Notice of Regular Meeting
Board of Trustees
Monday, October 20, 2025

A Regular Meeting of the Board of Trustees will be held on Monday, October 20, 2025, beginning at 6:00 PM, in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

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

1. **CALL TO ORDER AND ANNOUNCE A QUORUM** **4**
2. **INVOCATION**
3. **PLEDGES OF ALLEGIANCE**
4. **SPECIAL RECOGNITIONS AND PRESENTATIONS**
    1. Texas Education Human Resources Appreciation Day: October 8, 2025 6
    2. Principal's Appreciation Month 7
    3. Campus Employee Recognitions
5. **RECOGNITION OF VISITORS/PUBLIC COMMENT** **8**

All persons wishing to address the Board at this time MUST complete a registration form by 3:00pm on the day of the meeting.

6. **ADMINISTRATIVE REPORTS**
    1. Campus Reports--Clyde Junior High and Clyde High School
    2. Monthly Financial and Investment Reports
    3. Curriculum and Special Programs Report
        1. ESL Program Evaluation 2025 12
    4. Superintendent Report
        1. Enrollment and Attendance Report 13
        2. Special Called Board Meeting: Monday, November 3, 2025, at 6:00pm
        3. Next Regular Scheduled Meeting: Monday, November 17, 2025, at 6:00pm
7. **DISCUSSION ITEMS**
    1. FIRST READING: TASB Policy Update 126 14
        - BE(LOCAL) BOARD MEETINGS
        - BED(LOCAL) BOARD MEETINGS, PUBLIC PARTICIPATION
        - CJ(LOCAL) CONTRACTED SERVICES
        - CJA(LOCAL) CONTRACTED SERVICES, BACKGROUND CHECKS AND REQUIRED REPORTING
        - CLE(LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT, REQUIRED DISPLAYS
        - CQB(LOCAL) TECHNOLOGY RESOURCES, CYBERSECURITY
        - CQD(LOCAL) TECHNOLOGY RESOURCES, ARTIFICIAL INTELLIGENCE
        - CSA(LOCAL) FACILITY STANDARDS, SAFETY AND SECURITY
        - CV(LOCAL) FACILITIES CONSTRUCTION
        - DBD(LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS, CONFLICT OF INTEREST

- DEC(LOCAL) COMPENSATION AND BENEFITS, LEAVES AND ABSENCES
- DFBB(LOCAL) TERM CONTRACTS, NONRENEWAL
- DGBA(LOCAL) PERSONNEL MANAGEMENT RELATIONS, EMPLOYEE COMPLAINTS/GRIEVANCES
- DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT
- EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS, LESSON PLANS
- EFA(LOCAL) INSTRUCTIONAL RESOURCES, INSTRUCTIONAL MATERIALS
- EHBAF(LOCAL) SPECIAL EDUCATION, VIDEO/AUDIO MONITORING
- EIA(LOCAL) ACADEMIC ACHIEVEMENT, GRADING/PROGRESS REPORTS TO PARENTS
- FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES
- FEF(LOCAL) ATTENDANCE, RELEASE TIME
- FFAC(LOCAL) WELLNESS AND HEALTH SERVICES, MEDICAL TREATMENT
- FFB(LOCAL) STUDENT WELFARE, CRISIS INTERVENTION
- FFF(LOCAL) STUDENT WELFARE, STUDENT SAFETY
- FFG(LOCAL) STUDENT WELFARE, CHILD ABUSE AND NEGLECT
- FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES, STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- FO(LOCAL) STUDENT DISCIPLINE
- GF(LOCAL) PUBLIC COMPLAINTS
- GKA(LOCAL) COMMUNITY RELATIONS, CONDUCT ON SCHOOL PREMISES

