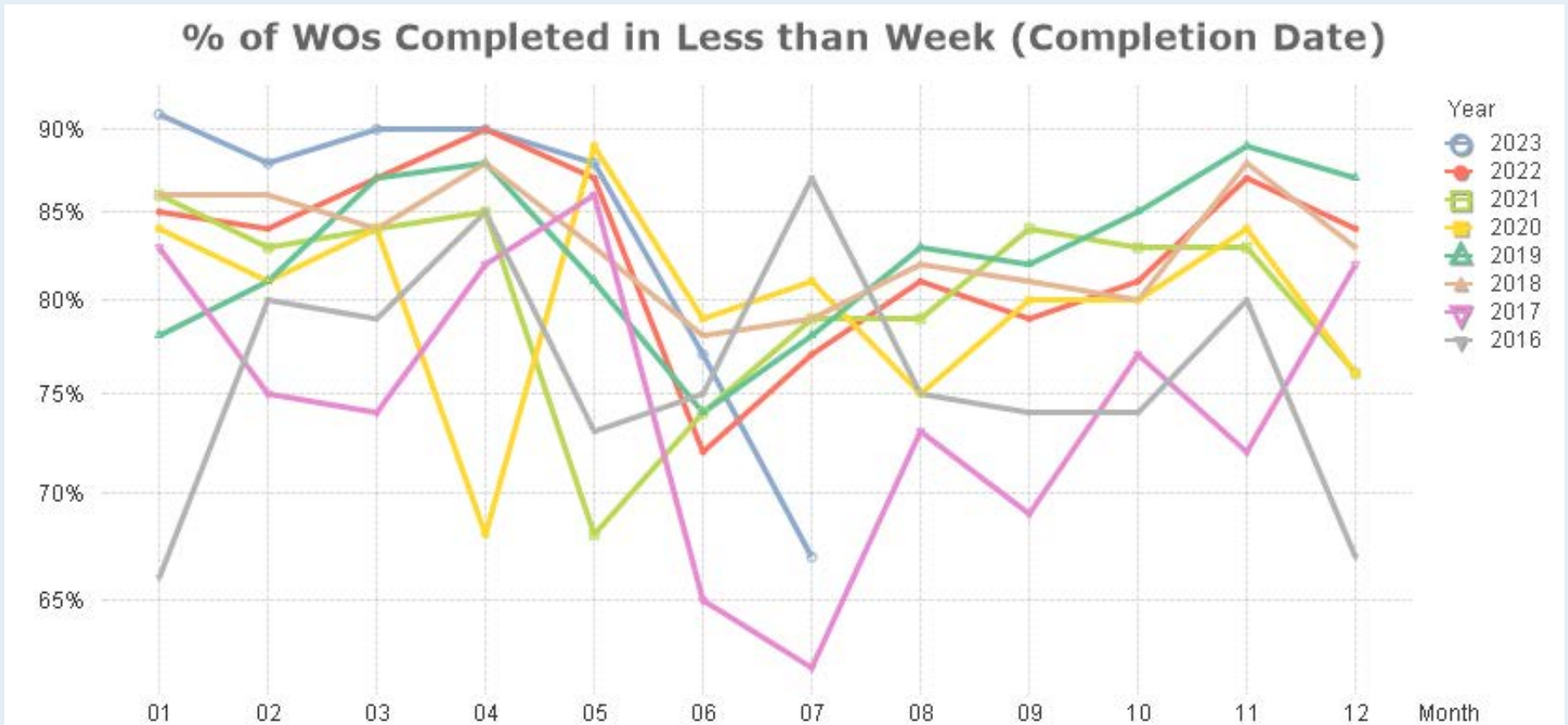
% of WOs Completed in Less than a Week



# WOs Comp	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
5,577	85%	Public K-12	2,400	47%	64%	76%

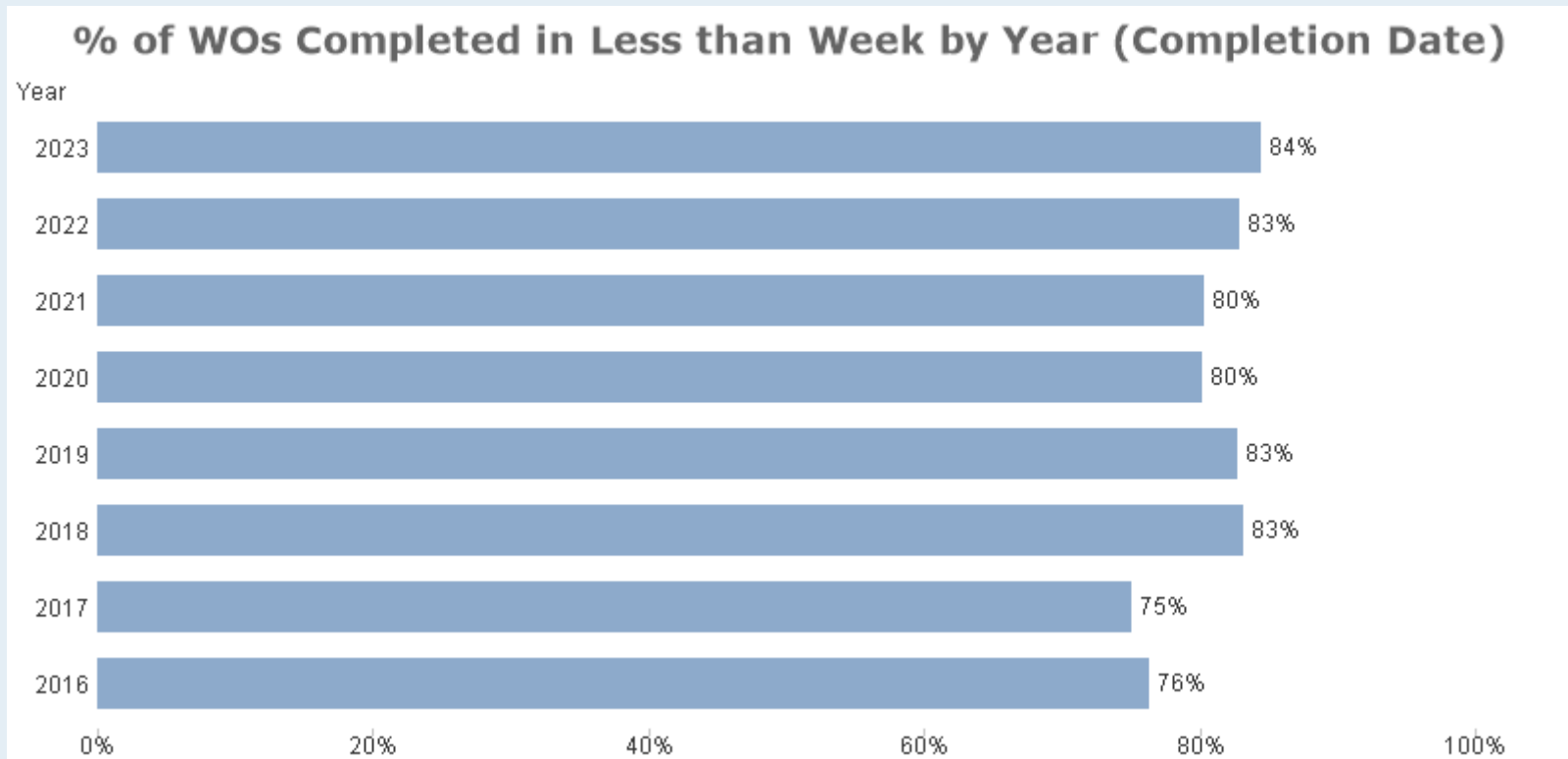
This KPI indicates how much work an institution is able to complete in 7 calendar days. Below the national average suggests potential process improvements for managing and completing work. Above the national average could be a sign you have embraced mobile, your staff completes their own work assignments online and/or have reduced (or eliminated) paper in your processes. This compares Completion Date – Start Date (uses Request Date if Start Date is not used) for WO’s with a Priority of Low, Med or High & ignores PM’s to see what % of PM WO’s are completed in 7 Days or Less. (Rolling 12 Months)

% CM WOs Completed in a Week by Month/Year



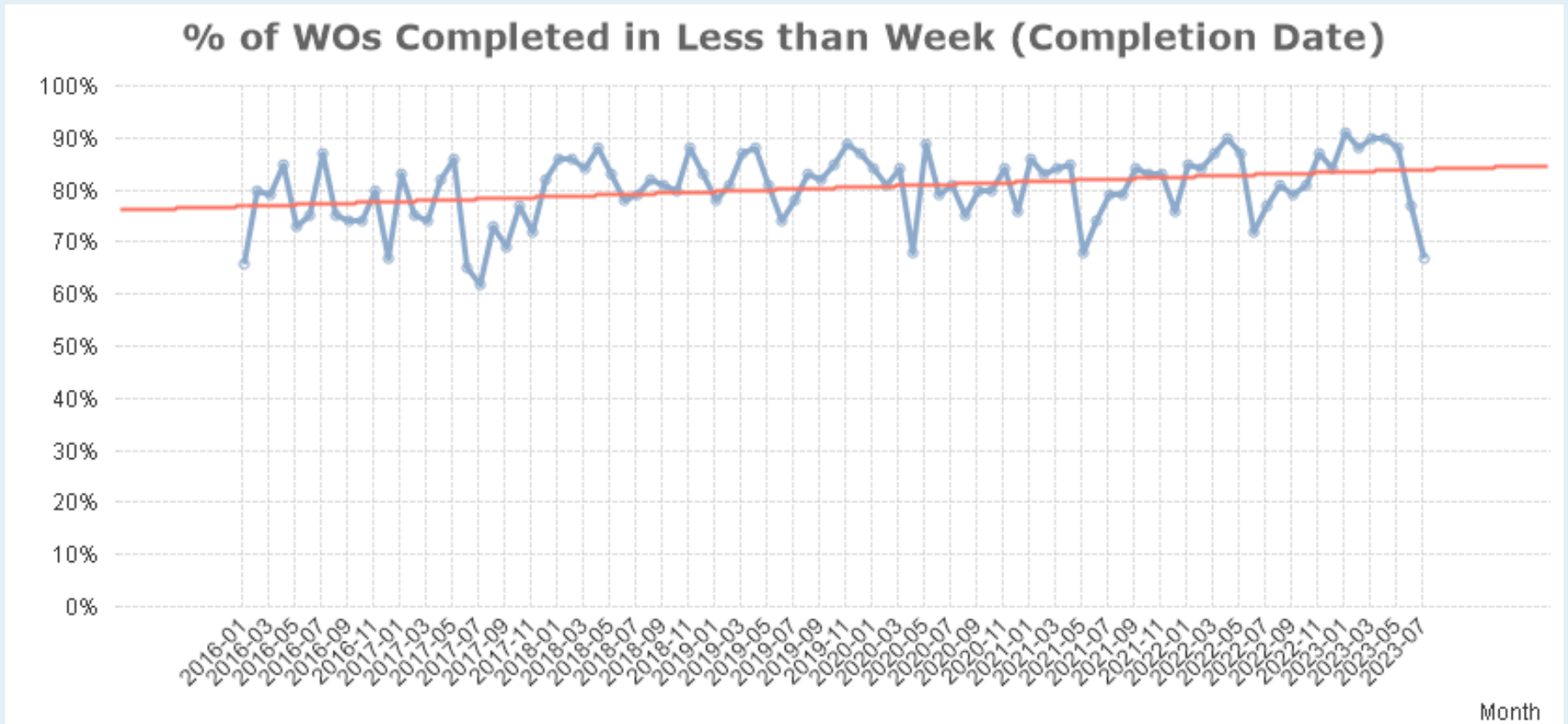
This compares Completion Date – Start Date (uses Request Date if Start Date is not used) for WO's with a Priority of Low, Med or High & ignores PM's to see what % of PM WO's are completed in 7 Days or Less. (Trend: Past 3 Years, plus current date: based on Completion Date)

% CM WOs Completed in a Week by Year



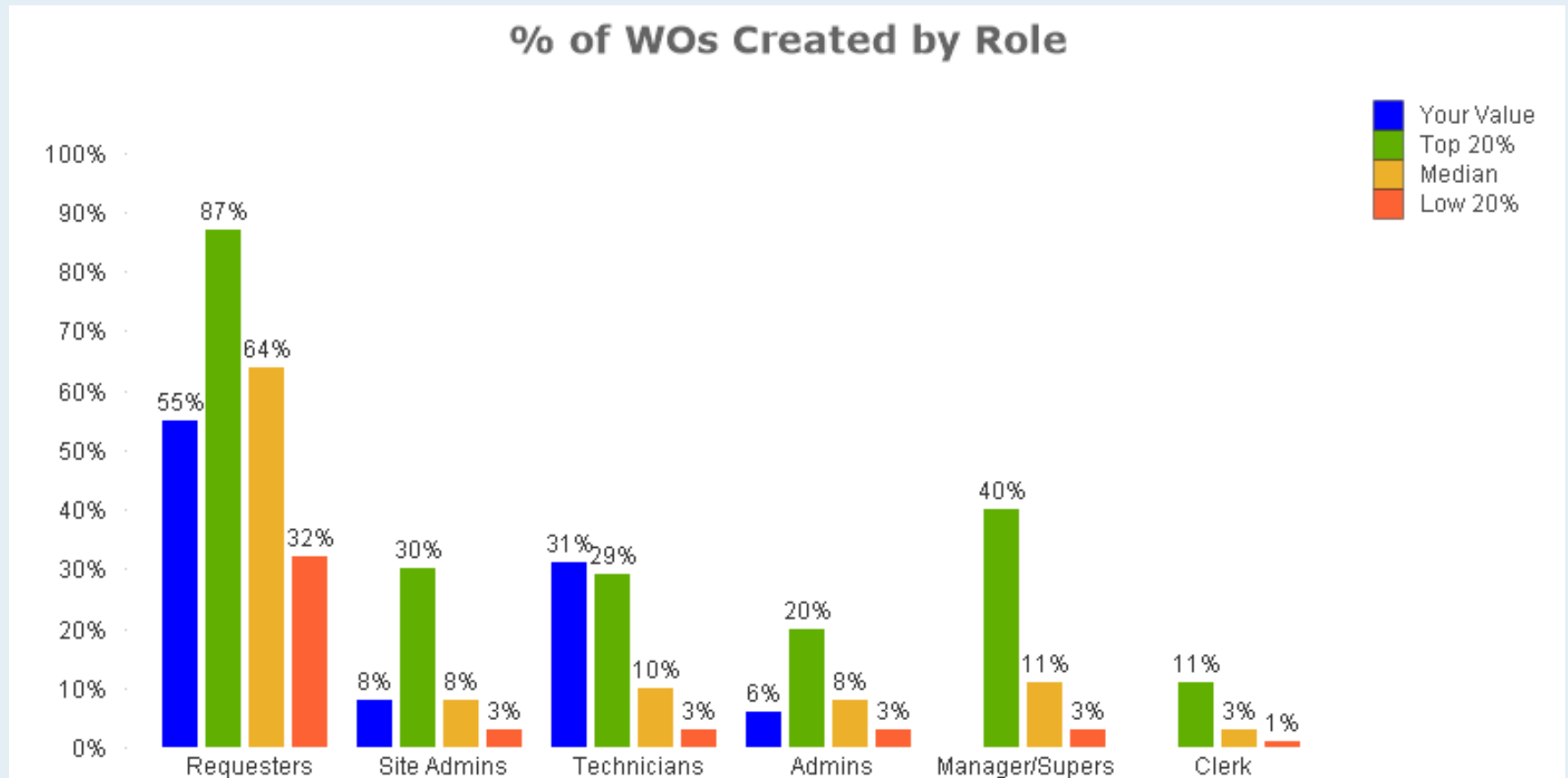
Trend: Past 3 Years, plus current date: based on Completion Date

% CM WOs Completed in a Week by Year



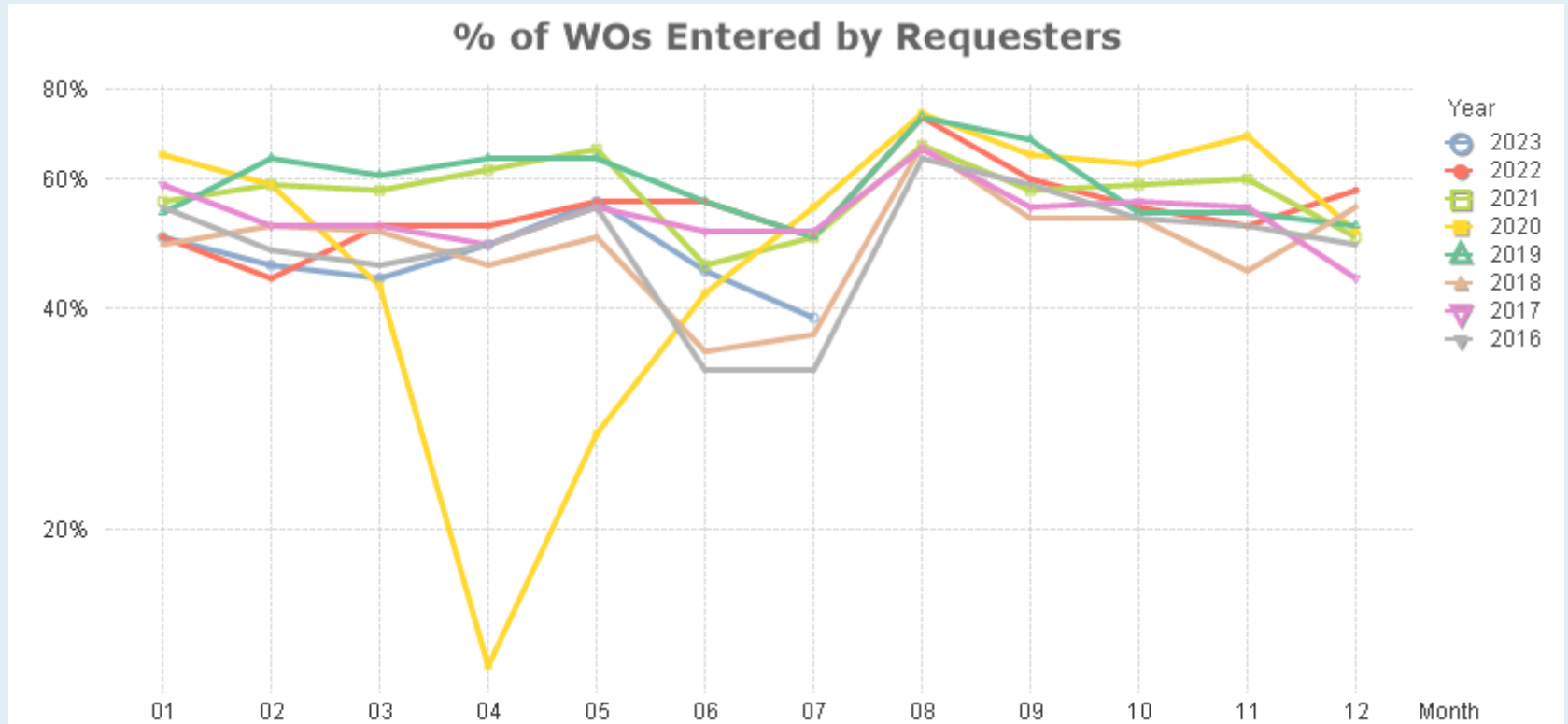
Trend: Past 3 Years, plus current date: based on Completion Date

Who Creates Work Orders?