2. Discussion of Clyde CISD Compensation Plan and Pay Scales

8. **ACTION ITEMS**

1. Consideration and Possible Action on Consent Agenda
    1. Approve Minutes of the Previous Meeting(s) 21
    2. Approve Monthly Financial and Investment Reports
    3. Consideration and Possible Action to Approve the School Health Advisory Committee (SHAC) for 2025-26
    4. Consideration and Possible Action to Approve 2025-2026 Clyde CISD District Improvement Plan 27
2. Consideration and Possible Action to Approve a TEA ESL/Bilingual Exceptions Waiver for the 2025-2026 School Year
3. Consideration and Possible Action to Approve the Annual Investment Report and to Approve a Resolution of the Board Documenting the Review of Investment Policies and Strategies
4. Consideration and Possible Action to Approve Cost of Living Adjustment (COLA) for Clyde CISD Employees
5. Consideration and Possible Action to Approve an Interlocal Cooperation Contract with Angelo State University Relating to the Use of the Angelo State University Regional Security Operations Center (RSOC) Services 57
6. Consideration and Possible Action to Approve Nominations to the Board of Directors of the Jones County Appraisal District for the 2026-2027 Term 65
7. Consideration and Possible Action to Approve Nominations to the Board of Directors of the Taylor County Appraisal District for the 2026-2027 Term 69

9. **CLOSED SESSION**

1. Personnel (Texas Govt Code 551.074)
2. School Safety and Security Measures (Texas Govt Code 551.076)
3. Consult with Legal Counsel (Texas Govt Code 551.071)

10. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
    1. Consideration and Possible Action to Approve Professional Employment
11. **BOARD REQUESTS**
12. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On **Tuesday, October 14, 2025 at 1:00 PM**, a copy of this agenda was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Clyde, TX 79510, and posted to the District's internet website.

_____

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



Clyde CISD

District Data Overview

Superintendent	Bryan Allen
Board Members	Bethany Powell, Cody Walton, Greg Welch, Jay Louder, Jerry Black, Robert Frost, Rufus Quintanilla

(325) 893-4222

526 Shalimar Dr Clyde TX 79510-3425

https://www.clydeisd.org/

District

Number of Campuses	4
Accountability Rating (2025)	B
FIRST Rating (2025)	B = Above Standard Achievement
Number of District Buses	19

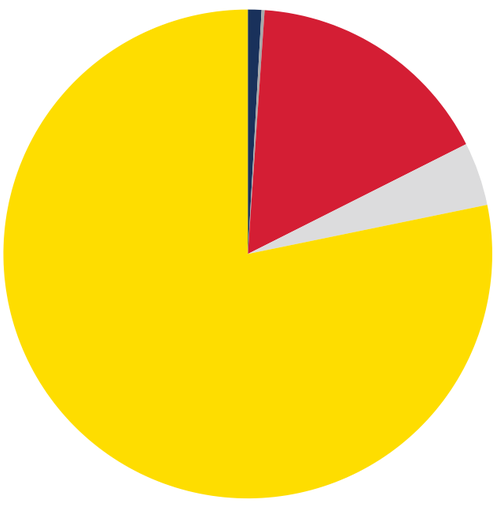
Staff

Total Staff	223.3
Central Administrative	1.30 %
Campus Administrative	3.70 %
Support Staff	7.10 %
Teachers	48.60 %
Educational Aides	16.70 %
Auxiliary Staff	22.60 %
Teacher Years of Experience (AVG)	15.9
Teacher Salary (AVG)	$51,469
U.S. Teacher Salary (AVG)	$72,030

Students

Student Enrollment	1,408
Average Daily Attendance	1,311
4-Year Graduation Rate (2023)	100.00 %
Economically Disadvantaged	47.70 %
Special Education	17.30 %
Emergent Bilingual	0.90 %
Free/Reduced Lunches Served	80,750