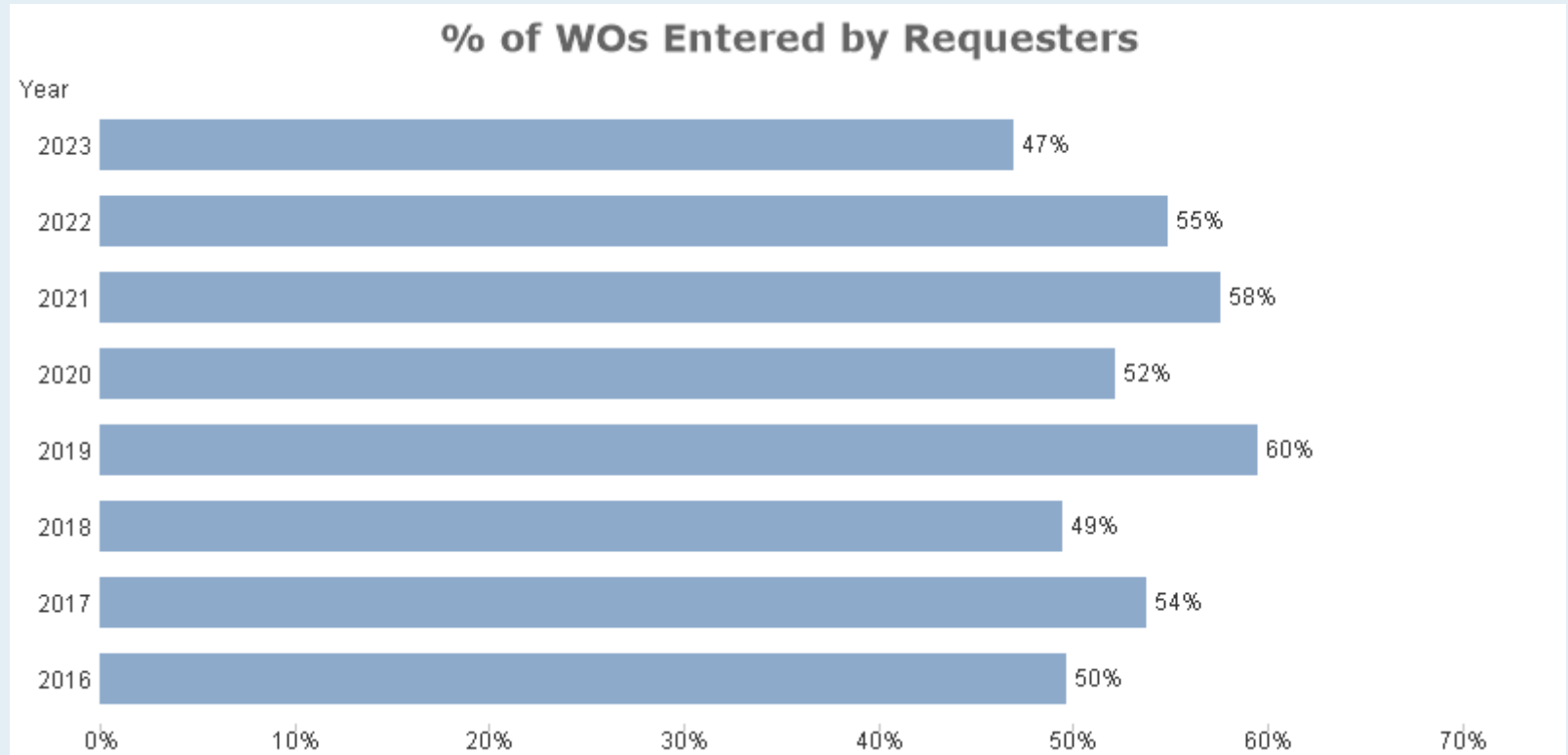
KPI: Rolling 12 Months

% of WOs from Request Portal



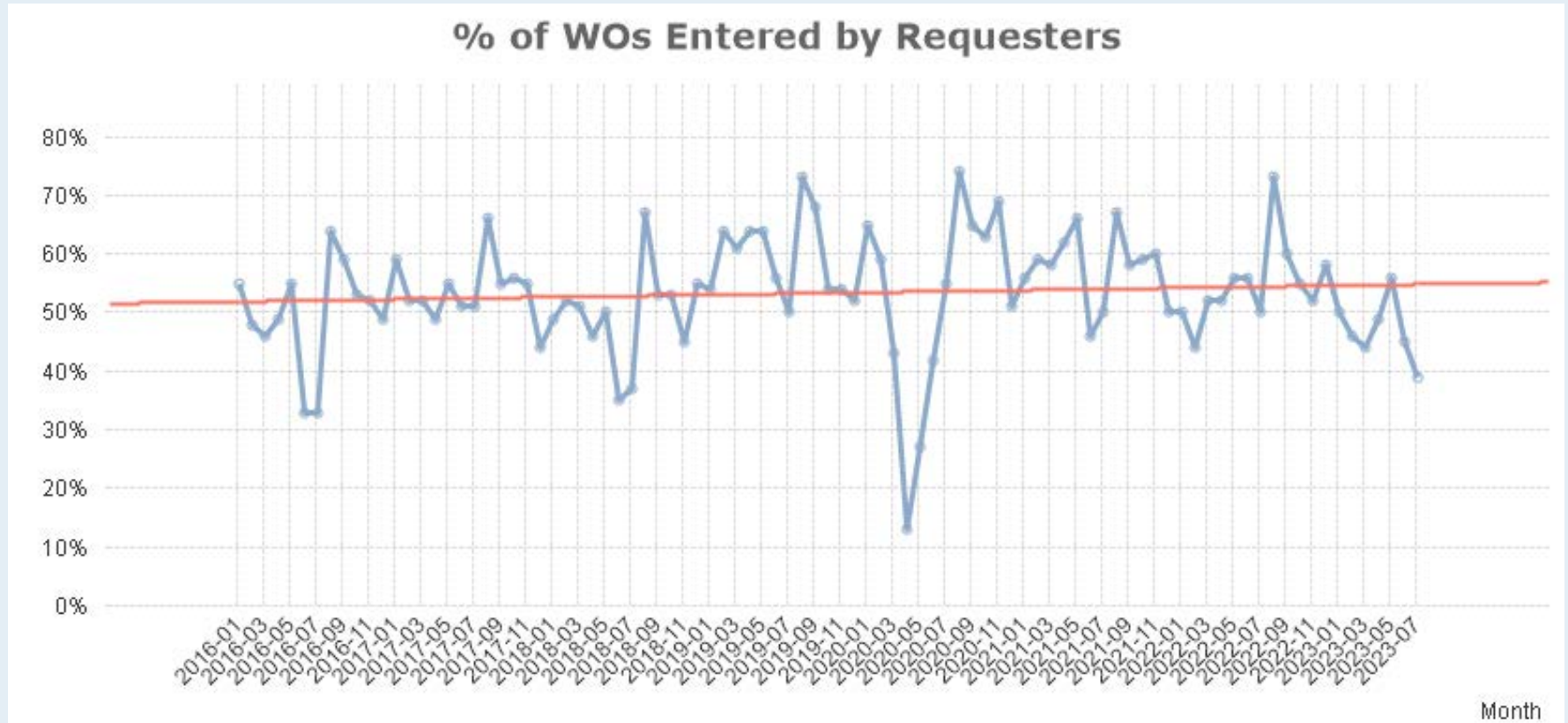
This metric measures how well you're getting your customers involved in the Request process. When customers are involved in the request to completion process with automatic email updates, customer satisfaction improves. When the requester portal is leveraged you are enhancing communication, increasing transparency, and giving customers more ownership of the process. There are also typically productivity gains as a result of streamlined work flow, decrease in data entry on the admin staff and reduction in phone calls. (Trend: Past 3 Years, plus current date: based on Created Date)

% of WOs from Request Portal



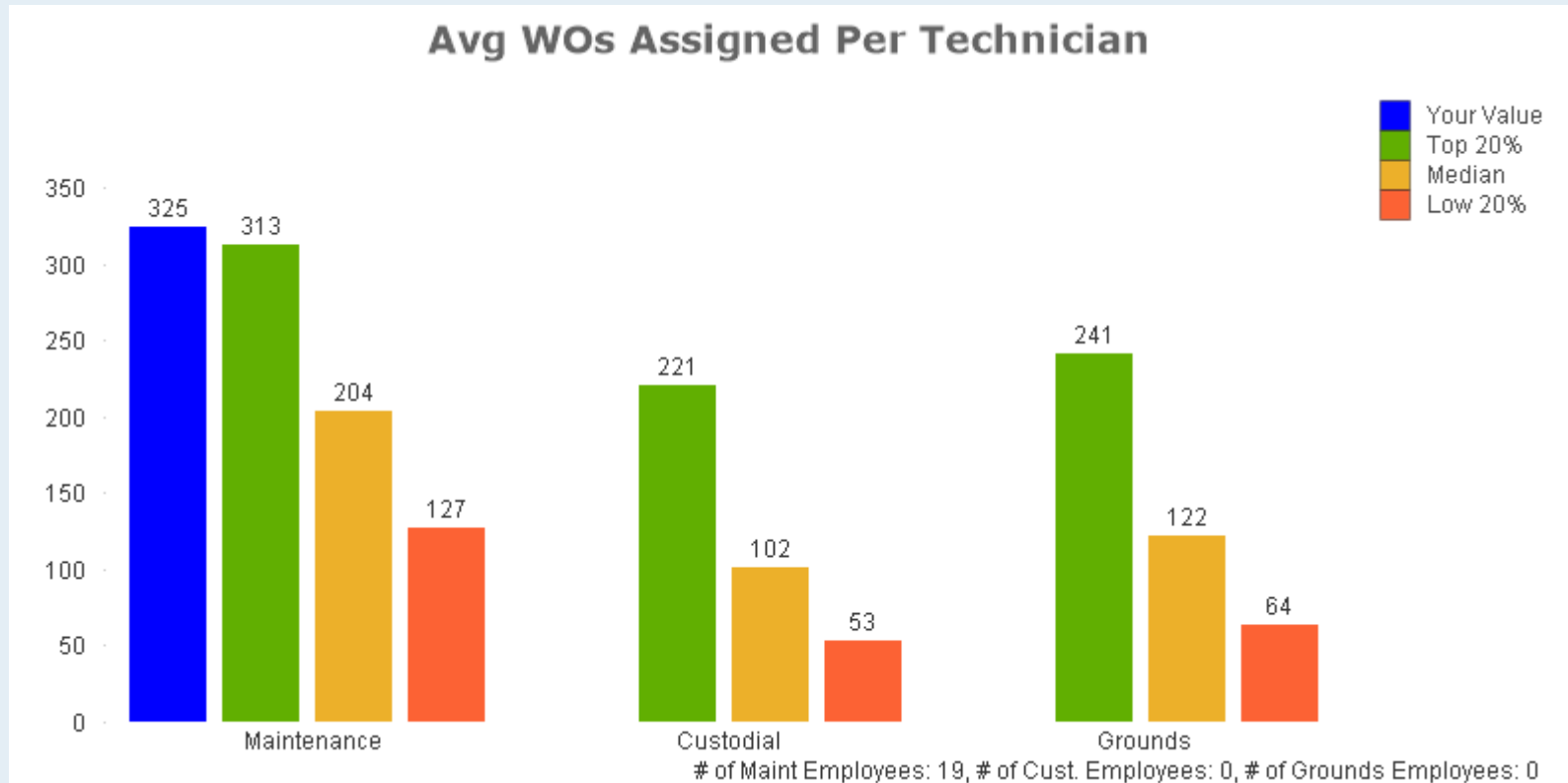
Trend: Past 3 Years, plus current date: based on Created Date

% of WOs from Request Portal



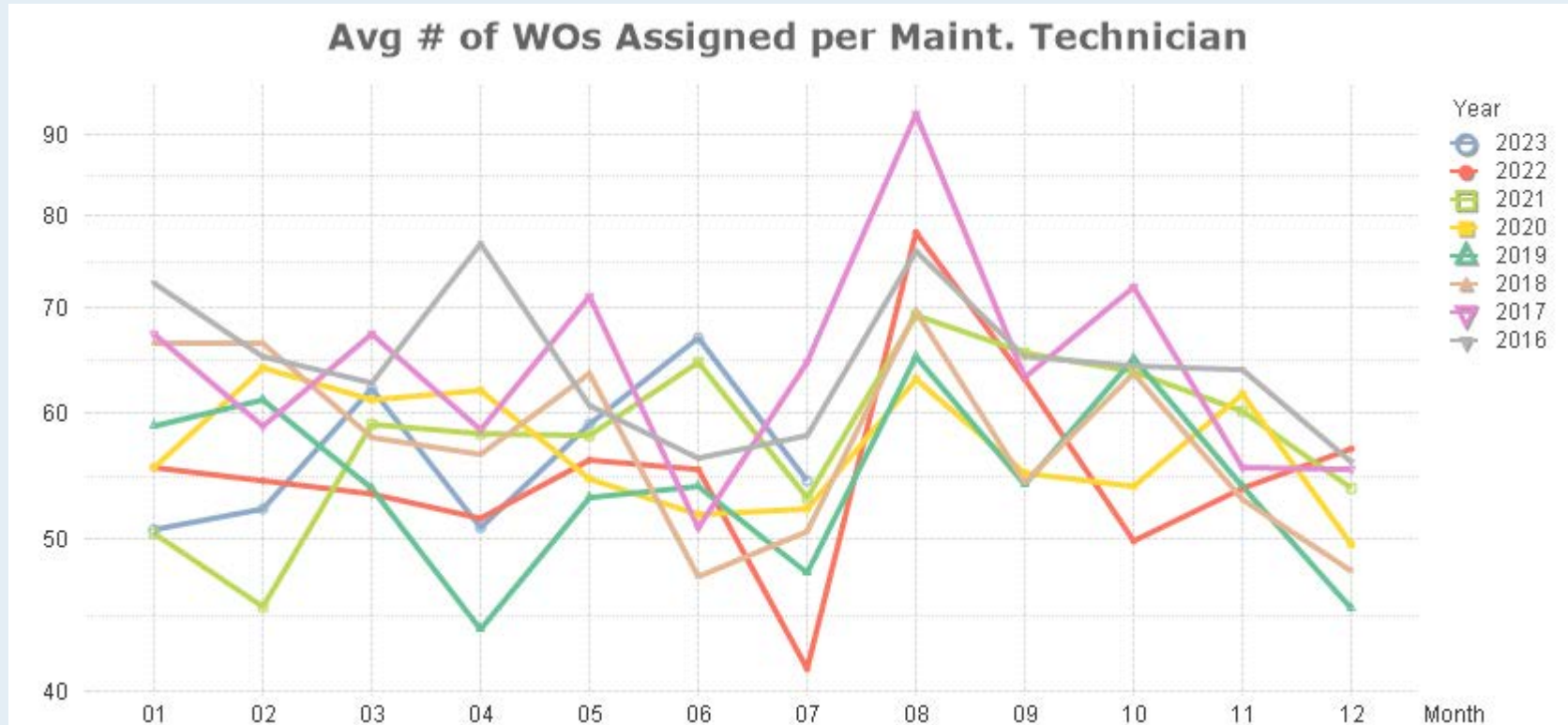
Trend: Past 3 Years, plus current date: based on Created Date

Average Count of Work Orders Per Employee Per Year



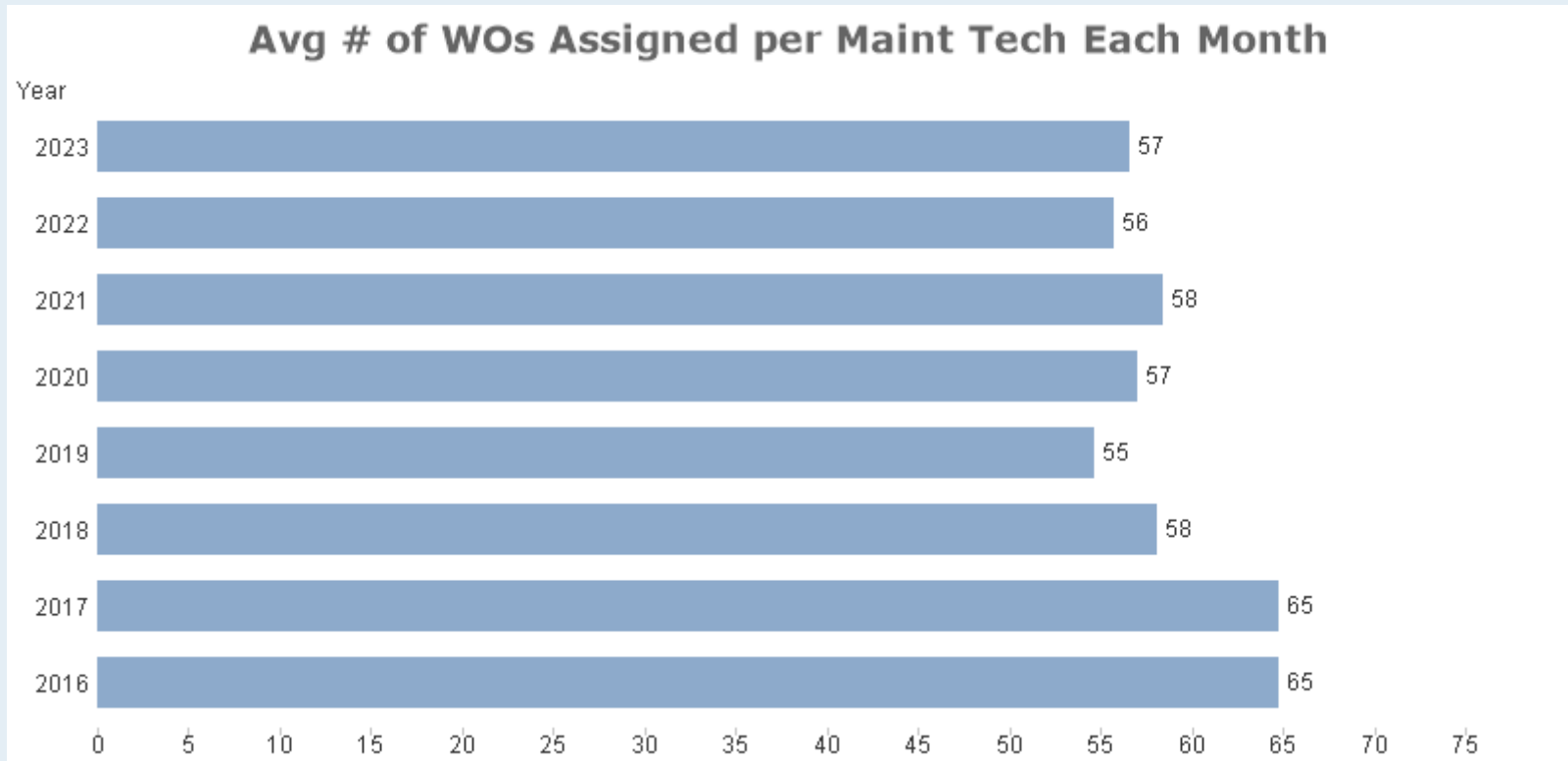
This metric gives you a direct comparison of your staff's productivity compared to peer institutions. Employees are users who have been assigned more than 30 work orders, but less than 2,000 in a rolling 12 month window.

Avg WOs Per Technician by Month



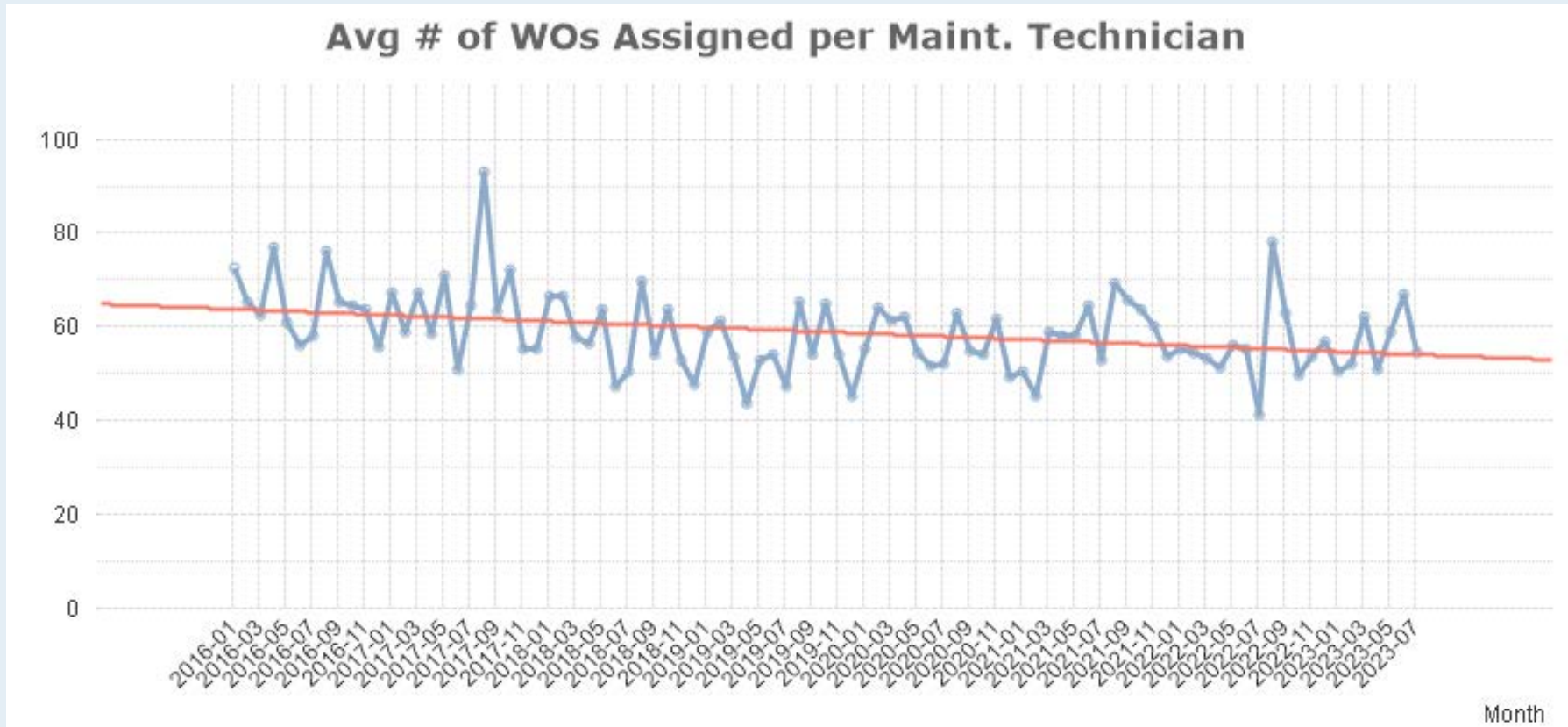
Trend: Past 3 Years, plus current date: based on Created Date

Avg WOs Per Technician by Year



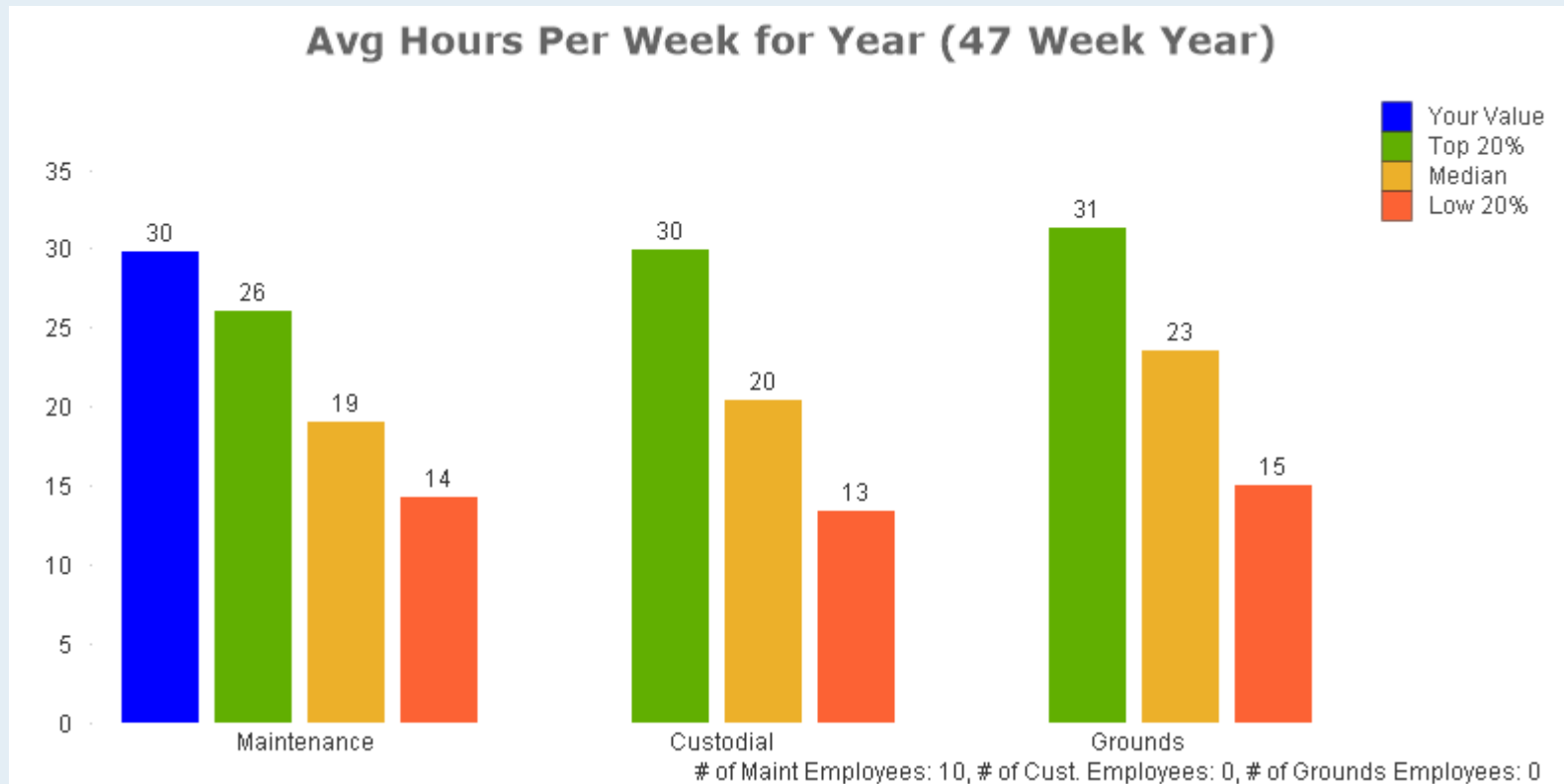
Trend: Past 3 Years, plus current date: based on Created Date

Avg WOs Per Technician by Year



Trend: Past 3 Years, plus current date: based on Created Date

Average Hours Per Employee Per Week



This metric reflects how well you are capturing labor transaction data along with the productivity of your staff. The hours captured in this metric are “wrench turning” hours that are performed on the actual work order. Institutions that implement productivity strategies increase wrench turning time up to four hours per week. That’s the equivalent of adding more than a month of productive time per year. Employees are users with more than 500 hours, but less than 3,000 in a rolling 12 months window.

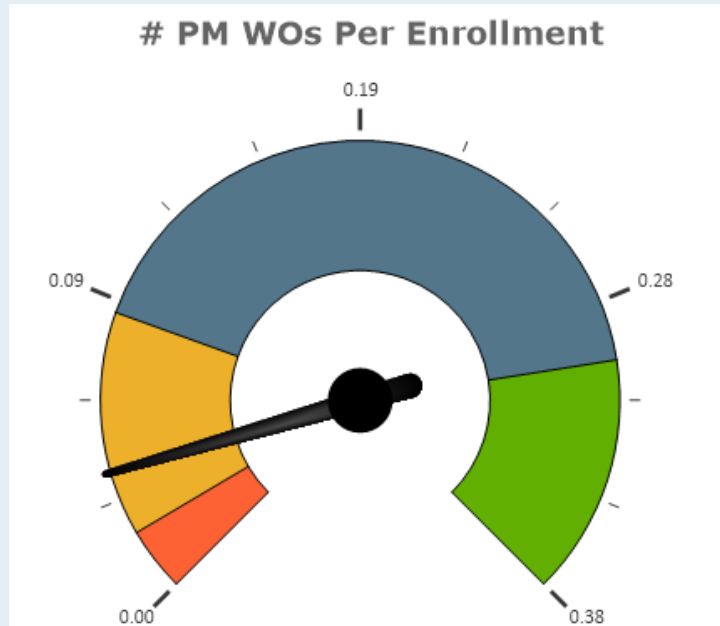
Total Number of PM Work Orders Generated over past 12 Months

PM WOs

326

Rolling 12 Months, includes all statuses

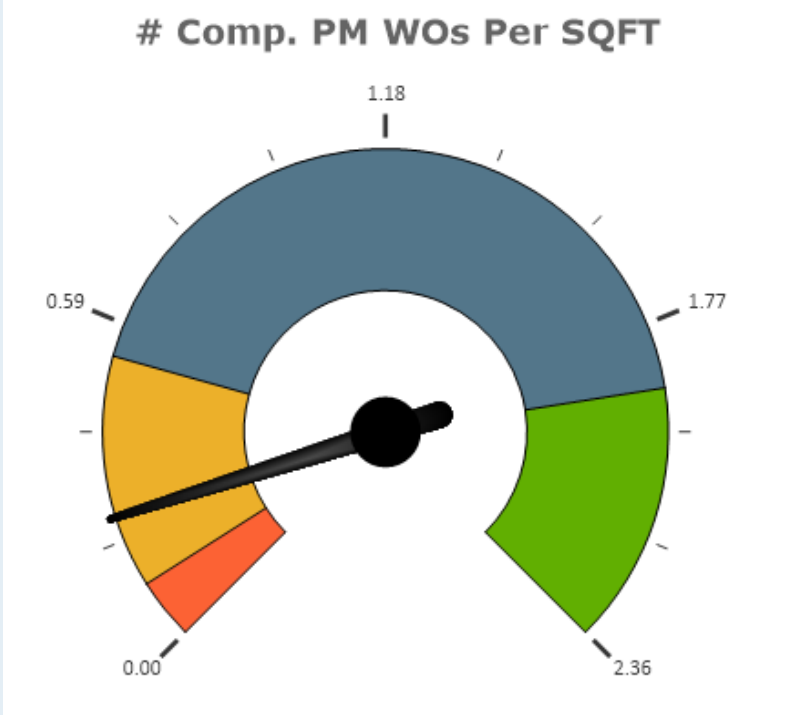
PM WOs Per Enrollment



Enroll	# Comp PM WOs	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
6947	311	0.04	Public K-12	1,960	0.02	0.09	0.30

This metric is used along with the PM/WO ratio to gauge the strength of your PM program. Implementing a strong PM program typically has an ROI within 1-2 years by reducing system failures and emergencies, extending equipment life and decreasing energy consumption. Increasing PM work can also help make workers' schedules more predictable as organizations performing more PM work see reductions in reactive work over time. (Rolling 12 Months, ignores rejected work)

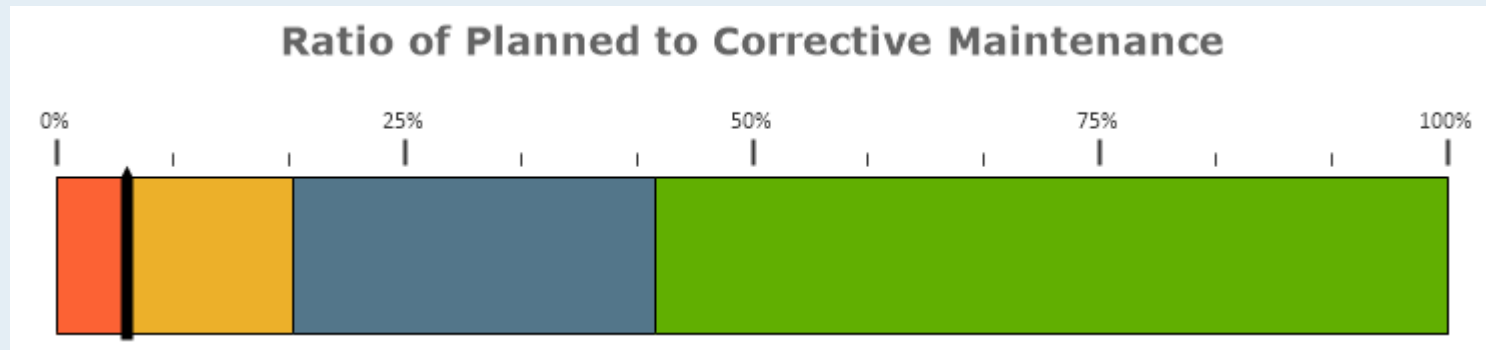
PM WOs Per 1,000 SQFT



# Comp PM WOs	SQFT	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
311	1,300,724	0.24	Public K-12	1,960	0.11	0.53	1.89

Total count of PM work orders for a 12 month rolling window (*this month – last 12 months, ignores rejected work*) divided by the total sum of square footage and then multiplied by 1,000.

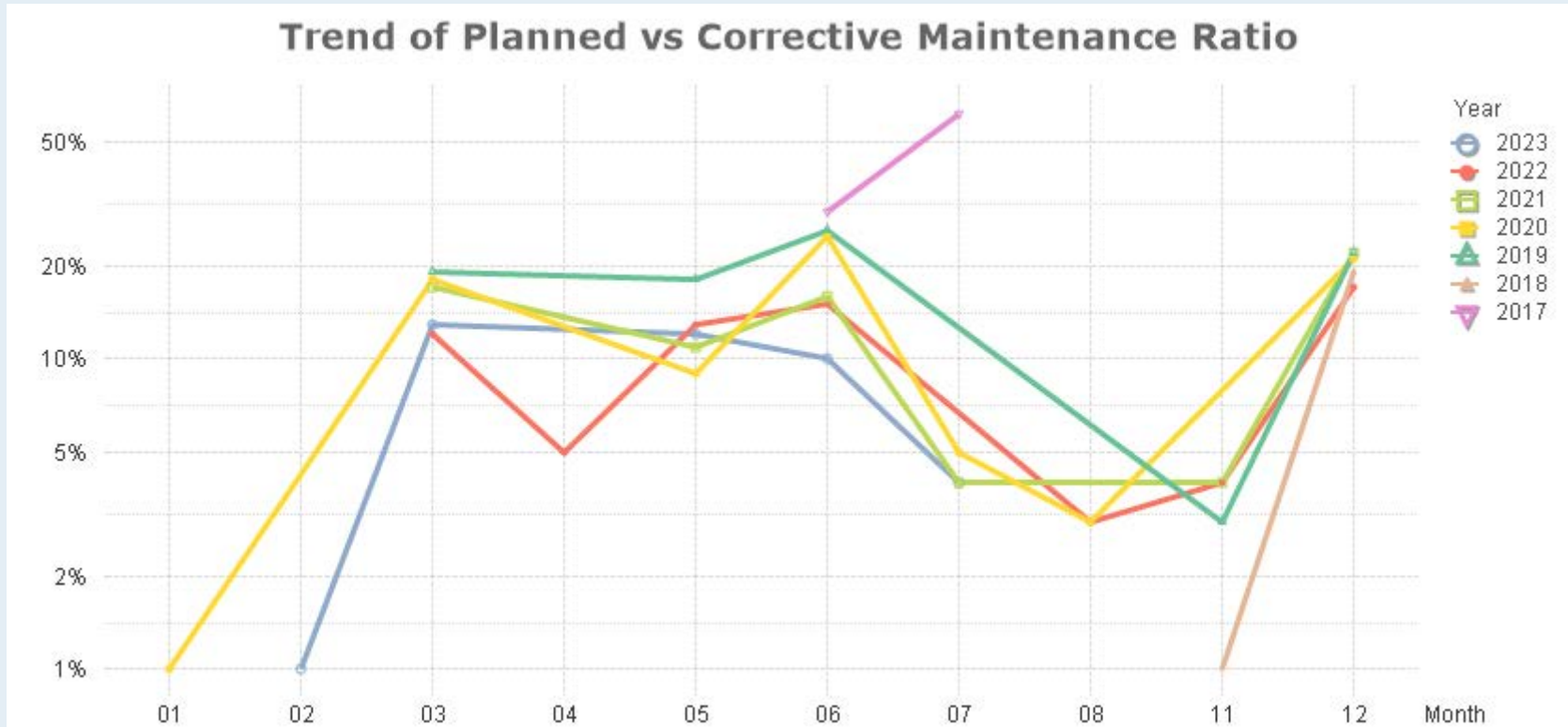
Ratio of PM Work Orders to Work Orders



# CM WOs Comp	# PM WOs Comp	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
5,577	311	5%	Public K-12	1,960	5%	17%	43%

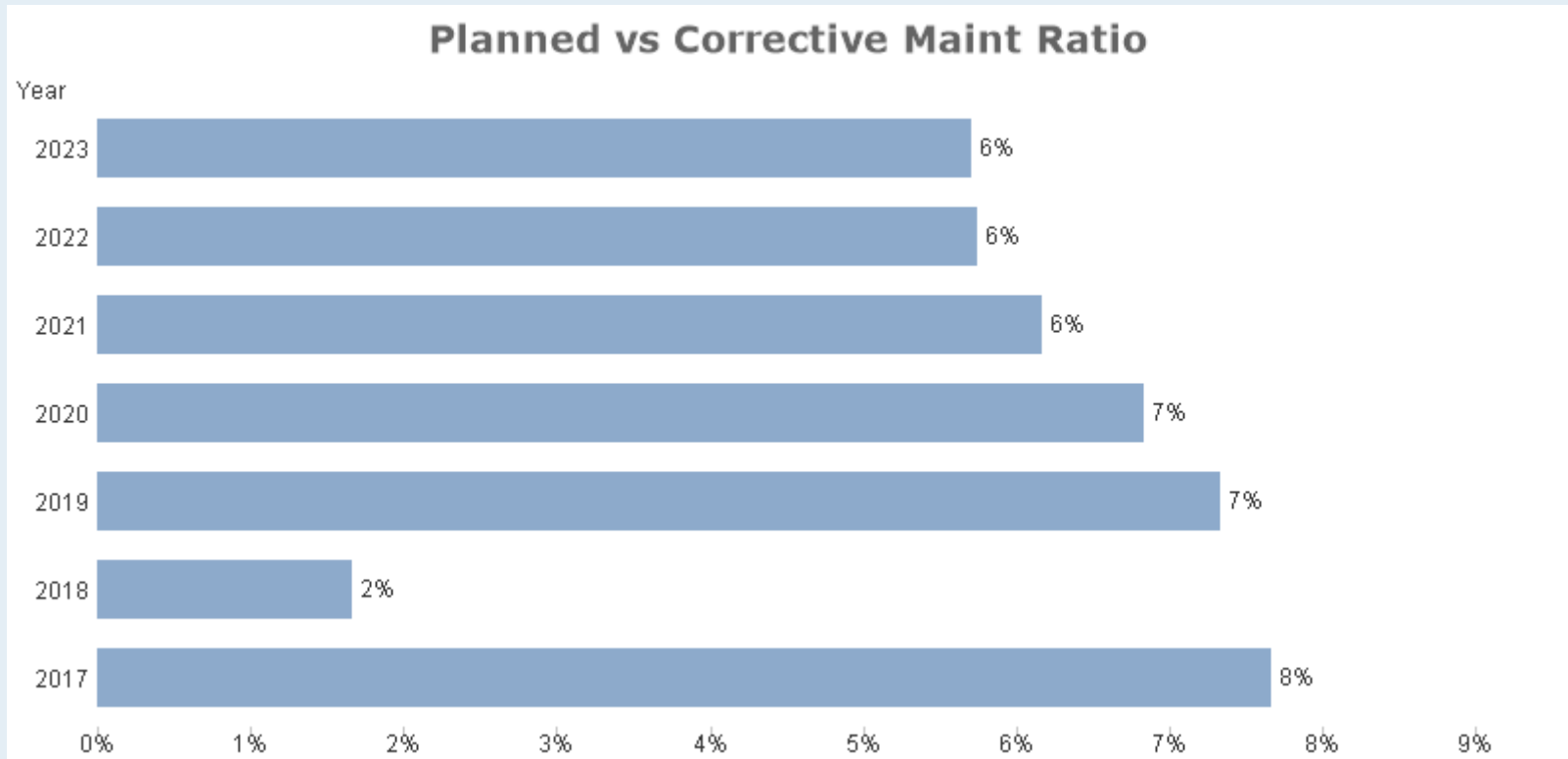
This metric lets you evaluate how successful your institution has been at transitioning from a reactive to a proactive mindset and indicates how much of your M&O resources are dedicated to PM vs Reactive work. As more time is invested into PMs, you should see a decrease in reactive work, an increase in cycle times and an improved learning environment. (Rolling 12 Months)

Ratio of PM to CM by Month



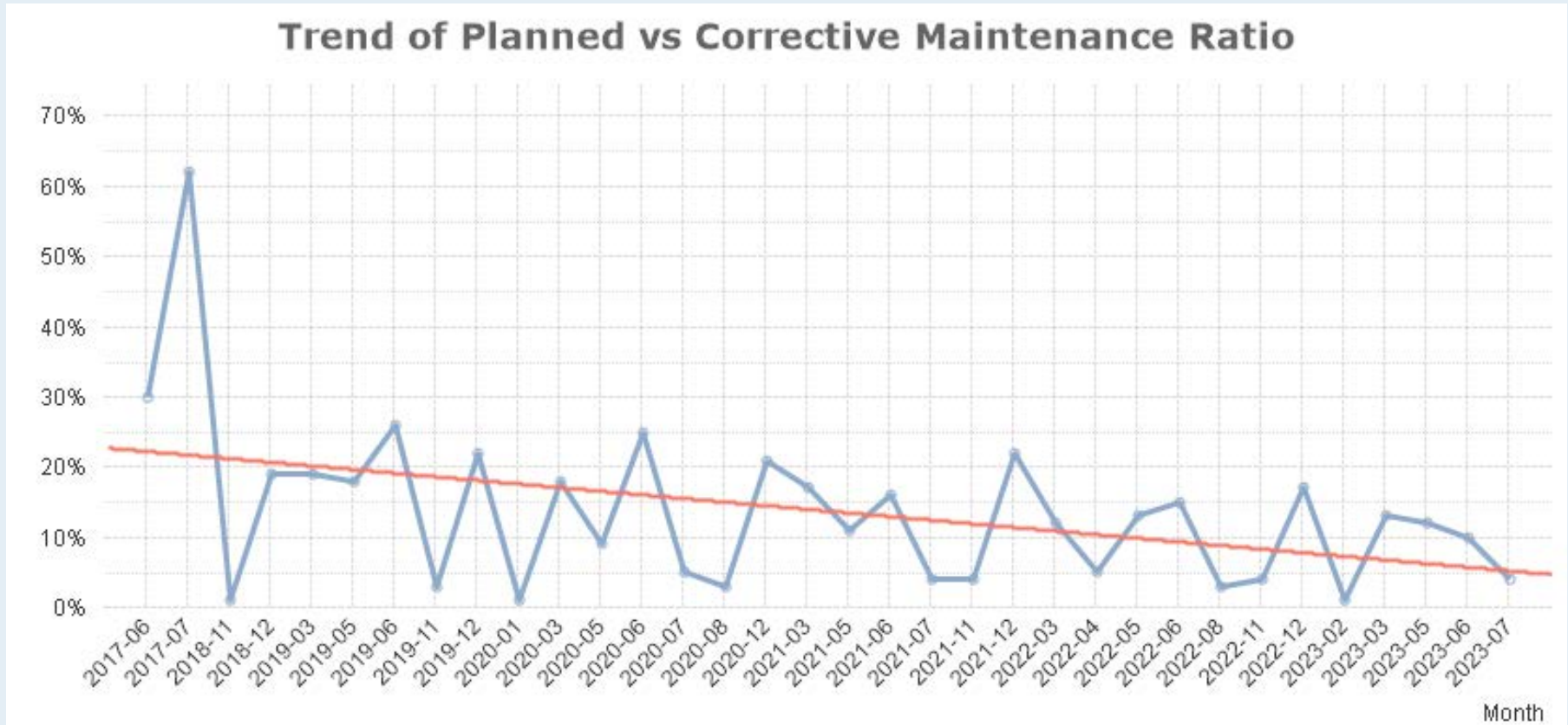
Trend: Past 3 Years, plus current date: based on Created Date

Ratio of PM to CM by Year



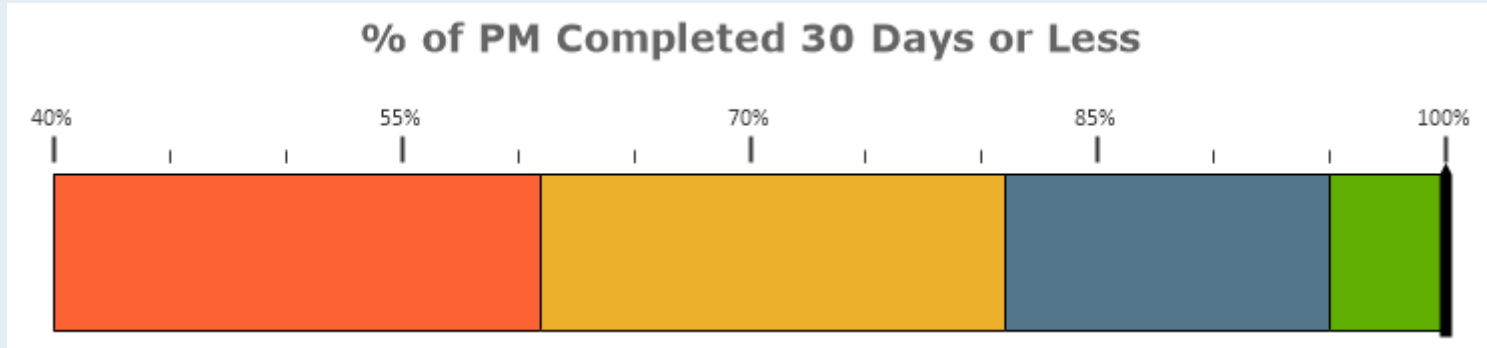
Trend: Past 3 Years, plus current date: based on Created Date

Ratio of PM to CM by Year



Trend: Past 3 Years, plus current date: based on Created Date

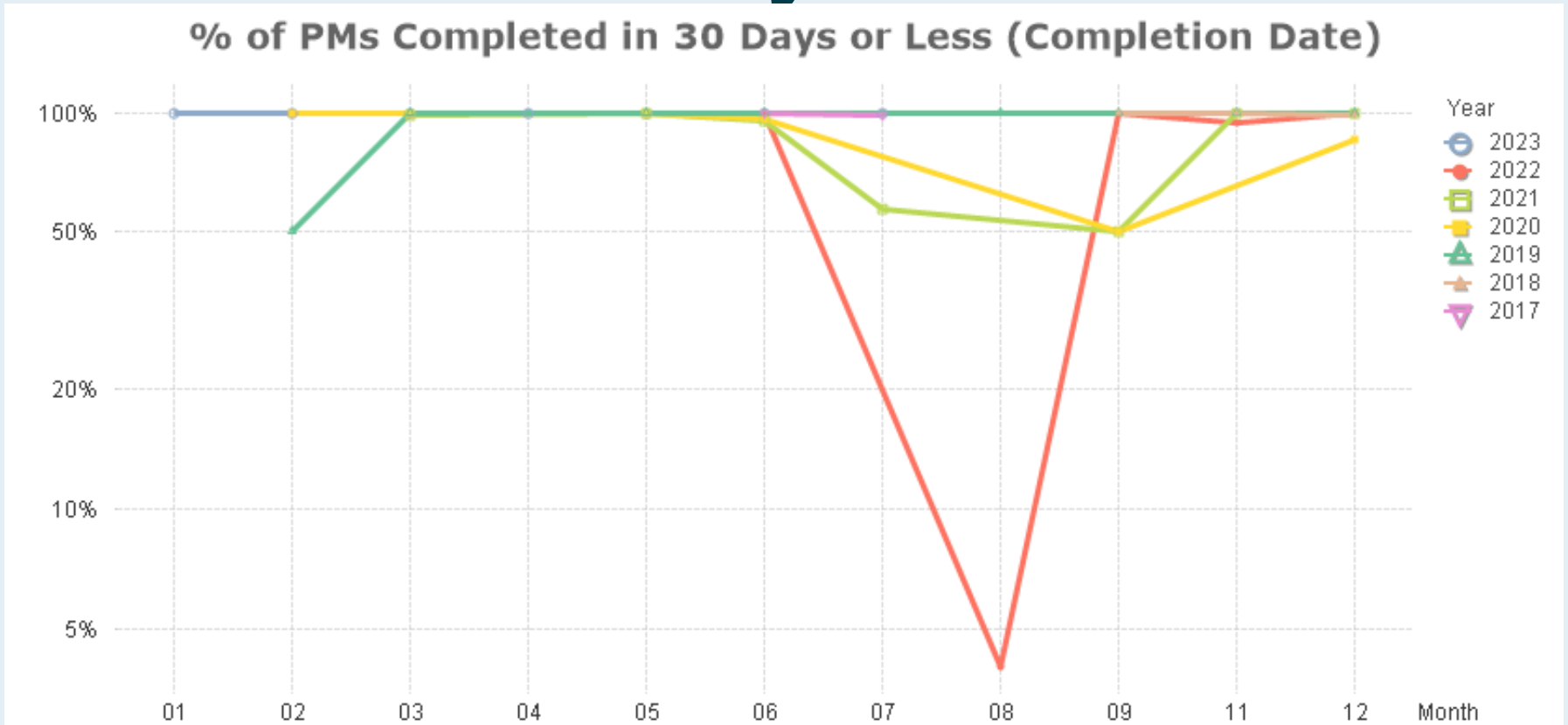
Percentage of PM WOs Completed in a Month or Less