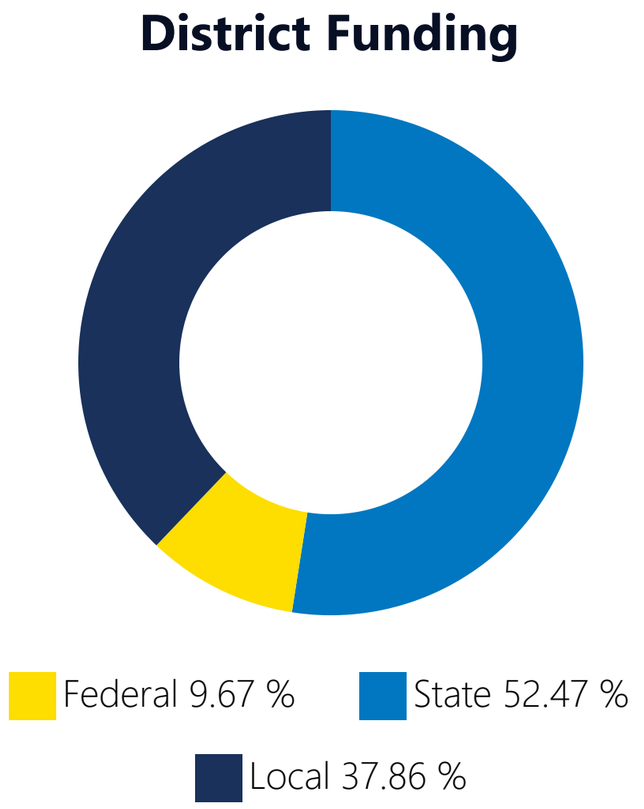
Student Ethnicity



Note: The information on this report is a snapshot of the most up-to-date data available. The data will be updated quarterly, as new updates are released: District information: Mid-August; Board members and legislators: Mid-November; Students and staff: Mid-January; Financial data: Mid-April.