# PM WOs Comp	Your Value	Peer Category	# of Clients	Low 20%	Median	Top 20%
311	100%	Public K-12	1,960	61%	81%	95%

This metric is a measurement of the responsiveness of proactive work. An above average measurement here leads to higher productivity and a decrease in backlog. This compares Completion Date – Start Date (uses Request Date if Start Date is not used) to see what % of PM WO's are completed in 30 Days or Less. (Rolling 12 Months)

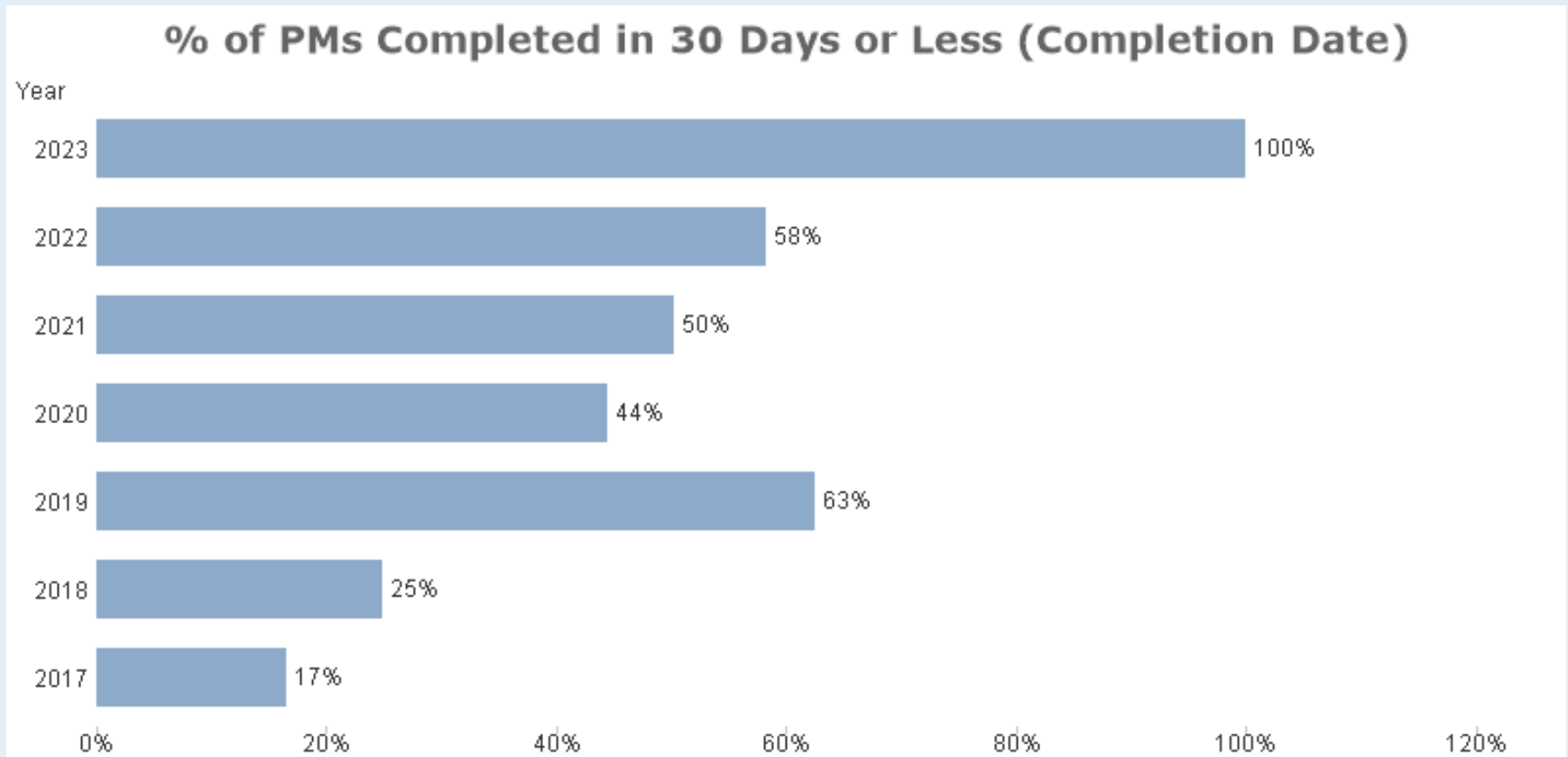
% of PMs Completed 30 Days or Less by Month



This compares Completion Date – Start Date (uses Request Date if Start Date is not used) to see what % of PM WO's are completed in 30 Days or Less.

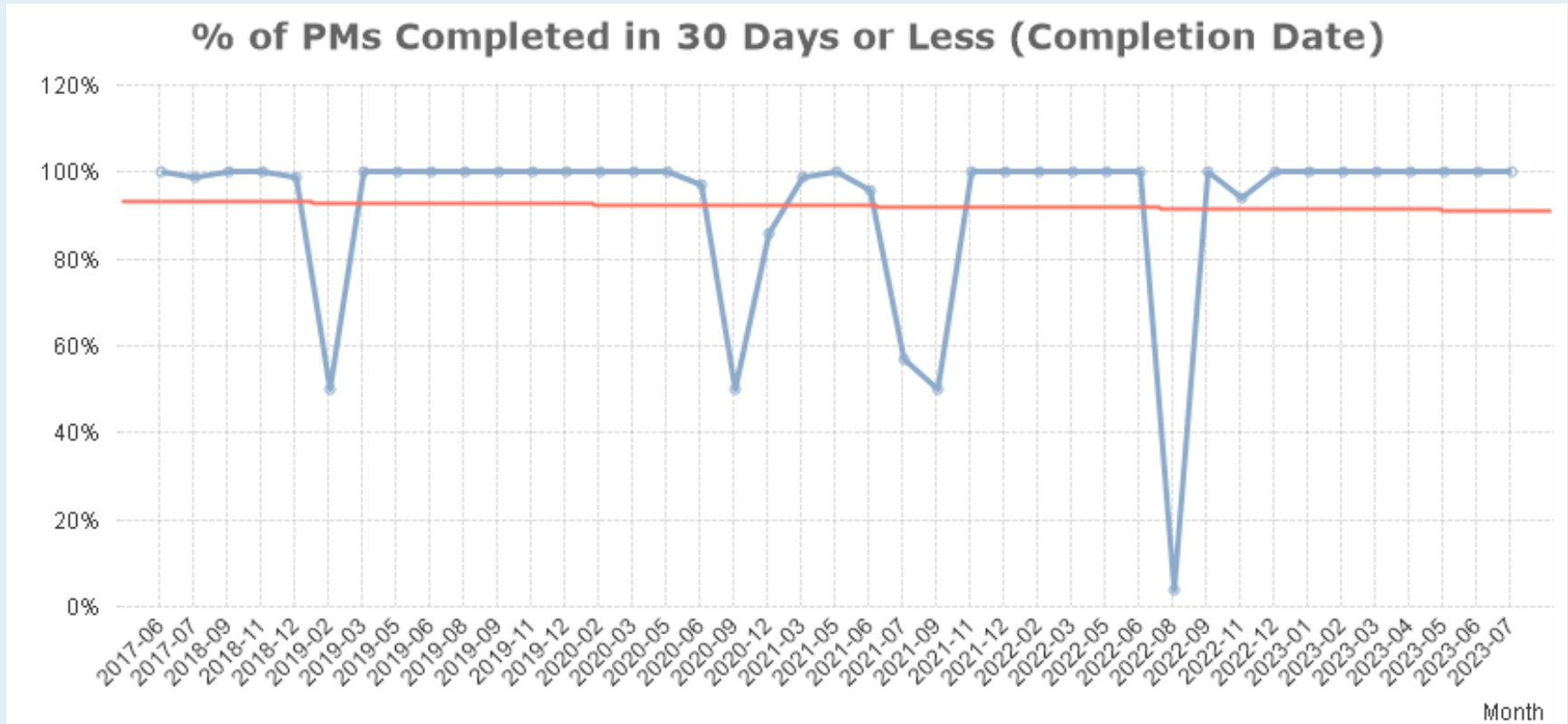
Trend: Past 3 Years, plus current date: based on Completion Date

% of PMs Completed 30 Days or Less by Year



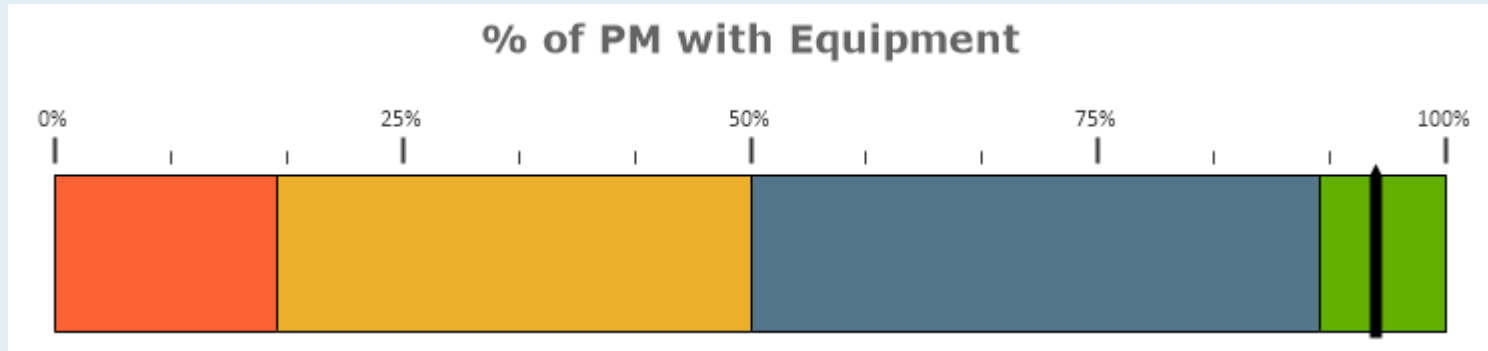
Trend: Past 3 Years, plus current date: based on Completion Date

% of PMs Completed 30 Days or Less by Year



Trend: Past 3 Years, plus current date: based on Completion Date

% of PM's with Equipment



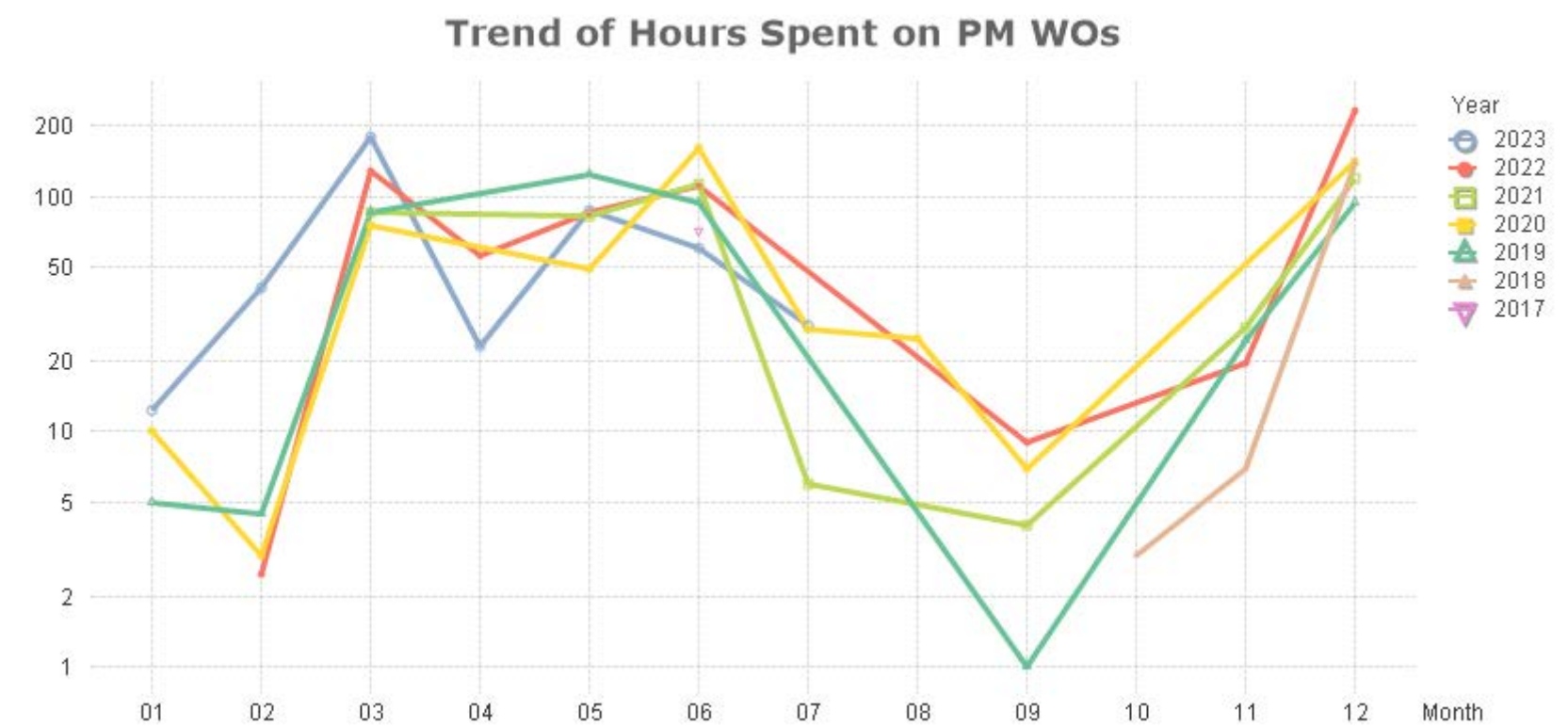
Peer Category	# of Equipment	# PM Schedules	Your Value	Low 20%	Median	Top 20%
Public K-12	1096	155	95%	16%	50%	91%

Labor Hours Spent on PM Schedules for Last Year

Hours
692

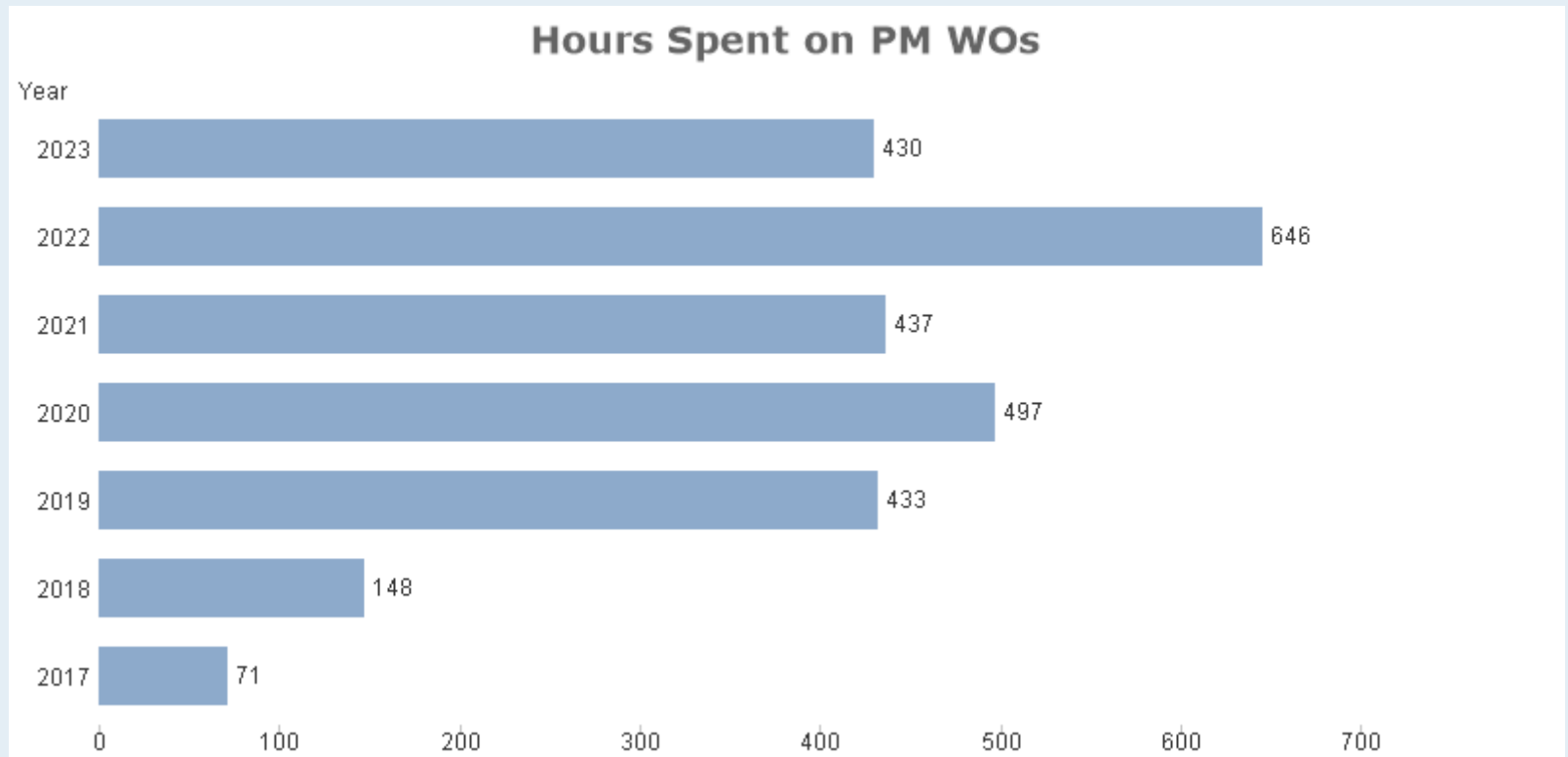
Total preventive maintenance hours spent on PM work orders over the past 12 months

Hours Spent on PM by Month



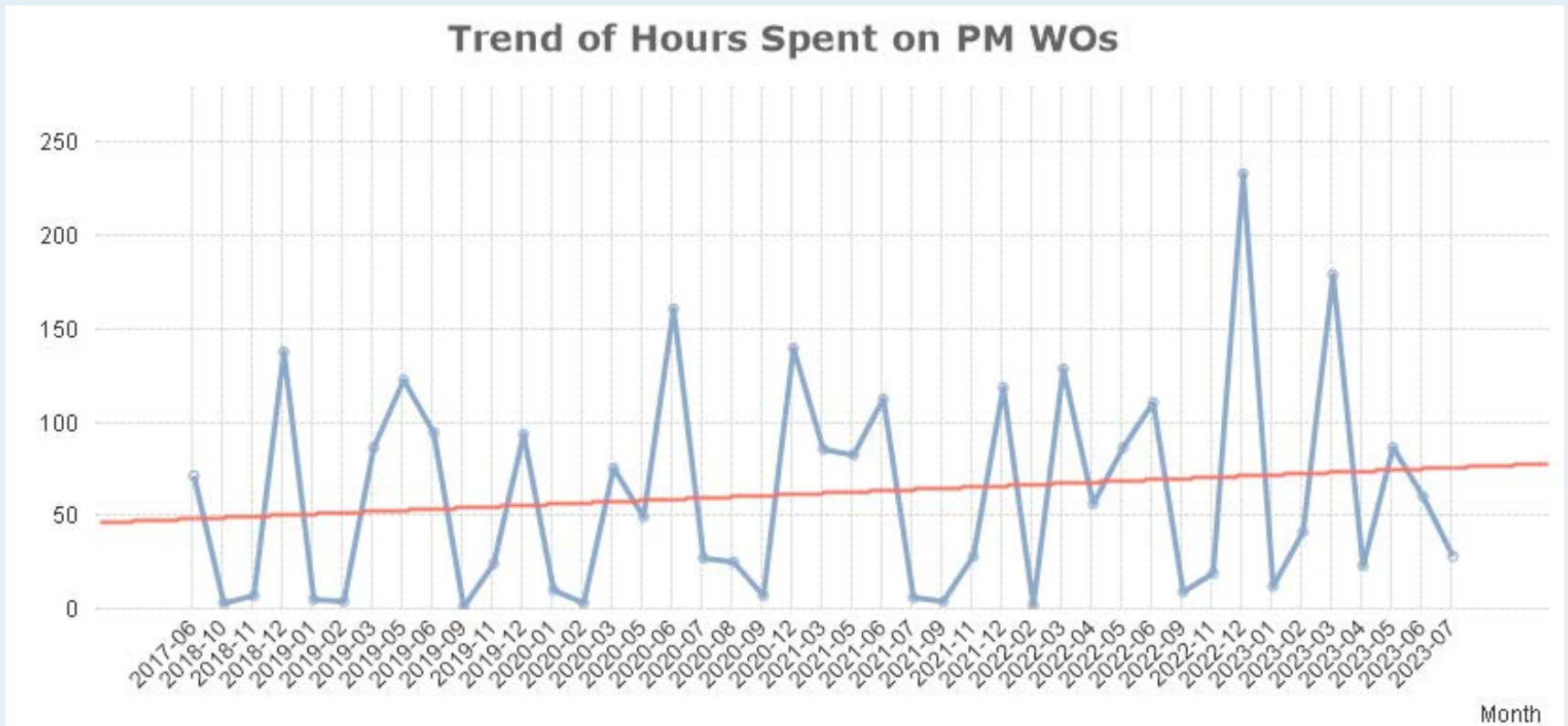
Trend: Past 3 Years, plus current date: based on Created Date

Hours Spent on PM by Year



Trend: Past 3 Years, plus current date: based on Created Date

Hours Spent on PM by Year



Trend: Past 3 Years, plus current date: based on Created Date

PMs for Next Year

PM Schedules

Future PMs

236

PM Labor Hours

Future PM Hrs

1,584

KPI: Next 12 Months

Monthly Facility Report

Schedule ID	Status	Location	Recurrence	Total Invoiced
Title	Schedule State	Building	Start Date	Total Payments
No of Events	Organization	Room	End Date	
Declined Reason	Approval Note	Setup Requirement (Craft)	Event Date	
Current Route To	Event Visibility	Setup Requirement (IT)	Event Time	
13208	Approved	Adams Elementary	Weekly	\$658.99
Pursuit Bible Church	Activated		1/1/2023	\$658.99
52	Pursuit Bible Church	Cafeteria, Gym, Music Room	12/31/2023	
Autumn VanWinkle	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			8:00 AM - 1:00 PM,8:00 AM - 1:00 PM,8:00 AM - 1:00 PM,8:00 AM - 1:00 PM	
13939	Approved	Cleburne High School	Non-recurring	\$0.00
S.W.A.T. Training - CPD	Activated			\$0.00
1	Cleburne PD	Classroom-Enter Room # in title of event	7/20/2023	
Sally Nolen	Public	Heating/Ventilation /Air	10:00 AM - 3:00 PM	
13209	Canceled	Santa Fe Elementary	Weekly	\$0.00
Cleburne Community Church	Inactive		1/1/2023	\$0.00
53	Cleburne Community Church	Cafeteria, Gym	12/31/2023	
Sally Nolen	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM	
13297	Approved	Santa Fe Elementary	Weekly	\$742.08
Cleburne Community Church	Activated		1/1/2023	\$0.00
52	Cleburne Community Church	Cafeteria, Gym	12/31/2023	
Sally Nolen	Public		7/2/2023	
			7/9/2023	
			7/16/2023	
			7/23/2023	
			7/30/2023	
			10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM,10:00 AM - 12:30 PM	

Monthly Facility Report

Schedule ID	Status	Location	Recurrence	Total Invoiced
Title	Schedule State	Building	Start Date	Total Payments
No of Events	Organization	Room	End Date	
Declined Reason	Approval Note	Setup Requirement (Craft)	Event Date	
Current Route To	Event Visibility	Setup Requirement (IT)	Event Time	



Cleburne ISD Student Handbook

2023-2024

If you have difficulty accessing the information in this document because of disability, please contact Dr. Mark McClure, Assistant Superintendent for Student Services, Cleburne ISD Central Office, 505 N. Ridgeway, Cleburne, Texas 76033 – 817-202-1128 – dmclure@c-isd.com.