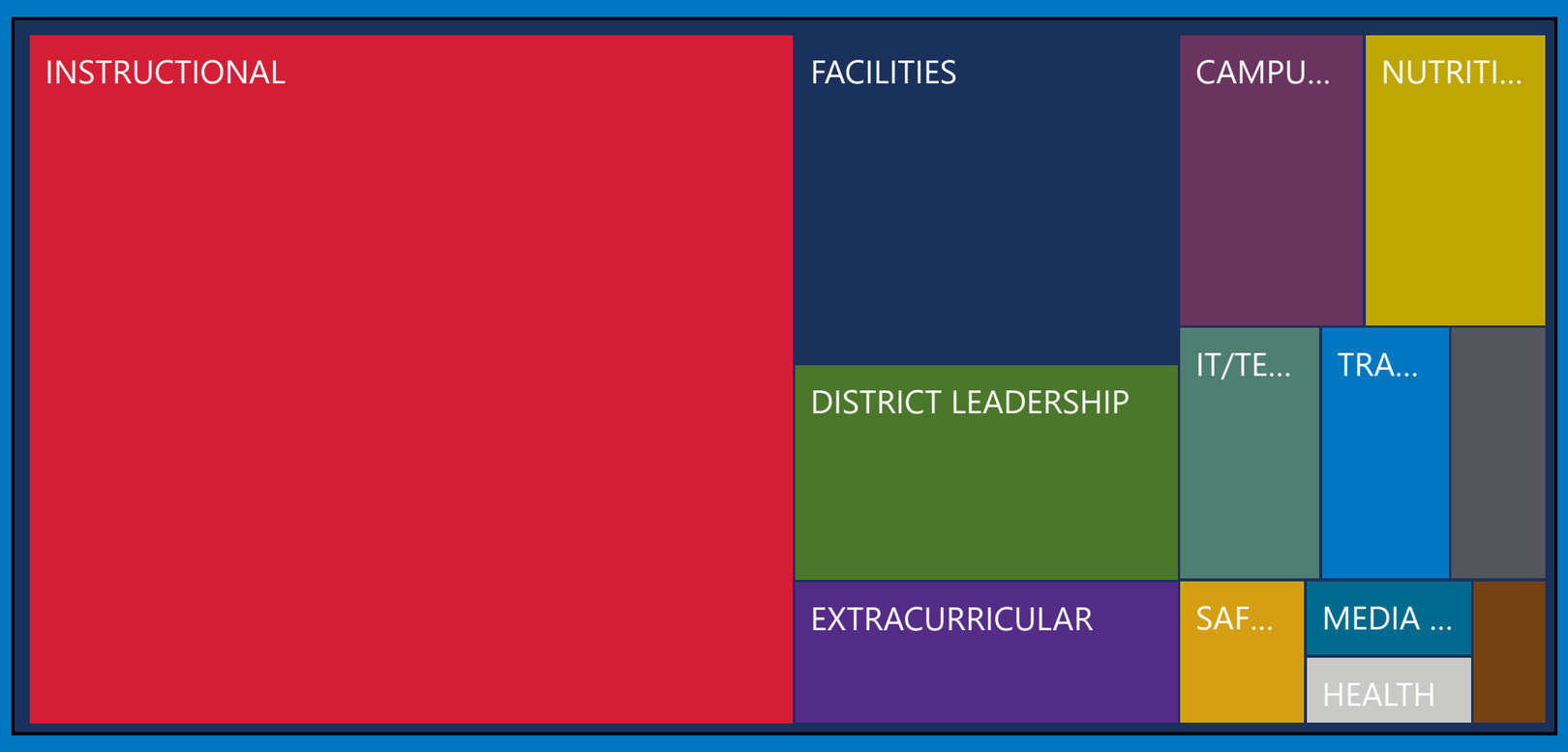
District Funding

Total Operating Revenue	$19,579,884
Local Revenue from Maintenance & Operations	$4,569,362
State	$10,272,752
Federal	$1,893,276
Other Local Revenue	$2,844,494
Local Tax Revenue from Interest & Sinking	$1,601,002



Tracking the District's Dollar

Here is an approximate breakdown of how each $100.00 was spent in 2023-2024 to support a student's education at Clyde CISD.



Instructional	$50.41
Facilities	$12.14
Nutrition	$5.09
Counseling	$2.33
Campus Leadership	$5.17
Transportation	$3.14
Instructional Leadership	$0.00
District Leadership	$7.98
IT & Technology	$3.42
Safety	$1.74
Extracurricular	$5.26
Health	$1.08
Instructional Support	$1.03
Community Services	$0.00
Social Work Services	$0.00
Media Services	$1.21

District Expenditures

Recapture Paid	$0
Total Operating Expenditures	$17,889,413
Basic Education	$6,333,536
Special Education	$1,501,227
State Compensatory Education	$1,811,507
Career and Technical Education	$954,006
Transportation	$560,928

Representatives

Texas House Representative(s):
Stan Lambert (98%, District 71)
David Spiller (2%, District 68)

Texas State Senator(s):
Phil King (57%, District 10)
Charles Perry (43%, District 28)

Percentage represents total representation of the school district.
District represents Legislative District.

Data Sources: **District** from 2025 Accountability Rating System, Foundation School Program 2023-24, and Financial Integrity Rating System of Texas (FIRST) 2024-25; **Student and Staff** from Texas Academic Performance Report (TAPR) 2023-24, Region and School District Average Daily Attendance (ADA) Report 2023-24, and NEA Rankings of the United States 2023-24; **Funding and Expenditures** from Public Education Information Management System (PEIMS) Actual Financial Data 2023-24.

STATE OF TEXAS
OFFICE OF THE GOVERNOR

Texas is proud of our commitment to a quality education system that places students firmly on the path to a lifetime of excellence and achievement. An integral part of the success of our schools are the human resources professionals who play a critical role in our education system.

Vital throughout all industries, human resources workers are particularly important in education. These hardworking men and women are skilled and efficient in talent acquisition and retention. By recognizing potential teachers, human resources professionals surround our students with highly capable educators who will develop the next generation into the leaders of tomorrow.