CLEBURNE ISD BOARD OF TRUSTEES

Mr. Joe Trevino – Place 1
Dr. Jason Tennison – Place 2, Secretary
Mr. Wendell Dempsey – Place 3
Mr. John Finnell – Place 4
Mr. Teddy Martyniuk - Place 5, Vice President
Mrs. Elizabeth Childress – Place 6, President
Mrs. DeAnna King – Place 7
Dr. Coby Kirkpatrick, Superintendent

CISD Board meetings are generally held the third Monday of each month at 6 pm. Meetings are held in the CISD Administration Building at 505 N. Ridgeway Dr. Suite 100 in Cleburne, Texas.
For more information call 817-202-1100 or visit the website www.c-isd.com.

Cleburne Independent School District

Mission

The mission of Cleburne ISD, in partnership with parents and community, is to provide all students with rigorous and relevant learning.

Vision

Excellence Happens Here...

Cleburne Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing access to benefits of education services, activities and programs including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

The principal at each campus has been designated to coordinate compliance with these legal requirements. Dr. Mark McClure, Assistant Superintendent of Student Services, coordinates compliance at the district level for Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act and Title IX of the Educational Amendments of 1972. Harry Roberts, Assistant Superintendent of Human Resources coordinates compliance at the district level for Title VI of the Civil Rights Act of 1964.

Cleburne ISD

VALUES OF EXCELLENCE



Knowing everyone by name, need, and strength.





Cleburne High School

850 N. Nolan River Rd. Cleburne, Texas 76033

Campus Administration

Principal

Dr. Karen Holweg

Associate Principal of Academics

Mr. Jeremy Ross

Assistant Principals

Mr. Adam Jinkens (Alpha A – Cr)

Mrs. Carrie Schwindt (Alpha Cu – He)

Ms. Kayla Bruner (Alpha Hi – Mi)

Mr. Troy Petty (Alpha Mo – Ru)

Mr. Garrett Clothier (Alpha Sa – Z)

Career and Technical Education Director

Mrs. Rebecca Hering

Athletic Coordinators

Coach Jim Woodard (Boys)

Coach Rosalind Lawrence (Girls)

Counselors

Mrs. Christy Sims (Lead Counselor, Alpha A – Cr)

Mrs. Rikki Taylor (Alpha Cu – He)

Mrs. Laura Hermesmeyer (Alpha Hi – Mi)

Mr. Ruben Duarte (Alpha Mo – Ru)

Mrs. Jennifer Cox (Alpha Sa – Z)

Mrs. Michelle Mastic (Student Support Counselor)

Grades Served: 9 - 12

School Hours for Students: 8:15 – 4:00

School Colors: Black and Gold

Mascot: Yellow Jackets

Cleburne High School Website: [\(insert new website URL here\)](#)



Cleburne TEAM School
850 N. Nolan River Rd. Cleburne, Texas 76033



“Together, Everyone Achieves More”

Director of Alternative Learning:

Mrs. Suzanne Keesee

Assistant Principal:

Mr. Allen Roberts

Counselor:

Mrs. Holly Ramirez

TEAM School Mission Statement

The staff of the TEAM School holds first to the belief that all students can learn and that it is our duty to guide each student to achieve their highest academic and social potential.

We are committed to providing a student-centered environment that provides for individual differences and yields students who can become effective communicators, logical problem solvers, independent workers, and creative thinkers.

By modeling and practicing cooperation, mutual respect, and appreciation of the students, staff and administration will accomplish the task of developing students who are capable of being skilled, knowledgeable, and responsible citizens of our society.

Grades Served: 9 – 12

School Hours for Students: 8:15 – 4:00

School Colors: Black and Gold

Mascot: Yellow Jackets

Cleburne TEAM School Website: [\(insert new website URL here\)](#)



Wheat Middle School



1020 Woodard Ave. Cleburne, Texas 76033

School-Wide Title 1 School

Campus Administration

Principal

Mrs. Kimberly Gonzalez

Assistant Principals

Mrs. Radea Griffith (Alpha A – Gi)

Mr. Ryan Stepp (Alpha Go – O)

Mr. Cory Borden (Alpha P – Z)

Counselors

Mrs. Amanda Kahla (Alpha A – Gi)

Mrs. Marci Barr (Alpha Go – O)

Mrs. Clarissa Galindo (Alpha P – Z)

Serving Grades: 7 – 8

School Hours for Students: 8:15 – 4:00

School Colors: Black and Gold

Mascot: Yellow Jackets

Wheat Middle School Website: [\(insert new website URL here\)](#)

A traditional value in Cleburne ISD is our belief in lifelong learning. We have high expectations for our scholars because **we believe all students can achieve!**



Smith Intermediate School

1710 Country Club Rd. Cleburne, Texas 76033

School-Wide Title 1 School



Campus Administration

Principal

Dr. Amber White

Assistant Principals

Mrs. Katie Cunningham (Academic AP)

Mrs. Jami Walker (AP for 5th)

Mr. Ricky Lewis (AP for 6th)

Counselors

Mrs. Mauri Ford (Counselor for 5th)

Mrs. Kelly Warner (Counselor for 6th)

Mrs. Jennifer Kirkpatrick (Student Support Counselor)

Serving Grades: 5 - 6

School Hours for Students: 8:15 - 4:00

School Colors: Black and Gold

Mascot: Yellow Jackets

Smith Intermediate School Website: [\(insert new website URL here\)](#)

A traditional value in Cleburne ISD is our belief in lifelong learning. We have high expectations for our scholars because **we believe all students can achieve!**



CISD Elementary Schools



Serving Grades: PK – 4

School Hours for Students: 7:45 – 3:30

From Your Campus Administrators

Welcome to the Cleburne ISD Elementary School program! We are excited to include you in our family of outstanding students and caring educators. Cleburne ISD is continuing to build on a foundation of excellence. This handbook will help acquaint you with the procedures and policies in Cleburne ISD. Please review the entire handbook with your child and use it as a reference throughout the school year.

For individual school websites, please visit www.c-isd.com and click the “schools” tab. All CISD Elementary Schools are School-Wide Title 1 Schools. If you have questions, please do not hesitate to contact us! We are looking forward to a great year! Go Jackets!

Adams Elementary

Brandi Geltmeier, Principal
Autumn VanWinkle, Assistant Principal
Melodye Jessup, Counselor
1492 Island Grove Road
817-202-2000

Jo and George Marti Elementary

Janice Klink-Mueller, Principal
Vicki Rhoades, Assistant Principal
Kristina Price, Counselor
2020 W. Kilpatrick
817-202-1650

Irving Elementary

Crystal Kampen, Principal
Molly Fitzgerald, Assistant Principal
Renata Ocampo, Counselor
345 Hix Road
817-202-2100

Coleman Elementary

Dr. Brent “Will” Barnes, Principal
Rachael Geesaman, Assistant Principal
Valerie Patterson, Counselor
920 Westhill
817-202-2030

Gerard Elementary

Rena Jones, Principal
Kaleigh Black, Assistant Principal
Kent Gabrielson, Counselor
1212 S. Hyde Park
817-202-2130

Santa Fe Elementary

Matt Ford, Principal
Lisa Goodman, Assistant Principal
Jennifer Tilleman, Counselor
1601 E. Henderson
817-202-2300

C.C. Cooke Elementary

Jacob Walker, Principal
Christina Roberson, Assistant Principal
Alexa Nava, Counselor
902 Phillips
817-202-2060

A traditional value in Cleburne ISD is our belief in lifelong learning. We have high expectations for our scholars because **we believe all students can achieve!**

Contents

.....	i
Cleburne ISD Student Handbook	i
Preface Parents and Students:	12
Accessibility	13
Section One: Parental Rights.....	13
Consent, Opt-Out, and Refusal Rights.....	13
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	20
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ..	21
A Student with Exceptionalities or Special Circumstances	27
Section Two: Other Important Information for Parents and Students.....	36
Absences/Attendance.....	36
Accountability under State and Federal Law (All Grade Levels).....	40
Armed Services Vocational Aptitude Battery Test (Grades 10-12).....	41
Awards and Honors (All Grade Levels)	41
Bullying (All Grade Levels)	41
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	43
Celebrations (All Grade Levels)	44
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels) ...	45
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	47
Class Schedules (Secondary Grade Levels Only)	47
College and University Admissions and Financial Aid (All Grade Levels).....	47
College Credit Courses (Secondary Grade Levels Only)	48
Communications (All Grade Levels).....	49
Complaints and Concerns (All Grade Levels)	50
Conduct (All Grade Levels).....	50
Counseling	52
Course Credit (Secondary Grade Levels Only).....	54
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12).....	54
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject.....	54
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	55
Discrimination.....	58
Distance Learning (All Grade Levels)	58
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	59

Cleburne ISD Student Handbook

Dress and Grooming (All Grade Levels)	60
Electronic Devices and Technology Resources (All Grade Levels)	62
End-of-Course (EOC) Assessments	64
Emergent Bilingual Students (All Grade Levels)	64
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	64
Fees (All Grade Levels)	66
Fundraising (All Grade Levels)	67
Gang-Free Zones (All Grade Levels)	67
Gender-Based Harassment	67
Grade-Level Classification (Grades 9-12 Only)	67
Grading Guidelines (All Grade Levels)	67
Graduation (Secondary Grade Levels Only)	68
Harassment	73
Hazing (All Grade Levels)	74
Health — Physical and Mental	74
Health-Related Resources, Policies, and Procedures	81
Homework (All Grade Levels)	82
Law Enforcement Agencies (All Grade Levels)	82
Leaving Campus (All Grade Levels)	84
Lost and Found (All Grade Levels)	85
Makeup Work	85
Nondiscrimination Statement (All Grade Levels)	86
Parent and Family Engagement (All Grade Levels)	87
Parking and Parking Permits (Secondary Grade Levels Only)	89
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	89
Prayer (All Grade Levels)	90
Promotion and Retention	90
Release of Students from School	91
Remote Instruction	91
Report Cards/Progress Reports and Conferences (All Grade Levels)	91
Retaliation	92
Required State Assessments	92
Safety (All Grade Levels)	94
SAT, ACT, and Other Standardized Tests	95
Schedule Changes (Middle/Junior High and High School Grade Levels)	95
School Facilities	96

Cleburne ISD Student Handbook

School-Sponsored Field Trips (All Grade Levels).....	99
Searches	99
Sexual Harassment	101
Special Programs (All Grade Levels)	101
Standardized Testing	101
Student Speakers (All Grade Levels).....	102
Summer School (All Grade Levels).....	102
High School Grade Levels	102
Elementary/Intermediate/Middle School Grade Levels	102
Tardies (All Grade Levels)	102
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....	102
Transfers (All Grade Levels)	103
Transportation (All Grade Levels)	103
Vandalism (All Grade Levels).....	106
Video Cameras (All Grade Levels).....	106
Visitors to the School (All Grade Levels).....	106
Volunteers (All Grade Levels)	107
Voter Registration (Secondary Grade Levels Only).....	108
Withdrawing from School (All Grade Levels).....	108
Glossary	109
Appendix: Freedom from Bullying Policy	112
Student Welfare: Freedom from Bullying	112

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The *Cleburne ISD* Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the *Cleburne ISD* Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.c-isd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *Cleburne ISD Student Services Department in CISD Central Office, 505 N. Ridgeway Suite 100, Cleburne, Texas 76033*.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office and at [Cleburne ISD Policy Online](#).

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100
dmcclure@c-isd.com
817-202-1128

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 18 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 19 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100
dmcclure@c-isd.com
817-202-1128

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

*The SHAC committee on sexual health and wellness recommended the following plan and it was approved by the CISD Board of Trustees in 2023: For grade 4, **Always Changing** videos will be used to discuss healthy habits and age-appropriate hygiene information with students. For grade 5, **Discovery Ed** videos and **Always Changing** videos and print materials will be used to further educate students on physical and emotional changes that occur during puberty. Grades 6 – 12 will use A&M Success Sequence resources. In grade 6, students will use **Game Plan** in PE. In grade 7, students will use **Quest** in PE/Athletics. In grade 8, students will use **Aspire** in AVID/ College and Career Readiness. In grade 9, students will use **Navigator** in Biology. These A&M success sequence resources ensure students have the opportunity to hear clearly reasoned, positive presentations on the benefits of abstinence until marriage and instruction on preparing for a healthy future. For further information, see the district's human sexuality instruction information at www.c-isd.com.*

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 50 and FNG(LOCAL).

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age.
- Devote more attention to abstinence from sexual activity than to any other behavior.
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity.
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases.
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 15.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction begins.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction begins.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The 2023-2024 SHAC committee has been tasked with selecting instruction and curriculum materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. When the committee's recommendation has been approved by the board of trustees, the student handbook and CISD website will be updated with detailed information.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 50 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 14; **Dating Violence on page 55**; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Glenna Pollock
Director of Guidance and Counseling
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
GPollock@c-isd.com
817-202-1100

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 77.]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or

- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — shall NOT be used as a discipline management technique as outlined in district policy FO(LOCAL).

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages.

AND

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

AND

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook)
- A student’s name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student’s name and photograph (posted on a district-approved and -managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student’s first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

- Student’s name
- Address
- Telephone listing
- E-mail address
- Photographs, posed or candid
- Date and place of birth
- Major Field of study
- Honors, activities and events
- Dates of attendance
- Grade level
- Campus of enrollment
- Student’s teacher
- Participation in officially recognized activities and sports
- Weight and height (if a member of athlete activity)

If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information:

Student's name

If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Also see **Authorized Inspection and Use of Student Records** on page 23.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** on page 14 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15 for information on a parent’s right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that his or her child be excused.
- The district determines that the student has a conscientious objection to the recitation.
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 89 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 101 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations

- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 18, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- [File a complaint \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance — including grades, test results, and disciplinary records — is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18;
- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official in the performance of his or her duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 18 to prohibit this disclosure.]

Cleburne ISD Student Handbook

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The *principal* is custodian of all records for currently enrolled students at the assigned school. The *Assistant Superintendent of Student Services* is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

Dr. Karen Holweg, Principal
Cleburne High School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
kholweg@c-isd.com
817-202-1200

Dr. Amber White, Principal
Smith Intermediate School 5-6
1710 Country Club Road
Cleburne, Texas 76033
AWwhite@c-isd.com
817-202-1500

Kim Gonzalez, Principal
Wheat Middle School 7-8
810 N. Colonial
Cleburne, Texas 76033
kgonzalez@c-isd.com
817-202-1300

Brandi Geltmeier, Principal
Adams Elementary School PK-4
1492 Island Grove Road
Cleburne, Texas 76031
BGeltmeier@c-isd.com
817-202-2000

Dr. Brent "Will" Barnes, Principal
Coleman Elementary School PK-4
920 Westhill
Cleburne, Texas 76033
BBarnes@c-isd.com
817-202-2030

Jacob Walker, Principal
Cooke Elementary School PK-4
902 Phillips
Cleburne, Texas 76033
JWalker@c-isd.com
817-202-2060

Rena Jones, Principal
Gerard Elementary School PK-4
1212 S. Hyde Park
Cleburne, Texas 76033
RJones@c-isd.com
817-202-2130

Cleburne ISD Student Handbook

Crystal Kampen, Principal
Irving Elementary School PK-4
345 Hix Road
Cleburne, Texas 76031
ckampen@c-isd.com
817-202-2100

Janice Klink-Mueller, Principal
Marti Elementary School PK-4
2020 W. Kilpatrick
Cleburne, Texas 76033
JKlinkmueller@c-isd.com
817-2021650

Matt Ford, Principal
Santa Fe Elementary School PK-4
1601 E. Henderson
Cleburne, Texas 76031
mford@c-isd.com
817-202-2300

Suzanne Keesee, Director Alt. Learning
TEAM School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
SKeesee@c-isd.com
817-202-2160

Lloyd "Dwayne" Smith, Principal
Phoenix (DAEP)
311 Featherston Street
Cleburne, Texas 76033
LSmith@c-isd.com
817-202-2090

You may contact the custodian of records for students who have withdrawn or graduated at:

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
dmcclure@c-isd.com
817-202-1128

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 91, **Complaints and Concerns** on page 50, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office [CISD Board Policy Online](#).

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field or discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/partnership/interstatecompact.cfm) (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 41, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid.
- Arrange and accompany the student on campus visits.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS).
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

If you have questions, please contact the district's foster care liaison:

Debbie Reynolds
Family Outreach Coordinator
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
dreynolds@c-isd.com
817-202-1100

[See **Credit by Examination for Advancement/Acceleration** on page 54 and **Course Credit** on page 54.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements

- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Debbie Reynolds
Family Outreach Coordinator
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
dreynolds@c-isd.com
817-202-1100

[See **Credit by Examination for Advancement/Acceleration** on page 54 and **Course Credit** on page 54.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Dr. Karen Holweg, Principal
Cleburne High School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
kholweg@c-isd.com
817-202-1200

Cleburne ISD Student Handbook

Dr. Amber White, Principal
Smith Intermediate School 5-6
1710 Country Club Road
Cleburne, Texas 76033
AWWhite@c-isd.com
817-202-1500

Kim Gonzalez, Principal
Wheat Middle School 7-8
810 N. Colonial
Cleburne, Texas 76033
kgonzalez@c-isd.com
817-202-1300

Brandi Geltmeier, Principal
Adams Elementary School PK-4
1492 Island Grove Road
Cleburne, Texas 76031
BGeltmeier@c-isd.com
817-202-2000

Dr. Brent "Will" Barnes, Principal
Coleman Elementary School PK-4
920 Westhill
Cleburne, Texas 76033
BBarnes@c-isd.com
817-202-2030

Jacob Walker, Principal
Cooke Elementary School PK-4
902 Phillips
Cleburne, Texas 76033
JWalker@c-isd.com
817-202-2060

Rena Jones, Principal
Gerard Elementary School PK-4
1212 S. Hyde Park
Cleburne, Texas 76033
RJones@c-isd.com
817-202-2130

Crystal Kampen, Principal
Irving Elementary School PK-4
345 Hix Road
Cleburne, Texas 76031
ckampen@c-isd.com
817-202-2100

Janice Klink-Mueller, Principal
Marti Elementary School PK-4
2020 W. Kilpatrick
Cleburne, Texas 76033
JKlinkmueller@c-isd.com
817-2021650

Matt Ford, Principal
Santa Fe Elementary School PK-4
1601 E. Henderson
Cleburne, Texas 76031
mford@c-isd.com
817-202-2300

Suzanne Keesee, Director Alt. Learning
TEAM School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
SKeesee@c-isd.com
817-202-2160

Lloyd "Dwayne" Smith, Principal
Phoenix (DAEP)
311 Featherston Street
Cleburne, Texas 76033
LSmith@c-isd.com
817-202-2090

Kimberly Tuggle
Director of Special Education
Fulton Campus
311 Featherston Street
Cleburne, Texas 76033
ktuggle@c-isd.com
817-202-1601

Cleburne ISD Student Handbook

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Monica Culwell, Transition Coordinator
Cleburne High School
850 N. Nolan River Road
Cleburne, Texas 76033
MCullwell@c-isd.com
817-202-1255 Phone
817-202-1470 Fax

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Dr. Karen Holweg, Principal
Cleburne High School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
kholweg@c-isd.com
817-202-1200

Dr. Amber White, Principal
Smith Intermediate School 5-6
1710 Country Club Road
Cleburne, Texas 76033
AWWhite@c-isd.com
817-202-1500

Kim Gonzalez, Principal
Wheat Middle School 7-8
810 N. Colonial
Cleburne, Texas 76033
kgonzalez@c-isd.com
817-202-1300

Brandi Geltmeier, Principal
Adams Elementary School PK-4
1492 Island Grove Road
Cleburne, Texas 76031
BGeltmeier@c-isd.com
817-202-2000

Dr. Brent "Will" Barnes, Principal
Coleman Elementary School PK-4
920 Westhill
Cleburne, Texas 76033
BBarnes@c-isd.com
817-202-2030

Cleburne ISD Student Handbook

Jacob Walker, Principal
Cooke Elementary School PK-4
902 Phillips
Cleburne, Texas 76033
JWalker@c-isd.com
817-202-2060

Rena Jones, Principal
Gerard Elementary School PK-4
1212 S. Hyde Park
Cleburne, Texas 76033
RJones@c-isd.com
817-202-2130

Crystal Kampen, Principal
Irving Elementary School PK-4
345 Hix Road
Cleburne, Texas 76031
ckampen@c-isd.com
817-202-2100

Janice Klink-Mueller, Principal
Marti Elementary School PK-4
2020 W. Kilpatrick
Cleburne, Texas 76033
JKlinkmueller@c-isd.com
817-2021650

Matt Ford, Principal
Santa Fe Elementary School PK-4
1601 E. Henderson
Cleburne, Texas 76031
mford@c-isd.com
817-202-2300

Suzanne Keesee, Director Alt. Learning
TEAM School 9-12
850 N. Nolan River Road
Cleburne, Texas 76033
SKeesee@c-isd.com
817-202-2160

Lloyd "Dwayne" Smith, Principal
Phoenix (DAEP)
311 Featherston Street
Cleburne, Texas 76033
LSmith@c-isd.com
817-202-2090

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 35.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** on page 64 and **Special Programs** on page 101.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 30 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days

- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 27.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 100 .

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 40.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a

professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school.
- Request a conference between school administrators and the parent.
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
dmcclure@c-isd.com
817-202-1128

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** on page 36 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:50 a.m. The district Alternative Learning Campus (TEAM) has an additional official attendance time of 1:30 p.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 5 days of returning to school, a student who is absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 36 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Cleburne ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings

- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at www.c-isd.com. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered at Cleburne High School on October 5, 2023 at 8:00am. Please contact the CHS Principal, Dr. Karen Holweg kholweg@c-isd.com, for information about this opportunity.

Awards and Honors (All Grade Levels)

Award winners and other honorees will be recognized at the end of year underclassmen and senior award ceremonies. Individual organizations can also hold banquets or award ceremonies to recognize members who have excelled. More information can be found on the Cleburne High School Calendar. Please contact the CHS Principal, Dr. Karen Holweg kholweg@c-isd.com, for additional information.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by clicking on the anti-bullying tile at the bottom of each school's home page. This will lead the student to an "anonymous alert" form where the incident can be reported anonymously in any language. [Anonymous Alert](#)

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 28.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 28, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55, **Hazing** on page 74, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- **STEM**
 - Engineering
 - Math
 - Science
- **Public Service**
 - Education and Training
 - Health Sciences
 - Human Services
 - Law Enforcement
- **Arts and Humanities**
 - Languages Other Than English
 - Fine Arts
 - English
 - Social Studies
- **Business and Industry**
 - English Electives
 - Architecture and Construction
 - Business Management and Administration
 - Finance
 - Marketing
 - Arts, A/V Technology and Communication
 - Hospitality and Tourism
 - Information Technology

- Agriculture, Food, And Natural Resources
- Manufacturing
- Transportation, Distribution, and Logistics

Admission to these programs is based on *student choice and completion of state required prerequisites*.

The district offers other work-based programs in the following areas:

Career Prep 1

Career Prep 2

See the CTE Director, Rebecca Hering rhering@c-isd.com, for additional information.

Admission and enrollment to these programs is based on student choice and meeting the requirements as outlined in the Student Attendance Accounting Handbook from the Texas Education Agency.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 86 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 80.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at [District Improvement Plan](#). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts

- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page 95 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 68]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 47 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 68 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 28 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Hill College, University of Texas (onRamps), and Tarleton State University, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

Enrollment in these programs is based on student choice and successful completion of prerequisites.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 66 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 43 for information on CTE and other work-based programs.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the registrar at the school their child is enrolled in or by updating it online through the Skyward Family Access.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 92 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 92 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [CISD Policy Online](#). The complaint forms can be accessed at the following web address [Student Complaint and Appeal Forms](#) or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is listed below:

- Cleburne High School
 - Troy Petty 817-202-1200
- Smith Intermediate School
 - Ricky Lewis/ Jami Walker 817-202-1500
- Wheat Middle School
 - Ryan Stepp/ Radea Griffith/ Cory Borden 817-202-1300

- Adams Elementary School
 - Autumn VanWinkle 817-202-2000
- Coleman Elementary School
 - Rachael Gessaman 817-202-2030
- Cooke Elementary School
 - Cristina Roberson 817-202-2060
- Gerard Elementary School
 - Kaleigh Black 817-202-2130
- Irving Elementary School
 - Molly Fitzgerald 817-202-2100
- Marti Elementary School
 - Vicki Rhoades 817-202-1650
- Santa Fe Elementary School
 - Lisa Goodman 817-202-2300
- TEAM Alternative School
 - Allen Roberts 817-202-2160
- Phoenix (DAEP)
 - Darrell Boedeker 817-202-2090

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page 73 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should *ask their teacher, go to the counseling department, or scan a QR code provided to schedule an appointment*. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 77, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45 and **Dating Violence** on page 55.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 58.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is

considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15.]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 41]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and

alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are *available through the Texas Virtual School Network (TxVSN)*.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 91.]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 64.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *campus principal*, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *your child’s counselor*.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the *campus principal* before selling, posting, circulating, or distributing more than 30 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The **High School** campus principal has designated common areas throughout the building as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

The **Middle School** campus principals have designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

The **Elementary School** campus principals have designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Director of Community Relations, Lisa Magers, at CISD Central Offices, for prior review. The Director of Community Relations will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The *campus principal* has designated *commons bulletin boards* as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Secondary Grade Levels

1. Cleburne High School: Student ID must be worn and visible at all times.

2. Shirts

- a. Shirt tails may be worn un-tucked, but must be appropriately sized in shoulders, sleeves in length. Excessively tight or baggy shirts are prohibited.
- b. Lewd, offensive, vulgar, or obscene language is not allowed on any garment. In addition, alcoholic beverage, tobacco advertising, weapon or drug references are not allowed on any garment.
- c. Sleeveless garments must have a standard size arm hole and undergarments must not be visible. Sleeveless garments must have a three-inch width (width of ID badge).
- d. Muscle shirts, tank tops, halter tops, strapless garments, off-the-shoulder garments, backless garments, spaghetti straps, and bare midriffs garments are not allowed to be worn.
- e. Clothing must have conservative necklines that are not revealing.

3. Shorts/Skirts/Dresses:

- a. Shorts, dresses, skirts, and split skirt may be worn, but must not be shorter than fingertip length.
- b. Slits in dresses, skirts, and shorts higher than fingertip length are not allowed to be worn.

4. Pants, Jeans, and Slacks

- a. Pants, jeans, slacks, and shorts with holes, rips, or tears exposing skin higher than fingertip length are not allowed to be worn.
- b. If pants, jeans, slacks, or shorts are loose at the waist, a belt must be worn.
- c. Tear-away pants, spandex shorts, and running shorts (i.e. Sofee, "Nike Style") are not allowed to be worn.

5. Lounge, undershirt, or pajama style clothing is not allowed to be worn.

6. Shoes

- a. Shoes, boots, or sandals must be worn.
- b. Steel toed shoes/boots and shoes with wheels attached to the soles are not allowed.
- c. House shoes are not allowed to be worn, regardless of type of sole.

7. Other Dress Code Items

- a. No gang related items such as: bandanas or chains.
- b. Caps, hats, beanies, bandanas, hoods, doo rags, and any other headgear are not allowed to be worn inside the school building.
- c. Gang paraphernalia and gang related colors, bandanas, signs, or insignias are not allowed to be worn.
- d. Undergarments, of any kind, should not be visible.
- e. Trench coats and dusters are not allowed to be worn. All coats, jackets, sweatshirts, hoodies, etc. must be appropriate in size and length.
- f. Hairstyles or color that creates a distraction and/or a disturbance will not be permitted.
- g. Special effect contact lenses are not allowed to be worn (i.e. cat eyes, red eyes).

Elementary Grade Levels

The student and parent share in the responsibility for proper grooming of the student; however, the campus administrator has final authority regarding the appropriateness of clothes, hairstyle and jewelry.

Hair

- Hair will be neat, clean and well-groomed.
- The hair color or style may not be distracting.
- Hair must not obstruct the student's vision or a view of the student's face nor may it obstruct the view of others.

Clothing

- Clothing will be neat, clean and modest in nature.
- Shorts and skirts need to be of modest length. Short shorts, ragged cut-offs, skin-tight spandex-type and other clearly questionable clothing are not permitted.
- Sleeveless apparel with a finished edge may be worn if the garment comes to the shoulder edge and has a standard size arm hole. Muscle shirts, tank tops, halter tops, strapless garments, spaghetti strap garments, backless garments and bare midriff garments shall not be worn.
- Students shall not wear clothing with suggestive, disrespectful, obscene or risqué writing and/or drawing on it. Clothing advertising alcohol, tobacco, weapons, or any illegal substances shall not be worn.
- Caps, hats, and hoods shall not be worn in the school building.
- Blouses or shirts cover the midriff at all times.
- Dress for social functions and special activities will be determined by the sponsors of these functions and announced prior to the occasion.
- Tennis shoes are encouraged to be worn daily and are required for participation during PE. Boots and sandals may be worn. Cleats and "Wheelies," or similar shoes with wheels attached to the soles, are not permitted.
- Clothing and jewelry shall not distract from learning or jeopardize student/staff safety.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 102 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

High/Middle School Grade Levels

The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15 or after five (5) school days.

Elementary School Grade Levels

The parent may pick up the confiscated telecommunications device from the principal's office.

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 99 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to

complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "[Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 68 and **Standardized Testing** on page 101.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 101, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 103.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uil texas.org/athletics/manuals\)](https://www.uil texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas \(https://www.uil texas.org/\)](https://www.uil texas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 10 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 103.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN). Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
7 - 13.5	Grade 10 (Sophomore)
14 - 18.5	Grade 11 (Junior)
19 +	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student’s mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence

[See **Report Cards/Progress Reports and Conferences** on page 91 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 101.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 71.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Student assistance with FASFA or TAFSA is available at the Educational Opportunity Resource Center, Hill College, parent and student FASFA night at CHS, and by visiting the CHS Counseling Department.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation

activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Top 10 Students
- Top 10%
- National Honor Society

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 102 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 66.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 47 for more information.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** on page 41 and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 80 .

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks

for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 80.

Unassigned Opioid Antagonists - All Grades

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports

- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 13 and **Consent to Provide a Mental Health Care Service** on page 15 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 52 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 81 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 81 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten-grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting:

Mr. William "Bill" Allen
Curriculum Specialist Social Studies, PE, and Health
Cleburne ISD Central Office
817-202-1100
wallen@c-isd.com

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at [CISD Health Services](#) website for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 75.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [CISD Child Nutrition](#).

[See **Celebrations** on page 44 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 35 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

All campuses have a full-time LVN on campus. Cleburne High School has 2 full time RN's and Smith Intermediate and Wheat Middle Schools have a full time RN. The seven elementary campuses have 3 RN's who travel between the campuses. Campus nurses can be reached by calling the school office.

All campuses have a full-time counselor on campus who can be reached by calling the school office.

- The local public health authority, [Community Resources](#)
- The local mental health authority, [Community Resources](#).

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [CISD Policy Online](#).

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG

- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Dr. Chris Jackson
Assistant Superintendent of Research, Data, and Accountability
505 N. Ridgeway, Suite 100,
Cleburne, TX 76033
CJackson@c-isd.com
[817-202-1100](tel:817-202-1100)

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the *Assistant Superintendent of Student Services*.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at [SHAC Webpage](#).

[See **Consent to Human Sexuality Instruction** on page 14, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Stephanie McBroom
Director of Child Nutrition
505 N. Ridgeway, Suite 100,
Cleburne, Texas 76033
SMcbroom@c-isd.com
817-202-1100

Homework (All Grade Levels)

See district grading guidelines on the CISD website www.c-isd.com

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including

without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

High School Grade Levels

1. CHS operates on a "closed campus" plan. The school officials have supervisory responsibility for all students while they are on school property during school time. Because of this responsibility, whether the student has walked, has driven, been delivered by personally owned vehicle, or has ridden a school bus, he/she is not permitted to leave the campus until the end of the regular school day unless authorized

by parent/ guardian and school administrator. Should the need arise for a student to leave campus, the parent/ guardian must check the student out through the attendance office. **STUDENTS WILL NOT BE RELEASED TO ANY PERSON WHO IS NOT LISTED AS THE EMERGENCY CONTACT.** Any student who violates this policy will be subject to disciplinary action.

Middle/Elementary School Grade Levels

The Middle school campuses are closed campuses, and no students are allowed to leave during lunch without a parent.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 39.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum courses in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method,

including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Cleburne ISD Student Handbook

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100,
Cleburne, TX 76033
dmcclure@c-isd.com
817-202-1128

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Dr. Mark McClure
Assistant Superintendent for Student Services
505 N. Ridgeway, Suite 100,
Cleburne, TX 76033
dmcclure@c-isd.com
817-202-1128

- For all other concerns regarding discrimination, see the superintendent:

Dr. Coby Kirkpatrick
Superintendent of Schools, CISD
505 N. Ridgeway, Suite 100,
Cleburne, TX 76033
ckirkpatrick@c-isd.com
817-202-1100

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.

Cleburne ISD Student Handbook

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 52.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment:
 - Cleburne High School 817-202-1200
 - Smith Intermediate School 817-202-1500
 - Wheat Middle School 817-202-1300
 - Adams Elementary School 817-202-2000
 - Coleman Elementary School 817-202-2030
 - Cooke Elementary School 817-202-2060
 - Gerard Elementary School 817-202-2130
 - Irving Elementary School 817-202-2100
 - Marti Elementary School 817-202-1650
 - Santa Fe Elementary School 817-202-2300
 - TEAM Alternative School 817-202-2160
 - Phoenix (DAEP) 817-202-2090
- The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 91.]
- Becoming a school volunteer. [See **Volunteers** on page 107 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, Booster Clubs, including athletic, band, choir, theater, CTE, etc.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
 - Cleburne ISD 817-202-1100
 - Cleburne High School 817-202-1200
 - Smith Intermediate School 817-202-1500
 - Wheat Middle School 817-202-1300
 - Adams Elementary School 817-202-2000

Cleburne ISD Student Handbook

- Coleman Elementary School 817-202-2030
 - Cooke Elementary School 817-202-2060
 - Gerard Elementary School 817-202-2130
 - Irving Elementary School 817-202-2100
 - Marti Elementary School 817-202-1650
 - Santa Fe Elementary School 817-202-2300
 - TEAM Alternative School 817-202-2160
 - Phoenix (DAEP) 817-202-2090
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 80 and policies BDF, EHAA, FFA for more information.]
 - Being aware of the school's ongoing bullying and harassment prevention efforts.
 - Contacting school officials if you are concerned with your child's emotional or mental well-being.
 - Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at CISD Central Administration Office, 505 N. Ridgeway, Suite 100, Cleburne, Texas 76033. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at *the same location* and online at www.c-isd.com. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$25.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse

their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 21.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

Elementary School Grade Levels

Students in prekindergarten or kindergarten shall be promoted based on their mastery of the essential skills. Any decisions to retain a prekindergarten or kindergarten student must be made with parent approval. [See EIE Local]

In grades 1–5, promotion to the next grade level shall be based on grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in the following areas: reading, English language arts, mathematics, and a grade of 70 or above in science or social studies. [See EIE Local]

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, social studies, and science. [See EIE Local]

Repeating Kindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 67.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 68 and **Standardized Testing** on page 101.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus** on page 84.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 87 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 67 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student

electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of

the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 68.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

The district will provide transportation for supplemental instruction.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle School Students

For a *middle-school* student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a *middle-school* student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.

- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the *principal* and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 71 for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by reporting it to an adult on campus or by clicking on the anti-bullying tile at the bottom of any campus webpage and completing an anonymous alert. [Anonymous Alert](#)
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) (<https://www.dhs.gov/stopthebleed>)
- [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: *CISD Website, Social Media, Skylert callouts.*

[See **Parent Contact Information** on page 49 and **Automated Emergency Communications** on page 49.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 101.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes must be completed within the first ten days of instruction. After the 10th day of instruction, students need approval from the administration.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Shawn Shockler
Executive Director of Operations
505 N, Ridgeway, Suite 100
Cleburne, TX 76033
SShockler@c-isd.com

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Stephanie McBroom
Director of Child Nutrition
505 N, Ridgeway, Suite 100
Cleburne, TX 76033
SMcBroom@c-isd.com
817-202-1123

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 86 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact the *Director of Child Nutrition*. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Shawn Shockler
Executive Director of Operations
505 N, Ridgeway, Suite 100
Cleburne, TX 76033
SShockler@c-isd.com
817-202-1100

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

High School Grade Levels 9 - 12

- 8:15 a.m. – 4:00 p.m

Middle School Grade Levels 7 - 8

- 8:15 a.m. – 4:00 p.m

Intermediate School Grade Levels 5 – 6

- 8:15 a.m. – 4:00 p.m

Elementary School Grade Levels

- Students are given opportunities throughout the week to visit libraries.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school:

High School Grade Levels

The commons and cafeteria areas are open to students before school, beginning at 7:30 a.m.

Middle/ Intermediate School Grade Levels

The cafeteria area is open to students before school, beginning at 7:30 a.m.

Elementary School Grade Levels

The elementary cafeterias are open to students before school beginning at 7:15 a.m.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 66 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property. A student refusing a search may be subject to the disciplinary consequence that aligns with the evidence available to the administration at that time.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 62 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[See FNF(LOCAL) for more information]

[See **Steroids** on page 77.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Cleburne High School	817-202-1200
Wheat Middle School	817-202-1300
Smith Intermediate School	817-202-1500
Adams Elementary School	817-202-2000
Coleman Elementary School	817-202-2030
Cooke Elementary School	817-202-2060
Gerard Elementary School	817-202-2130
Irving Elementary School	817-202-2100
Jo and George Marti Elementary School	817-202-1650
Santa Fe Elementary School	817-202-2300
TEAM Alternative School	817-202-2160
Phoenix (DAEP)	817-202-2090

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary

SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: athletic events, award ceremonies, pep rallies, and opening announcements and greetings for the school day. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 68 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

High School Grade Levels

Cleburne High School offers credit recovery and credit advancement classes, as well as test preparation classes.

Elementary/Intermediate/Middle School Grade Levels

Cleburne ISD provides intervention for students who have not successfully met the standards of the state assessment test after the second administration. This is in preparation for the third administration of the state assessment that occurs in June.

Tardies (All Grade Levels)

A student who is more than 10 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 98.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 28, **Bullying** on page 41, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 30, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 99.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact *Cleburne ISD Transportation Department at 817-202-2190*.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

Bus Rules

Students will be expected to:

- Have and use their SMARTtag id every day.
- Sit in their assigned seat unless asked to move by the driver or bus monitor.
- Remain seated while on the bus.
- Wear their seat belt if the bus is equipped with seat belts.
- Only drink water on the bus, unless otherwise instructed by the driver.

Student Code of Conduct:

Refer to the Cleburne ISD Student Code of Conduct for prohibited behaviors. A second violation of bus rules will be considered a violation of the Student Code of Conduct under section titled Disregard for Authority.

Behavior Management Techniques

Cleburne ISD Transportation will use positive behavior techniques to encourage students to comply with student behavior expectations including, but not limited to the following: honor referral through SMART Conduct, praise, positive parental contact, and rewards. In the event a student's behavior becomes disruptive, the bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus.

The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges. Therefore, when appropriate disciplinary management techniques fail to improve student behavior, or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law. The following table will serve as a guideline for removing a student from the bus.

Behavior	Consequence
Violation of Bus Rules	Warning/Counseling
1st Violation of Code of Conduct	Up to 5 day bus suspension
2nd Violation of Code of Conduct	Up to 15 day suspension
3rd Violation of Code of Conduct	Up to 30 day suspension
4th Violation of Code of Conduct	Up to 45 day suspension
5th Violation of Code of Conduct	Suspension for remainder of year

Bus Referral Process:

1. Driver completes the referral in SMART Conduct.

2. Transportation administration reviews the referral for accuracy and, if needed, forwards the referral to the campus designee for bus discipline. For a first violation of bus rules, parent contact will be made by the Transportation department.
3. The Campus principal will review the referral, meet with the student, assign appropriate level of discipline, and make parent contact if the principal assigns discipline.

Expectations of the Bus Driver:

1. Engage with students and parents in a respectful and courteous manner, and work cooperatively with the parent to correct student behavior issues.
2. Use positive behavior management techniques and complete Honor Referrals in SMART Conduct once a grading period.
3. Use Discipline Management Techniques to correct student behavior and document in SMART Conduct.
4. Communicate with the student and parent to correct any behavioral issues or concerns before a referral is made and document the call in SMART Conduct. This will not be possible in all situations.
5. Contact the parent once a referral for discipline has been made.

SMARTtag Expectations

Students will be expected to have their SMARTtag and use it every time they load onto a bus. While students will be given two new SMARTtags at the beginning of each year, a SMARTtag assigned to the student in a previous year will still be able to be used. Anytime CISD takes any disciplinary action towards a student regarding manual loading, a new SMARTtag will be given to the student free of charge. Any replacement SMARTtags are to be purchased from campus administration. Discipline will be based on the following guidelines:

Excessive Number of Manual Loads	Actions Taken
10 Manual Loads	Warning, new SMARTtag given to student
15 Manual Loads	Up to 5 day bus suspension, new SMARTtag given to student
30 Manual Loads	Up to 15 day bus suspension, new SMARTtag given to student
45 Manual Loads	Up to 30 day bus suspension, new SMARTtag given to student
60 Manual Loads	Up to 45 days bus suspension, new SMARTtag given to student

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or *the Director of Special Education, Kimberly Tuggle*, to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 16 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 16 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On *specific advertised dates*, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Lisa Magers
Director of Community Relations
505 N. Ridgeway, Suite 100
Cleburne, Texas 76033
LMagers@c-isd.com
817-202-1100

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [CISD Policy Online](#) and view FFI (Local). Below is the text of *Cleburne ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) was adopted by the trustees on 7/17/2023. *(Awaiting policy online to be updated, reflecting the adoption of the new FFI (LOCAL). As soon as changes are reflected online, the policy will be attached here.*

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.c-isd.com the *Cleburne ISD* Student Handbook for the 2023-2024 school year.

I accept responsibility for accessing the Student Handbook by visiting the web address listed above.

I understand that if I wish to receive a paper copy of the Student, I must request a copy from *Dr. Mark McClure, Assistant Superintendent of Student Services*.

I understand that the Student Handbook contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I will direct those questions to the principal at my child's campus.