At this time, I encourage all Texans to recognize the importance of human resources in education. I commend the profession's continued commitment to meeting the needs of students and teachers alike, as these professionals pave the way for a better, brighter future for the next leaders of our great state.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 8, 2025 to be

Education Human Resources Day

in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities.

In testimony whereof, I have hereunto affixed my signature this the 5th day of September, 2025.

Governor of Texas

STATE OF TEXAS
OFFICE OF THE GOVERNOR

Educators equip our next generation of leaders with the skills and knowledge they need to succeed. It is through a quality education that we place students firmly on a path that leads to a lifetime of excellence and achievement. Quality educators are vital to a strong, prosperous state, and this is true of the devoted principals throughout the Lone Star State.

The Texas education system depends upon the leadership of capable principals. They cast a vision for their school and work tirelessly to realize it. Principals are not only a source of inspiration for their students, but they are also visionary leaders for teachers and staff. Utilizing excellent communication skills, skilled analysis, and clear policies, principals are an important component of student success.

Each year, the month of October is set aside to honor the hard work and dedicated service of principals and to recognize the invaluable role they play in our education system and our future. The Lone Star State owes a debt of gratitude to these men and women who represent the best of Texas education.

At this time, I encourage all Texans to educate themselves about the contributions principals have made to our great state. Principals drive excellence that ensures a better and brighter future for all.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 2025 to be

Principals Month

in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities.

In testimony whereof, I have hereunto affixed my signature this the 5th day of September, 2025.

Greg Abbott

Governor of Texas

Board Operating Procedures for Public Comment

Speaker Signup

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

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

Topic of Public Comment

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

Time for Public Comment

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

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

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

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

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

Per-Speaker Time Limit

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

Written Comments to the Board

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

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

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

Public Comment Signup Sheet

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

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

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

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

The following guidelines apply to public comment:

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

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

7. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters on the agenda in closed session, including matters involving individual District staff members and individual students. If a speaker's comment concerns one of these subjects, the speaker should address the concern through the District's complaint policies.

8. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

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

Name: _____

Telephone or other contact information: _____

Will you be accompanied by a translator?

☐ Yes (if known, please provide the name of the translator: _____)

☐ No

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

☐ Yes

☐ No

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

_____

_____

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

_____

_____

Clyde CISD Title III/ EB (ESL) Program Evaluation 2025

Parent, Family, & Community Engagement

October 9, 2024	Parent Engagement Meeting
November 6, 2024	Helping Your EB Student Succeed Meeting
December 4, 2024	Parent & Community Engagement Meeting

Program Snapshot

5	EB students tested 2024-2025
5	EB student currently 2025-2026
30	ESL certified staff

Compliance & Program Model

ESL students receive services from their ELAR teachers or all core content teachers. Clyde CISD's program model is a pullout where the ELAR teacher is ESL certified and provides services to ESL students. Region 14 ESC provides a program to help improve EB students' English acquisition called myLexia. No ESL waiver was submitted in the Fall of 2024; a waiver is needed for the 2025 school year and will be submitted soon. Mrs. Irene Mason, Junior High teacher and ESL Director, works with EB students and families.

The TELPAS test measures listening, speaking, writing, and reading and includes composite scores. The possible scores are Advanced High, Advanced, Intermediate, or Beginner.

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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

Bryan W. Allen, Superintendent

Empowering Leaders.
Committed to Success.