Student's name: *(print)*

Student's signature:

Parent's or guardian's signature:

Date:

CLEBURNE ISD ENROLLMENT

Current Date	1st Day of School 2022-2023	Difference-Current & Day Before 1st 2021-2023	1st Day of School Last Year	Difference-Current & Same Day Last Yr	Same Day Last Month	Difference-Current & Same Day Last Mo
8/16/2023	8/16/2023		8/16/2022			

CAMPUS ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT
Adams Elementary	350	350	0	418	-68		
Coleman Elementary	405	405	0	495	-90		
Cooke Elementary	513	513	0	593	-80		
Gerard Elementary	474	474	0	572	-98		
Irving Elementary	378	378	0	487	-109		
Marti Elementary	449	449	0	462	-13		
Santa Fe Elementary	357	357	0	386	-29		
Smith Intermediate School	961	961	0	906	55		
Wheat Middle School	1031	1031	0	652	379		
Cleburne High School	1877	1877	0	1929	-52		
JJAEP	1	1	0	0	1		
Team School	61	61	0	48	13		
*Phoenix - Elementary	0	0	0	0	0		
*Phoenix - Secondary	23	23	0	0	23		
*Lifeskills - Elementary	83	83	0	72	11		
TOTAL	6857	6857	0	6948	-91		

*Students are included in their campus of enrollment

Current Date	1st Day of School 2022-2023	Difference-Current & 1st 2021-2023	1st Day of School Last Year	Difference-Current & Same Day Last Yr	Same Day Last Month	Difference-Current & Same Day Last Mo
8/16/2023	8/16/2023		8/16/2022			

CAMPUS ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT
EE	6	6	0	12	-6		
PRE K	322	322	0	310	12		
K	486	486	0	518	-32		
1st	528	528	0	516	12		
2nd	511	511	0	536	-25		
3rd	532	532	0	486	46		
4th	456	456	0	480	-24		
5th	497	497	0	469	28		
6th	464	464	0	524	-60		
7th	504	504	0	509	-5		
8th	527	527	0	525	2		
9th	591	591	0	576	15		
10th	482	482	0	492	-10		
11th	414	414	0	465	-51		
12th	390	390	0	403	-13		
JJAEP	1	1	0	0	1		
TEAM	61	61	0	48	13		
Life Skills- Elementary	83	83	0	72	11		
Private/Home School	0	0	0	0	0		
Speech Only	2	2	0	7	-5		
*Phoenix - Elementary	0	0	0	0	0		
*Phoenix - Secondary	23	23	0	0	23		
TOTAL	6857	6857	0	6948	-91		

*Students are included in their campus of enrollment

	Current Date	1st Day of School Last Year	Same Day Last Month		
GRADE	8/16/2023	8/16/2022		TEACHERS	AVERAGE CLASS SIZE
	ENROLLMENT	ENROLLMENT			

Pre-Kindergarten	262	261		14	19
Pre-Kindergarten - BIL	60	50		4	15
TOTAL	322	311			
Kindergarten	378	398		21	18
Kindergarten - BIL	108	122		7	15
Total	486	520			
1st Grade	426	409		23	19
1st Grade - BIL	102	106		6	17
Total	528	515			
2nd Grade	402	459		23	17
2nd Grade - BIL	109	79		6	18
Total	511	538			
3rd Grade	452	412		24	19
3rd Grade - BIL	80	74		5	16
Total	532	486			
4th Grade	389	397		22	18
4th Grade - BIL	67	85		5	13
Total	456	482			

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/16/2023

ADAMS CAMPUS TOTALS				COLEMAN CAMPUS TOTALS				COOKE CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE
EE				EE				EE			
PK	41	2	21	PK	54	3	18	PK	28	2	14
K	56	3	19	K	75	4	19	PK BIL	27	2	14
K BIL				K BIL				K	48	3	16
1st	64	4	16	1st	57	3	19	K BIL	40	2	20
1st BIL				1st BIL				1st	63	3	21
2nd	59	3	20	2nd	73	4	18	1st BIL	43	2	22
2nd BIL				2nd BIL				2nd	43	3	14
3rd	77	4	19	3rd	67	4	17	2nd BIL	39	2	20
3rd BIL				3rd BIL				3rd	51	3	17
4th	51	3	17	4th	67	4	17	3rd BIL	37	2	19
4th BIL				4th BIL				4th	55	3	18
TOTAL	348			TOTAL	393			4th BIL	22	2	11
LifeSkills	2			LifeSkills	12			TOTAL	496		
Priv/Home S	0			Priv/Home S	0			LifeSkills	15		
Speech Only	0			Speech Only	0			Priv/Home S	0		
DAEP	0			DAEP	0			Speech Only	2		
TOTAL	350			TOTAL	405			DAEP	0		
								TOTAL	513		

GERARD CAMPUS TOTALS				IRVING CAMPUS TOTALS				MARTI CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/16/2023

EE				EE				EE			
PK	42	2	21	PK	33	2	17	PK	41	2	21
K	81	4	20	PK BIL	11	1	11	K	75	4	19
K BIL				K	15	1	15	K BIL			
1st	91	5	18	K BIL	47	3	16	1st	83	4	21
1st BIL				1st	39	2	20	1st BIL			
2nd	82	4	21	1st BIL	29	2	15	2nd	67	4	17
2nd BIL				2nd	32	2	16	2nd BIL			
3rd	104	5	21	2nd BIL	37	2	19	3rd	80	4	20
3rd BIL				3rd	37	2	19	3rd BIL			
4th	74	4	19	3rd BIL	28	2	14	4th	80	4	20
4th BIL				4th	33	2	17	4th BIL			
TOTAL	474			4th BIL	27	2	14	TOTAL	426		
LifeSkills	0			TOTAL	368			LifeSkills	21		
Priv/Home S	0			LifeSkills	4			Priv/Home S	0		
Speech Only	0			Priv/Home S	0			Speech Only	2		
DAEP	0			Speech Only	0			DAEP	0		
TOTAL	474			DAEP	0			TOTAL	449		
				TOTAL	378						

SANTA FE CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE
EE			
PK	23	1	23

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/16/2023

PK BIL	22	1	22
K	28	2	14
K BIL	21	2	11
1st	29	2	15
1st BIL	30	2	15
2nd	46	3	15
2nd BIL	33	2	17
3rd	36	2	18
3rd BIL	15	1	15
4th	29	2	15
4th BIL	18	1	18
#REF!	#REF!	#REF!	#REF!
5th BIL	#REF!	#REF!	#REF!
TOTAL	330		
LifeSkills	23		
BRIDGES	0		
Priv/Home S	0		
Speech Only	0		
DAEP	0		
TOTAL	357		

TEACHER	GRADE	ENROLLMENT	+/-
Culp, Cathy G	PK	20	2.00
Beck, Debra S	PK	21	1.00
		<u>41</u>	
Cotton, Ashley N	K	19	3.00
Collings, Stephanie M	K	20	2.00
Cheek, Lindsay E	K	17	5.00
TOTAL		<u>56</u>	
Murphy, Holley	1st	16	6.00
Phillips, Brittany B	1st	14	8.00
Rains, Elizabeth F	1st	17	5.00
Cotton, Ashley N	1st	17	
TOTAL		<u>64</u>	
Vasquez, Amanda R	2nd	19	3.00
Roberts, Gina L	2nd	19	3.00
Hodges, Sarajane S	2nd	21	1.00
TOTAL		<u>59</u>	
Diduch, Bailey A	3rd	18	4.00
Poole, Cynthia L	3rd	20	2.00
Hurt, Rebecca L	3rd	19	2.00
Abbott, Brynne R	3rd	20	2.00
TOTAL		<u>77</u>	
Woodall, Ronda L	4th	17	5.00
Inabinet, Thomas M	4th	16	6.00
Rainville, Meghan L	4th	18	4.00
TOTAL		<u>51</u>	

ADAMS CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	41	2	21
K	56	3	19
1st	64	4	16
2nd	59	3	20
3rd	77	4	19
4th	51	3	17
TOTAL	<u>348</u>		
LifeSkills	2		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	<u>350</u>		

OTHER TEACHING STAFF

Vernon, April J	LifeSkills	1	EE	
		1	4th	
Private/Home School		0	Grd	"0" ADA
Sasscer, John L	Speech Only	0	EE Grd	"0" ADA
	DAEP			

TEACHER	GRADE	ENROLLMENT	+/-
Howard, Schalynne L	PK	19	3.00
Bicknell, Natalie R	PK	17	5.00
Thomas, Amy D	PK	18	4.00
TOTAL		54	
Moser, Bianca D	K	17	5.00
Hoots, Elizabeth M	K	19	3.00
Bullard, Melanie L	K	20	2.00
Porter, Leslie D	K	19	3.00
TOTAL		75	
Barnes, LisaMarie A	1st	18	4.00
Dill, Ashley M	1st	20	2.00
Utley, Cherri L	1st	19	3.00
TOTAL		57	
Klenke, Josie R	2nd	18	4.00
Stepp, Brenda G.	2nd	18	4.00
Jones, Lisa G	2nd	19	3.00
Schlabs, Jennifer C	2nd	18	4.00
TOTAL		73	
Fisher, Stacy J	3rd	16	6.00
Sims, Sarah E	3rd	17	5.00
Gilbert, Ashlee L	3rd	18	4.00
Harlow, Cynthia R	3rd	16	6.00
TOTAL		67	
Bond, Terri K	4th	18	4.00
Whiteley, Donisia N	4th	14	8.00
Baker, Shelbi D	4th	17	5.00
Johnson, Cierra M	4th	18	4.00
TOTAL		67	

COLEMAN CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PRE K	54	3	18
K	75	4	19
1st	57	3	19
2nd	73	4	18
3rd	67	4	17
4th	67	4	17
TOTAL	393		
LifeSkills	12		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	405		

OTHER TEACHING STAFF

Clark, Cheryl R	Life Skills	0	KG	
		1	1st Grd	
		0	2nd Grd	
		1	3rd Grd	
		3	4th Grd	
Webb, Victoria	Life Skills	0	KG	
		0	1st Grd	
		2	2nd Grd	
		3	3rd Grd	
		2	4th Grd	
Private/Home School		0		"0" ADA
Stegall, Mary E	Speech Only	0	EE Grd	"0" ADA
	DAEP	0		

TEACHER	GRADE	ENROLLMENT	+/-
Comer, Janna D	PK	14	8.00
Edmonds, Becky M	PK	14	8.00
Paez, Jose M	PK-BIL	15	7.00
Sauceda, Aurelia	PK-BIL	12	10.00
TOTAL		55	
Bell, Erin M	K	16	6.00
Clark, Patrice L	K	16	6.00
McCreery, Amanda C	K	16	6.00
Gomez, Maribel	K-BIL	21	1.00
Swartz, Daicy	K-BIL	19	3.00
TOTAL		88	
Ambriz, Kathy L	1st	22	0.00
Foster, Kennedy R	1st	20	2.00
Rector, Chrystal	1st	21	1.00
Chavez, Maria	1st-BIL	22	0.00
Polasek, Maria D	1st-BIL	21	1.00
TOTAL		106	
Andrews, Kelly J	2nd	14	8.00
Herring, Adriene N	2nd	15	7.00
Young, Brandy	2nd	14	12.00
Andersen, Perla D	2nd-BIL	20	6.00
Ortiz, Miguel A	2nd-BIL	19	3.00
TOTAL		82	
Brewer, Rebekah N	3rd	17	5.00
Despain, Kailee L	3rd	17	5.00
Piedra, Evelyn A	3rd	17	5.00
Rodriguez, Ashley M	3rd-BIL	19	3.00
Rust, Vania E	3rd-BIL	18	4.00
TOTAL		88	
Diaz, Christopher G	4th	19	3.00
Horton, Gari' L	4th	19	3.00
Watson, Rachel A	4th	17	5.00
Estrada, Carlos E	4th-BIL	10	12.00
Martinez, Ana I	4th-BIL	12	10.00
TOTAL		77	

COOKE CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	28	2	14
PK-BIL	27	2	14
K	48	3	16
K-BIL	40	2	20
1st	63	3	21
1st-BIL	43	2	22
2nd	43	3	14
2nd-BIL	39	2	20
3rd	51	3	17
3rd-BIL	37	2	19
4th	55	3	18
4th-BIL	22	2	11
TOTAL	496		
LifeSkills	15		
Priv/Home	0	"0" ADA	
Speech Only	2	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	513		

OTHER TEACHING STAFF

TEACHER	TEACHING AREA	TEACHER	CLASS SIZE	ADA
	Life Skills			
Hewett, Hayden		2		EE
Gartrell, Stephen L		5		PK
		2		KG
		4		1st Grd
		1		2nd Grd
		1		3rd Grd
		0		4th Grd
Private/Home School		0		"0" ADA
Randolph, Natasha	Speech Only	2		EE Grd
				"0" ADA
	DAEP	0		

TEACHER	GRADE	ENROLLMENT	+/-
Edmonds, David L	PK	21	1.00
Harrison, Shannon K	PK	21	1.00
TOTAL		42	
Pritchard, Kristi S	K	21	1.00
Cole, Lauren S	K	21	1.00
Stepp, Kayla A	K	18	4.00
Hammond, Kaitlyn M	K	21	1.00
TOTAL		81	
Senf, Christina T	1st	19	3.00
Parsons, Jessica L	1st	18	4.00
Jobe, Stephanie D	1st	18	4.00
Stevens, Lauren L	1st	19	3.00
Sharma, Manya	1st	17	5.00
TOTAL		91	
Coleman, Taylor E	2nd	20	2.00
Humphreys, Tracy M	2nd	21	1.00
Mills, Morgan C	2nd	20	2.00
Garza, Brittny D	2nd	21	1.00
TOTAL		82	
Holland, Dianna M	3rd	22	0.00
Strange, Lindsey M	3rd	21	1.00
Ledbetter, Cara L	3rd	19	3.00
Smith, Crystal L	3rd	22	0.00
Richardson, Meghan A.	3rd	20	2.00
TOTAL		104	
Wade, Gina G	4th	18	4.00
Sanchez, Melannie M	4th	19	3.00
Leftwich, Charissa L	4th	19	3.00
Adams, Melissa N	4th	18	4.00
TOTAL		74	

GERARD CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	42	2	21
K	81	4	20
1st	91	5	18
2nd	82	4	21
3rd	104	5	21
4th	74	4	19
TOTAL	474		
Life Skills	0		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	474		

OTHER TEACHING STAFF

Grisham, Crystal L	Bridges	0	EE	
		0	KG	
		0	1st Grd	
		0	2nd Grd	
		0	3rd Grd	
		0	4th Grd	
		0	5th Grd	
Private/Home School		0		"0" ADA
Rowland, Emily E	Speech Only	0	EE Grd	"0" ADA
			KG	
			3rd	
	DAEP	0		

IRVING ELEMENTARY ENROLLMENT

8/16/2023

TEACHER	GRADE	ENROLLMENT	+/-
Sides, Niki D	PK	15	7.00
Garcia, Rachel	PK	18	4.00
Cruz, Reina O	PK-BIL	11	11.00
TOTAL		44	
Eubanks, Tracy L	K	15	7.00
Shierry, Heather L	K	15	7.00
Lozano, Diana E	K-BIL	10	12.00
Solis, Victoria A	K-BIL/DUAL	22	0.00
TOTAL		62	
Vaelasquez, Maria M	1st	20	2.00
Rice, Tracie	1st	19	3.00
Rodriguez, Lourdes A	1st-BIL/DUAL	12	10.00
Bentley, Mindi M	1st-BIL/DUAL	17	5.00
TOTAL		68	
Hubenschmidt, Suzanne	2nd	16	6.00
Leonard, Carly R	2nd	16	6.00
Reynaga, Maria M	2nd-BIL/DUAL	19	3.00
Bentley, Lauren A	2nd-BIL/DUAL	18	4.00
TOTAL		69	
Scheler, Patricia	3rd	19	3.00
Edgell, Taylor M	3rd	18	4.00
Carstens Blanco, Lizzie A	3rd-BIL/DUAL	14	8.00
De La Rosa, Dulce R	3rd-BIL/DUAL	14	8.00
TOTAL		65	
Garrison, Amber M	4th	16	6.00
Worl-Neal, Lauren E	4th	17	5.00
Rodriguez, Lorna	4th-BIL	14	8.00
Dumey, Rocio A	4th-BIL	13	9.00
TOTAL		60	

IRVING CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	33	2	17
PK-BIL	11	1	11
K	15	1	15
K-BIL & DUAL	47	3	16
1st	39	2	20
1st-BIL & DUAL	29	2	15
2nd	32	2	16
2nd-BIL & DUAL	37	2	19
3rd	37	2	19
3rd-BIL/DUAL	28	2	14
4th	33	2	17
4th-BIL	27	2	14
TOTAL	368		
ECSE	4		
EE/PPCD	6		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	378		

OTHER TEACHING STAFF

		ECSE	
Johnson, Marci	EE		6
Johnson, Marci	PK		3
Johnson, Marci	KG		1
		Speech Only	
Miller, Allison R		EE	"0" ADA
Private/Home School		0	"0" ADA
		DAEP	

MARTI ELEMENTARY ENROLLMENT

8/16/2023

TEACHER	GRADE	ENROLLMENT	+/-
Bonner, Sarah E	PK	20	2.00
Martinez, Jennifer D.	PK	21	1.00
TOTAL		41	
Sims, Amy K	K	18	4.00
Finley, Robbie D	K	19	3.00
Thompson, Lori D	K	18	4.00
Doty, Deloris N	K	20	2.00
TOTAL		75	
Wilson, Taylor F	1st	21	1.00
Hill, Gloria M	1st	21	1.00
Johnson, Shelley R	1st	19	3.00
Heiser, Erica M	1st	22	0.00
TOTAL		83	
Martin, Michelle L	2nd	17	5.00
Killion, Sylva J	2nd	18	4.00
Haight, Carolyn C	2nd	16	6.00
Edmonds, Brian A	2nd	16	6.00
TOTAL		67	
Poling, Lisette M	3rd	20	2.00
Hollars, Mary E	3rd	22	0.00
Wurster, Eric L	3rd	18	4.00
Sexton, Misti N	3rd	20	2.00
TOTAL		80	
Earley, Candiace L	4th	19	3.00
McPherson, Courtney D	4th	21	1.00
Campbell, Christy S	4th	19	3.00
Valdez, Alexis N	4th	21	1.00
TOTAL		80	

MARTI CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	41	2	21
K	75	4	19
1st	83	4	21
2nd	67	4	17
3rd	80	4	20
4th	80	4	20
TOTAL	426		
LifeSkills	21		
Priv/Home	0	"0" ADA	
Speech Only	2	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	449		

OTHER TEACHERS

Cooper, Shelley K	Life Skills	2	1st Grd
		0	2nd Grd
		1	3rd Grd
		2	4th Grd
Prather, Mollie	Life Skills	1	1st Grd
		2	2nd Grd
		1	3rd Grd
		2	4th Grd
Ayers, Amanda		3	EE
		2	PK
		5	KG
Private/Home School		0	"0" ADA
Voigt, Alicia C	Speech Only	0	EE Grd
		1	1st
		1	3rd

DAEP

TEACHER	GRADE	ENROLLMENT	+/-
Keesler, Emily S L	PK	23	(1.00)
Asencio, Glorimar	PK-BIL	22	0.00
TOTAL		45	
Pierce, Katie R	K	14	8.00
Weishuhn, Katherine E	K	14	8.00
Marin, Sarahi	K-BIL	11	11.00
Salazar Basurto, Sandra E	K-BIL	10	12.00
TOTAL		49	
Torrance, Angela F	1st	14	8.00
Beaty, Jana L	1st	15	7.00
Rios Lopez, Carmen	1st-BIL	14	8.00
Jimenez, Ruby J	1st-BIL	16	6.00
TOTAL		59	
Adams, Melinda S	2nd	16	6.00
Dodson, Kinsey J	2nd	15	7.00
Benjamin, Casey R	2nd	15	7.00
Garcia, Elizabeth N	2nd- BIL	15	7.00
Ramirez, Margarita T	2nd- BIL	18	4.00
TOTAL		79	
Pence, Amanda K	3rd	20	2.00
Bucher, Olivia A	3rd	16	6.00
Byrd, Marcia E	3rd-BIL	15	7.00
TOTAL		51	
Ndungu, Ruth W	4th	14	8.00
Luster, Ladeana J	4th	15	7.00
Munoz, Carmen E	4th-BIL	18	4.00
TOTAL		47	

SANTA FE CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	23	1	23
PK-BIL	22	1	22
K	28	2	14
K-BIL	21	2	11
1st	29	2	15
1st-BIL	30	2	15
2nd	46	3	15
2nd- BIL	33	2	17
3rd	36	2	18
3rd-BIL	15	1	15
4th	29	2	15
4th-BIL	18	1	18
TOTAL	330		
Life Skills	23		
Jibber Jackets/EE	4		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	357		

OTHER TEACHING STAFF

Koscielniak, Katherine A	Life Skills	2	1st Grd
		0	2nd Grd
		2	3rd Grd
		2	4th Grd
Martinez, Kristen K	Life Skills	2	1st Grd
		1	2nd Grd
		2	3rd Grd
		1	4th Grd
Benge, Rebecca K	Life Skills	3	EE
		7	PK
		1	KG
Matlock, Allison R	Jibber Jackets	4	EE
Private/Home School	Speech Only	0	KG "0" ADA
Matlock, Allison R	Speech Only	0	EE "0" ADA
	DAEP	0	

CLEBURNE SECONDARY ENROLLMENT

8/16/2023

SMITH MIDDLE SCHOOL

GRADE	ENROLLMENT		
5 th	497	0	Private/Home School - "0" ADA
6 th	464	0	DAEP
TOTAL	961		

WHEAT MIDDLE SCHOOL

GRADE	ENROLLMENT		
7 th	504	0	Private/Home School - "0" ADA
8 th	527	5	DAEP
TOTAL	1031		

CLEBURNE HIGH SCHOOL

GRADE	ENROLLMENT		
9 th	591	0	Private/Home School - "0" ADA
10 th	482	18	DAEP
11 th	414	0	Active Continuers with "0" ADA
12 th	390		
TOTAL	1877		

TEAM

GRADE	ENROLLMENT		
9 th	14	0	Private/Home School - "0" ADA
10 th	8	0	DAEP
11 th	25	0	Active Continuers with "0" ADA
12 th	14		
	61		

PHOENIX

0

JJAEP

6 th	
7 th	
8 th	
9 th	
10 th	1
11 th	
12 th	
TOTAL	1

CLEBURNE ISD ENROLLMENT

Current Date 2nd Day of School	1st Day of School 2023-2024	Difference- Current & Day Before 1st Day 2023-2024	2nd Day of School Last Year Year	Difference- Current & Same Day Last Year	Same Day Last Month	Difference- Current & Same Day Last Month
--------------------------------------	-----------------------------------	--	---	---	------------------------	--