ENROLLMENT AND ATTENDANCE REPORT

- **Clyde CISD Monthly Enrollment by Campus as of 9/30/25 (First Day Enrollment: 1405)**—SAT1100

	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
CLYDE CISD	1429	1417								
CHS	456	448								
CJH	333	327								
CIS	319	314								
CES	321	328								

- **Clyde CISD Enrollment by Grade Level as of 9/30/25**—SAT2200

EE	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2	59	80	84	103	91	113	110	110	102	115	119	119	104	106

- **Attendance Percentage by Campus (9/1/25 to 9/30/25)**—SAT2300

	Aug 23	Sept 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24
CLYDE CISD	97.74	95.49								
CHS	97.28	93.76								
CJH	96.79	95.55								
CIS	99.01	97.04								
CES	98.14	96.42								
CES (K-2)	98.17	96.58								
CES (EE/PK Track 2)	97.84	95.06								
CES EE/PK Track 3)	98.17	95.12								
Refined ADA (Year) 1285	1362.25	1328.26								

- **Attendance Percentage by Grade Level (9/1/25 to 9/30/25)**—SAT2300

EE	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
100	94.91	95.68	97.26	96.70	97.35	96.60	97.22	95.92	95.10	95.59	94.90	94.47	94.66	90.84

- **ATTENDANCE TROPHY**

	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26	Apr 26	May 26
CHS										
CJH										
CIS	★	★								
CES										

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

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
Jamie Munoz, Principal

Clyde Junior High
(325) 893-5788
FAX (325) 893-2134
Patrick Odom, Principal

Clyde High School
(325) 893-2161
FAX (325) 893-2993
Casey Hodges, Principal

Summary of Local Policy Recommendations

Update 126 includes the following local policy recommendations:

Local Policy	What Changed	Why it Changed
BE: Board Meetings	Several recommended revisions have been made to this policy on board meetings. SB 12 prompted new language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. At Deadline, the recommended revisions are also in response to HB 1522. We offer for your consideration language requiring that agenda items be submitted 10 calendar days before a meeting. This deadline would provide the district sufficient time to compile items and post an agenda by the statutory deadline. SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy. Please refer to CPC(LOCAL) and your district's record retention procedures.	SB 12 HB 1522 SB 413
BED: Board Meetings, Public Participation	Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.	SB 12
CJ: Contracted Services	Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.	SB 12
CJA: Contracted Services, Background Checks and Required Reporting	The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.	Subtopic name change

Local Policy	What Changed	Why it Changed
CLE: Buildings, Grounds, and Equipment Management, Required Displays	The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.	Subtopic name change
CQB: Technology Resources, Cybersecurity	Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.	HB 150
CQD: Technology Resources, Artificial Intelligence	This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.	HB 150 HB 1500
CSA: Facility Standards, Safety and Security	SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.	SB 8
CV: Facilities Construction	The competitive purchasing threshold established in law has changed from $50,000 to $100,000 as reflected in CH(LEGAL). The language at Construction Contracts is recommended for revision here to refer to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.	SB 1173
DBD: Employment Requirements and Restrictions, Conflict of Interest	A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.	HB 3372
DEC: Compensation and Benefits, Leaves and Absences	HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.	HB 2

Local Policy	What Changed	Why it Changed
DFBB: Term Contracts, Nonrenewal	Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.	SB 12
DGBA: Personnel-Management Relations, Employee Complaints/ Grievances	We recommend for your consideration this revised policy, which includes revisions prompted by the applicable portions of SB 12.	SB 12
DH: Employee Standards of Conduct	The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state. Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.	SB 706 SB 12 SB 571
EEP: Instructional Arrangements, Lesson Plans	This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.	SB 12
EFA: Instructional Resources, Instructional Materials	In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.	SB 12
EHBAF: Special Education, Video/ Audio Monitoring	The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.	HB 2 SB 571

Local Policy	What Changed	Why it Changed
EIA: Academic Achievement, Grading/Progress Reports to Parents	Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishonesty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.	SB 12
FA: Parent Rights and Responsibilities	This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.	SB 12
FEF: Attendance, Released Time	This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.	SB 1049
FFAC: Wellness and Health Services, Medical Treatment	A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements. At Epinephrine, references to "epinephrine auto-injector" have been updated to "epinephrine delivery system" in accordance with SB 1619.	SB 920 SB 1619
FFB: Student Welfare, Crisis Intervention	As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.	HB 2
FFF: Student Welfare, Student Safety	HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.	HB 2
FFG: Student Welfare, Child Abuse and Neglect	A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child. The revision to item 1 at Making a Report also comes from SB 571.	SB 571

Local Policy	What Changed	Why it Changed
FNG: Student Rights and Responsibilities, Student and Parent Complaints/ Grievances	Substantial revisions to this student and parent complaint policy are recommended to reflect requirements in SB 12 and other legal requirements reflected in the legal framework at this code.	SB 12
FO: Student Discipline	Minor edits are recommended to the language regarding Video and Audio Monitoring that make such monitoring permissive and clarify what should happen when video and audio recording equipment is in use. HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan. If your district had District of Innovation text at this code, it is recommended for deletion.	HB 6
GF: Public Complaints	We recommend for your consideration this revised public complaint policy, which includes revisions prompted by the applicable portions of SB 12.	SB 12
GKA: Community Relations, Conduct on School Premises	Language regarding handguns is recommended for revision due to SB 706.	SB 706

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices relating to many of these policies.

TASB Policy Service

Important Changes to Your District's Policy Manual

Update 126
Bills & Local Policy Impact

Bills From the 89th Legislative Session That Affect Your Local Policies

Bill	Local Policy Impact
SB 12	BE(LOCAL) — Board meetings must be outside of typical work hours BED(LOCAL) — Emphasis that public comment shall occur at the beginning of the meeting CJ(LOCAL) — Prohibition of diversity, equity, and inclusion and prohibited classroom instruction DFBB(LOCAL) — Reasons added for nonrenewal of a term contract DGBA(LOCAL), FNG(LOCAL), and GF(LOCAL) — Timelines changed; must hold a hearing; complaints against employees; and district must ensure policy and forms are easily accessible on district website DH(LOCAL) — Provisions added regarding prohibited classroom instruction, prohibited DEI duties, and prohibited assistance with social transitioning EEP(LOCAL) — New code regarding posting of instructional plans and course syllabi EFA(LOCAL) — Provisions added regarding parent request for instructional material review EIA(LOCAL) — Districts must now provide at least two opportunities for in-person parent-teacher conferences each year FA(LOCAL) — New code regarding a parent portal
HB 1522	BE(LOCAL) — 72 hours' agenda posting changed to three business days
SB 413	BE(LOCAL) — Voting needs to be a record vote; therefore, voice vote may no longer be permitted
HB 150	CQB(LOCAL) — Notifications for a cybersecurity incident
HB 3512	CQD(LOCAL) — New code regarding required training for artificial intelligence (AI) as well as use of AI within the district
SB 8	CSA(LOCAL) — Provisions added regarding designation and use of private spaces
SB 1173	CV(LOCAL) — Language change for competitive purchasing threshold in relation to construction contracts
HB 3372	DBD(LOCAL) — Statement added regarding personal services performed by an administrator

Bill	Local Policy Impact
HB 2	DEC(LOCAL) — Statement added regarding daily rate of pay and exception added for concurrent use of paid leave FFB(LOCAL) — Statement added regarding notification to teaching staff of threat FFF(LOCAL) — Adjusted text to clarify this policy applies to more than just educators
SB 1049	FEF(LOCAL) — Provisions added listing the requirements for a student to attend a released time course
SB 920	FFAC(LOCAL) — Nonprescription medication provided by parent is in accordance with legal requirements
SB 1619	FFAC(LOCAL) — Delivery system options for epinephrine
SB 571	FFG(LOCAL) — Reporting timeline changed from 48 to 24 hours
HB 6	FO(LOCAL) — Optional provisions regarding parental involvement in disciplinary placements
SB 706	GKA(LOCAL) — DOI exemptions no longer permitted from anything in Chapter 37, and weapons exception is for an individual who holds a handgun license in accordance with state law

Please note that this list of potential changes to your district's local policies is preliminary and subject to change.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional advisor. Consult with your attorney or professional advisor to apply these principles to specific fact situations.