8/17/2023 8/16/2023 8/17/2022

CAMPUS ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT
Adams Elementary	354	350	4	430	-76		
Coleman Elementary	415	405	10	495	-80		
Cooke Elementary	518	513	5	604	-86		
Gerard Elementary	475	474	1	576	-101		
Irving Elementary	386	378	8	493	-107		
Marti Elementary	453	449	4	468	-15		
Santa Fe Elementary	361	357	4	396	-35		
Smith Intermediate School	983	961	22	921	62		
Wheat Middle School	1049	1031	18	671	378		
Cleburne High School	1938	1877	61	2041	-103		
JJAEP	1	1	0	0	1		
Team School	62	61	1	49	13		
*Phoenix - Elementary	0	0	0	0	0		
*Phoenix - Secondary	23	23	0	0	23		
*Lifeskills - Elementary	89	83	6	72	17		
TOTAL	6995	6857	138	7144	-149		

*Students are included in their campus of enrollment

Current Date 2nd Day of School	1st Day of School 2023-2024	Difference- Current & 1st 2023-2024	2nd Day of School Last Year	Difference- Current & Day Last Yr	Same Day Last Month	Difference- Current & Day Last Mo
--------------------------------------	-----------------------------------	---	-----------------------------------	---	------------------------	---

8/17/2023 8/16/2023 8/17/2022

CAMPUS ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT	ENROLLMENT
EE	11	6	5	13	-2		
PRE K	329	322	7	316	13		
K	491	486	5	258	233		
1st	531	528	3	253	278		
2nd	518	511	7	543	-25		
3rd	535	532	3	493	42		
4th	462	456	6	490	-28		
5th	500	497	3	475	25		
6th	483	464	19	536	-53		
7th	515	504	11	524	-9		
8th	534	527	7	532	2		
9th	625	591	34	601	24		
10th	497	482	15	512	-15		
11th	417	414	3	499	-82		
12th	399	390	9	429	-30		
JJAEP	1	1	0	0	1		
TEAM	62	61	1	49	13		
Life Skills- Elementary	83	83	0	72	11		
Private/Home School	0	0	0	1	-1		
Speech Only	2	2	0	8	-6		
*Phoenix - Elementary	0	0	0	0	0		
*Phoenix - Secondary	23	23	0	0	23		
TOTAL	6995	6857	138	7144	-149		

*Students are included in their campus of enrollment

	Current Date	2nd Day of School Last Year	Same Day Last Month		
GRADE	8/17/2023	8/17/2022		TEACHERS	AVERAGE
	ENROLLMENT	ENROLLMENT		CLASS SIZE	

Pre-Kindergarten	267	265		14	19
Pre-Kindergarten - BIL	62	51		4	16
TOTAL	329	316			
Kindergarten	382	402		21	18
Kindergarten - BIL	109	126		7	16
Total	491	528			
1st Grade	428	414		23	19
1st Grade - BIL	103	109		6	17
Total	531	523			
2nd Grade	406	462		23	18
2nd Grade - BIL	112	81		6	19
Total	518	543			
3rd Grade	455	418		24	19
3rd Grade - BIL	80	75		5	16
Total	535	493			
4th Grade	394	404		22	18
4th Grade - BIL	68	86		5	14
Total	462	490			

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/17/2023

ADAMS CAMPUS TOTALS				COLEMAN CAMPUS TOTALS				COOKE CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE
EE				EE				EE			
PK	43	2	22	PK	56	3	19	PK	28	2	14
K	57	3	19	K	76	4	19	PK BIL	28	2	14
K BIL				K BIL				K	48	3	16
1st	63	4	16	1st	58	3	19	K BIL	41	2	21
1st BIL				1st BIL				1st	62	3	21
2nd	57	3	19	2nd	76	4	19	1st BIL	44	2	22
2nd BIL				2nd BIL				2nd	44	3	15
3rd	77	4	19	3rd	67	4	17	2nd BIL	41	2	21
3rd BIL				3rd BIL				3rd	51	3	17
4th	51	3	17	4th	69	4	17	3rd BIL	37	2	19
4th BIL				4th BIL				4th	56	3	19
TOTAL	348			TOTAL	402			4th BIL	23	2	12
LifeSkills	6			LifeSkills	13			TOTAL	503		
Priv/Home S	0			Priv/Home S	0			LifeSkills	15		
Speech Only	0			Speech Only	0			Priv/Home S	0		
DAEP	0			DAEP	0			Speech Only	0		
TOTAL	354			TOTAL	415			DAEP	0		
								TOTAL	518		

GERARD CAMPUS TOTALS				IRVING CAMPUS TOTALS				MARTI CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE	GRADE	STUDENTS	TEACHER	CLASS SIZE

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/17/2023

EE				EE				EE			
PK	42	2	21	PK	34	2	17	PK	42	2	21
K	81	4	20	PK BIL	12	1	12	K	75	4	19
K BIL				K	17	1	17	K BIL			
1st	91	5	18	K BIL	47	3	16	1st	84	4	21
1st BIL				1st	39	2	20	1st BIL			
2nd	82	4	21	1st BIL	29	2	15	2nd	67	4	17
2nd BIL				2nd	34	2	17	2nd BIL			
3rd	104	5	21	2nd BIL	37	2	19	3rd	82	4	21
3rd BIL				3rd	38	2	19	3rd BIL			
4th	75	4	19	3rd BIL	28	2	14	4th	80	4	20
4th BIL				4th	34	2	17	4th BIL			
TOTAL	475			4th BIL	27	2	14	TOTAL	430		
LifeSkills	0			TOTAL	376			LifeSkills	21		
Priv/Home S	0			LifeSkills	4			Priv/Home S	0		
Speech Only	0			Priv/Home S	0			Speech Only	2		
DAEP	0			Speech Only	0			DAEP	0		
TOTAL	475			DAEP	0			TOTAL	453		
				TOTAL	386						

SANTA FE CAMPUS TOTALS			
GRADE	STUDENTS	TEACHER	CLASS SIZE
EE			
PK	22	1	22

SUMMARY OF TEACHER PUPIL RATIO PER CAMPUS

8/17/2023

PK BIL	22	1	22
K	28	2	14
K BIL	21	2	11
1st	31	2	16
1st BIL	30	2	15
2nd	46	3	15
2nd BIL	34	2	17
3rd	36	2	18
3rd BIL	15	1	15
4th	29	2	15
4th BIL	18	1	18
#REF!	#REF!	#REF!	#REF!
5th BIL	#REF!	#REF!	#REF!
TOTAL	332		
LifeSkills	24		
BRIDGES	0		
Priv/Home S	0		
Speech Only	0		
DAEP	0		
TOTAL	361		

TEACHER	GRADE	ENROLLMENT	+/-
Culp, Cathy G	PK	22	0.00
Beck, Debra S	PK	21	1.00
		<u>43</u>	
Cotton, Ashley N	K	19	3.00
Collings, Stephanie M	K	20	2.00
Cheek, Lindsay E	K	18	4.00
TOTAL		57	
Murphy, Holley	1st	16	6.00
Phillips, Brittany B	1st	14	8.00
Rains, Elizabeth F	1st	17	5.00
Cotton, Ashley N	1st	16	
TOTAL		63	
Vasquez, Amanda R	2nd	19	3.00
Roberts, Gina L	2nd	19	3.00
Hodges, Sarajane S	2nd	19	3.00
TOTAL		57	
Diduch, Bailey A	3rd	19	3.00
Poole, Cynthia L	3rd	20	2.00
Hurt, Rebecca L	3rd	19	2.00
Abbott, Brynne R	3rd	19	3.00
TOTAL		77	
Woodall, Ronda L	4th	17	5.00
Inabinet, Thomas M	4th	16	6.00
Rainville, Meghan L	4th	18	4.00
TOTAL		51	

ADAMS CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	43	2	22
K	57	3	19
1st	63	4	16
2nd	57	3	19
3rd	77	4	19
4th	51	3	17
TOTAL	348		
LifeSkills	6		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	354		

OTHER TEACHING STAFF

	LifeSkills			
Vernon, April J		1	EE	
Welch, Henry E		1	1st	
		2	2nd	
		0	3rd	
		2	4th	
Private/Home School		0	Grd	"0" ADA
Sasser, John L	Speech Only	0	EE Grd	"0" ADA
	DAEP			

TEACHER	GRADE	ENROLLMENT	+/-
Howard, Schalynne L	PK	20	2.00
Bicknell, Natalie R	PK	18	4.00
Thomas, Amy D	PK	18	4.00
TOTAL		56	
Moser, Bianca D	K	18	4.00
Hoots, Elizabeth M	K	19	3.00
Bullard, Melanie L	K	20	2.00
Porter, Leslie D	K	19	3.00
TOTAL		76	
Barnes, LisaMarie A	1st	19	3.00
Dill, Ashley M	1st	20	2.00
Utley, Cherri L	1st	19	3.00
TOTAL		58	
Klenke, Josie R	2nd	19	3.00
Stepp, Brenda G.	2nd	19	3.00
Jones, Lisa G	2nd	19	3.00
Schlabs, Jennifer C	2nd	19	3.00
TOTAL		76	
Fisher, Stacy J	3rd	16	6.00
Sims, Sarah E	3rd	17	5.00
Gilbert, Ashlee L	3rd	18	4.00
Harlow, Cynthia R	3rd	16	6.00
TOTAL		67	
Bond, Terri K	4th	18	4.00
Whiteley, Donisia N	4th	16	6.00
Baker, Shelbi D	4th	17	5.00
Johnson, Cierra M	4th	18	4.00
TOTAL		69	

COLEMAN CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PRE K	56	3	19
K	76	4	19
1st	58	3	19
2nd	76	4	19
3rd	67	4	17
4th	69	4	17
TOTAL	402		
LifeSkills	13		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	415		

OTHER TEACHING STAFF

Clark, Cheryl R	Life Skills	0	KG	
		1	1st Grd	
		0	2nd Grd	
		1	3rd Grd	
		3	4th Grd	
Webb, Victoria	Life Skills	0	KG	
		0	1st Grd	
		2	2nd Grd	
		3	3rd Grd	
		3	4th Grd	
Private/Home School		0		"0" ADA
Stegall, Mary E	Speech Only	0	EE Grd	"0" ADA
	DAEP	0		

COOKE ELEMENTARY ENROLLMENT

8/17/2023

TEACHER	GRADE	ENROLLMENT	+/-
Comer, Janna D	PK	14	8.00
Edmonds, Becky M	PK	14	8.00
Paez, Jose M	PK-BIL	15	7.00
Sauceda, Aurelia	PK-BIL	13	9.00
TOTAL		56	
Bell, Erin M	K	16	6.00
Clark, Patrice L	K	16	6.00
McCreery, Amanda C	K	16	6.00
Gomez, Maribel	K-BIL	21	1.00
Swartz, Daicy	K-BIL	20	2.00
TOTAL		89	
Ambriz, Kathy L	1st	22	0.00
Foster, Kennedy R	1st	19	3.00
Rector, Chrystal	1st	21	1.00
Chavez, Maria	1st-BIL	22	0.00
Polasek, Maria D	1st-BIL	22	0.00
TOTAL		106	
Andrews, Kelly J	2nd	14	8.00
Herring, Adriene N	2nd	15	7.00
Young, Brandy	2nd	15	11.00
Andersen, Perla D	2nd-BIL	21	5.00
Ortiz, Miguel A	2nd-BIL	20	2.00
TOTAL		85	
Brewer, Rebekah N	3rd	17	5.00
Despain, Kailee L	3rd	17	5.00
Piedra, Evelyn A	3rd	17	5.00
Rodriguez, Ashley M	3rd-BIL	19	3.00
Rust, Vania E	3rd-BIL	18	4.00
TOTAL		88	
Diaz, Christopher G	4th	19	3.00
Horton, Gari' L	4th	19	3.00
Watson, Rachel A	4th	18	4.00
Estrada, Carlos E	4th-BIL	11	11.00
Martinez, Ana I	4th-BIL	12	10.00
TOTAL		79	

COOKE CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	28	2	14
PK-BIL	28	2	14
K	48	3	16
K-BIL	41	2	21
1st	62	3	21
1st-BIL	44	2	22
2nd	44	3	15
2nd-BIL	41	2	21
3rd	51	3	17
3rd-BIL	37	2	19
4th	56	3	19
4th-BIL	23	2	12
TOTAL	503		
LifeSkills	15		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	518		

OTHER TEACHING STAFF

TEACHER	TEACHING AREA	TEACHER	CLASS SIZE	ADA
	Life Skills			
Hewett, Hayden		2		EE
Gartrell, Stephen L		5		PK
		2		KG
		4		1st Grd
		1		2nd Grd
		1		3rd Grd
		0		4th Grd
Private/Home School		0		"0" ADA
Randolph, Natasha	Speech Only	0		EE Grd
	DAEP	0		"0" ADA

TEACHER	GRADE	ENROLLMENT	+/-
Edmonds, David L	PK	21	1.00
Harrison, Shannon K	PK	21	1.00
TOTAL		42	
Pritchard, Kristi S	K	21	1.00
Cole, Lauren S	K	21	1.00
Stepp, Kayla A	K	18	4.00
Hammond, Kaitlyn M	K	21	1.00
TOTAL		81	
Senf, Christina T	1st	19	3.00
Parsons, Jessica L	1st	18	4.00
Jobe, Stephanie D	1st	18	4.00
Stevens, Lauren L	1st	19	3.00
Sharma, Manya	1st	17	5.00
TOTAL		91	
Coleman, Taylor E	2nd	20	2.00
Humphreys, Tracy M	2nd	21	1.00
Mills, Morgan C	2nd	20	2.00
Garza, Brittny D	2nd	21	1.00
TOTAL		82	
Holland, Dianna M	3rd	22	0.00
Strange, Lindsey M	3rd	21	1.00
Ledbetter, Cara L	3rd	19	3.00
Smith, Crystal L	3rd	22	0.00
Richardson, Meghan A.	3rd	20	2.00
TOTAL		104	
Wade, Gina G	4th	19	3.00
Sanchez, Melannie M	4th	19	3.00
Leftwich, Charissa L	4th	19	3.00
Adams, Melissa N	4th	18	4.00
TOTAL		75	

GERARD CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	42	2	21
K	81	4	20
1st	91	5	18
2nd	82	4	21
3rd	104	5	21
4th	75	4	19
TOTAL	475		
Life Skills	0		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	475		

OTHER TEACHING STAFF

Grisham, Crystal L	Bridges	0	EE	
		0	KG	
		0	1st Grd	
		0	2nd Grd	
		0	3rd Grd	
		0	4th Grd	
		0	5th Grd	
Private/Home School		0		"0" ADA
Rowland, Emily E	Speech Only	0	EE Grd	"0" ADA
			KG	
			3rd	
	DAEP	0		

IRVING ELEMENTARY ENROLLMENT

8/17/2023

TEACHER	GRADE	ENROLLMENT	+/-
Sides, Niki D	PK	16	6.00
Garcia, Rachel	PK	18	4.00
Cruz, Reina O	PK-BIL	12	10.00
TOTAL		46	
Eubanks, Tracy L	K	17	5.00
Shierry, Heather L	K	15	7.00
Lozano, Diana E	K-BIL	10	12.00
Solis, Victoria A	K-BIL/DUAL	22	0.00
TOTAL		64	
Vaelasquez, Maria M	1st	20	2.00
Rice, Tracie	1st	19	3.00
Rodriguez, Lourdes A	1st-BIL/DUAL	12	10.00
Bentley, Mindi M	1st-BIL/DUAL	17	5.00
TOTAL		68	
Hubenschmidt, Suzanne	2nd	17	5.00
Leonard, Carly R	2nd	17	5.00
Reynaga, Maria M	2nd-BIL/DUAL	19	3.00
Bentley, Lauren A	2nd-BIL/DUAL	18	4.00
TOTAL		71	
Scheler, Patricia	3rd	19	3.00
Edgell, Taylor M	3rd	19	3.00
Carstens Blanco, Lizzie A	3rd-BIL/DUAL	13	9.00
De La Rosa, Dulce R	3rd-BIL/DUAL	15	7.00
TOTAL		66	
Garrison, Amber M	4th	17	5.00
Worl-Neal, Lauren E	4th	17	5.00
Rodriguez, Lorna	4th-BIL	14	8.00
Dumey, Rocio A	4th-BIL	13	9.00
TOTAL		61	

IRVING CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	34	2	17
PK-BIL	12	1	12
K	17	1	17
K-BIL & DUAL	47	3	16
1st	39	2	20
1st-BIL & DUAL	29	2	15
2nd	34	2	17
2nd-BIL & DUAL	37	2	19
3rd	38	2	19
3rd-BIL/DUAL	28	2	14
4th	34	2	17
4th-BIL	27	2	14
TOTAL	376		
ECSE	4		
EE/PPCD	6		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	386		

OTHER TEACHING STAFF

	ECSE		
Johnson, Marci	EE	6	
Johnson, Marci	PK	3	
Johnson, Marci	KG	1	
	Speech Only		
Miller, Allison R	EE	"0" ADA	
Private/Home School	0	"0" ADA	
	DAEP		

MARTI ELEMENTARY ENROLLMENT

8/17/2023

TEACHER	GRADE	ENROLLMENT	+/-
Bonner, Sarah E	PK	20	2.00
Martinez, Jennifer D.	PK	22	0.00
TOTAL		42	
Sims, Amy K	K	18	4.00
Finley, Robbie D	K	19	3.00
Thompson, Lori D	K	18	4.00
Doty, Deloris N	K	20	2.00
TOTAL		75	
Wilson, Taylor F	1st	21	1.00
Hill, Gloria M	1st	21	1.00
Johnson, Shelley R	1st	20	2.00
Heiser, Erica M	1st	22	0.00
TOTAL		84	
Martin, Michelle L	2nd	17	5.00
Killion, Sylva J	2nd	18	4.00
Haught, Carolyn C	2nd	16	6.00
Edmonds, Brian A	2nd	16	6.00
TOTAL		67	
Poling, Lisette M	3rd	21	1.00
Hollars, Mary E	3rd	22	0.00
Wurster, Eric L	3rd	18	4.00
Sexton, Misti N	3rd	21	1.00
TOTAL		82	
Earley, Candiace L	4th	19	3.00
McPherson, Courtney D	4th	21	1.00
Campbell, Christy S	4th	19	3.00
Valdez, Alexis N	4th	21	1.00
TOTAL		80	

MARTI CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	42	2	21
K	75	4	19
1st	84	4	21
2nd	67	4	17
3rd	82	4	21
4th	80	4	20
TOTAL	430		
LifeSkills	21		
Priv/Home	0	"0" ADA	
Speech Only	2	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	453		

OTHER TEACHERS

Cooper, Shelley K	Life Skills	2	1st Grd
		0	2nd Grd
		1	3rd Grd
		2	4th Grd
Prather, Mollie	Life Skills	1	1st Grd
		2	2nd Grd
		1	3rd Grd
		2	4th Grd
Ayers, Amanda		3	EE
		2	PK
		5	KG
Private/Home School		0	"0" ADA
Voigt, Alicia C	Speech Only	0	EE Grd
		1	1st
		1	3rd

DAEP

SANTA FE ELEMENTARY ENROLLMENT

8/17/2023

TEACHER	GRADE	ENROLLMENT	+/-
Keesler, Emily S L	PK	22	0.00
Asencio, Glorimar	PK-BIL	22	0.00
TOTAL		44	
Pierce, Katie R	K	14	8.00
Weishuhn, Katherine E	K	14	8.00
Marin, Sarahi	K-BIL	11	11.00
Salazar Basurto, Sandra E	K-BIL	10	12.00
TOTAL		49	
Torrance, Angela F	1st	15	7.00
Beaty, Jana L	1st	16	6.00
Rios Lopez, Carmen	1st-BIL	14	8.00
Jimenez, Ruby J	1st-BIL	16	6.00
TOTAL		61	
Adams, Melinda S	2nd	16	6.00
Dodson, Kinsey J	2nd	15	7.00
Benjamin, Casey R	2nd	15	7.00
Garcia, Elizabeth N	2nd- BIL	16	6.00
Ramirez, Margarita T	2nd- BIL	18	4.00
TOTAL		80	
Pence, Amanda K	3rd	20	2.00
Bucher, Olivia A	3rd	16	6.00
Byrd, Marcia E	3rd-BIL	15	7.00
TOTAL		51	
Ndungu, Ruth W	4th	14	8.00
Luster, Ladeana J	4th	15	7.00
Munoz, Carmen E	4th-BIL	18	4.00
TOTAL		47	

SANTA FE CAMPUS TOTALS

GRADE	STUDENTS	TEACHER	CLASS SIZE
PK	22	1	22
PK-BIL	22	1	22
K	28	2	14
K-BIL	21	2	11
1st	31	2	16
1st-BIL	30	2	15
2nd	46	3	15
2nd- BIL	34	2	17
3rd	36	2	18
3rd-BIL	15	1	15
4th	29	2	15
4th-BIL	18	1	18
TOTAL	332		
Life Skills	24		
Jibber Jackets/EE	5		
Priv/Home	0	"0" ADA	
Speech Only	0	"0" ADA	
DAEP	0	Counted in Grd Level	
TOTAL	361		

OTHER TEACHING STAFF

Koscielniak, Katherine A	Life Skills	2	1st Grd	
		0	2nd Grd	
		2	3rd Grd	
		3	4th Grd	
Martinez, Kristen K	Life Skills	2	1st Grd	
		1	2nd Grd	
		2	3rd Grd	
		1	4th Grd	
Benge, Rebecca K	Life Skills	4	EE	
		6	PK	
		1	KG	
Matlock, Allison R	Jibber Jackets	5	EE	
Private/Home School	Speech Only	0	KG	"0" ADA
Matlock, Allison R	Speech Only	0	EE	"0" ADA
	DAEP	0		

CLEBURNE SECONDARY ENROLLMENT

8/17/2023

SMITH MIDDLE SCHOOL

GRADE	ENROLLMENT		
5 th	500	0	Private/Home School - "0" ADA
6 th	483	0	DAEP
TOTAL	983		

WHEAT MIDDLE SCHOOL

GRADE	ENROLLMENT		
7 th	515	0	Private/Home School - "0" ADA
8 th	534	5	DAEP
TOTAL	1049		

CLEBURNE HIGH SCHOOL

GRADE	ENROLLMENT		
9 th	625	0	Private/Home School - "0" ADA
10 th	497	18	DAEP
11 th	417	0	Active Continuers with "0" ADA
12 th	399		
TOTAL	1938		

TEAM

GRADE	ENROLLMENT		
9 th	14	0	Private/Home School - "0" ADA
10 th	8	0	DAEP
11 th	26	0	Active Continuers with "0" ADA
12 th	14		
	62		

PHOENIX

23

JJAEP

6 th	
7 th	
8 th	
9 th	
10 th	1
11 th	
12 th	
TOTAL	1