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BOARD MEETING MINUTES

A Regular Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Monday, September 15, 2025 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black:	Present
Robert Frost:	Present
Jay Louder:	Present
Bethany Powell:	Present
Rufus Quintanilla:	Present
Cody Walton:	Present
Greg Welch:	Present

Present: 7.

1. CALL TO ORDER AND ANNOUNCE A QUORUM

Board President Robert Frost called the meeting to order at 6:00 PM with a quorum of board members present. Superintendent Bryan Allen was also present. Other Clyde CISD personnel in attendance included Dr. Paula Kinslow, Rhonda Neal, Kasey Adkins, Josh Parker, Lori Goldston, Patrick Odom, Jamie Munoz, Erin Davis, Casey Hodges, Johnathon Haddock, Holly Copher, and Mike Neal.

2. INVOCATION

Superintendent Bryan Allen gave the invocation.

3. PLEDGES OF ALLEGIANCE

Robert Frost led the pledges of allegiance.

4. SPECIAL RECOGNITIONS AND PRESENTATIONS

4.1. Campus Employee Recognitions

Principals, Josh Parker, Jamie Munoz, John Odom, and Casey Hodges introduced their campus Employees of the Month. Those Recognized included:
CES: Teresa Parks and Kaylee Lee
CIS Robert Tarpley and Jessica Leach
CJH: Nancy Sipes and Leeann Saxon
CHS: Brent Cofer and Leilani Czeto

5. RECOGNITION OF VISITORS/PUBLIC COMMENT

No one signed up to speak during public comment.

6. ADMINISTRATIVE REPORTS

6.1. Campus Reports--Clyde Elementary and Clyde Intermediate

Josh Parker and Jamie Munoz presented their respective campus reports. Taylor Hall presented a Communities in Schools report for Clyde Intermediate.

6.2. Monthly Financial and Investment Reports

Rhonda Neal presented the monthly financial and investment reports.

6.3. Curriculum and Special Programs Report
Dr. Paula Kinslow presented the curriculum and special programs report, including a report on Clyde CISD's District of Innovation Plan, 2023 school report cards, and the 25-26 district improvement plan.

6.3.1. District of Innovation Usage 25-26

6.3.2. 2023 School Report Cards

6.3.3. First Reading of 2025-2026 District Improvement Plan

6.4. Superintendent Report
Bryan Allen presented the superintendent's report which included the enrollment and attendance report and the next regular board meeting date.

6.4.1. Enrollment and Attendance Report

6.4.2. Next Regular Scheduled Meeting: Monday, October 20, 2025, at 6:00pm

7. **ACTION ITEMS**

7.1. Consideration and Possible Action on Consent Agenda
A motion to approve the consent agenda, as presented. This motion, made by Greg Welch and seconded by Cody Walton, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.1.1. Approve Minutes of the Previous Meeting(s)

7.1.2. Approve Monthly Financial and Investment Reports

7.2. Consideration and Possible Action to Approve Nominations to the Board of Directors of the Callahan Central Appraisal District for the 2026-2027 Term
A motion to approve a resolution nominating Mr. Greg Welch to the Callahan Central Appraisal District for the 2026-2027 term. This motion, made by Jay Louder and seconded by Cody Walton, Passed.
Greg Welch: Abstain (Without Conflict), Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea
Yea: 6, Nay: 0, Abstain (Without Conflict): 1

7.3. Consideration and Possible Action to approve 2025-2026 HB 3 Goals
A motion to approve the Clyde CISD HB3 Board Goals for the 2025-2026 school year, as presented. This motion, made by Rufus Quintanilla and seconded by Cody Walton, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.4. Consideration and Possible Action to Approve Revisions to Clyde CISD Board Policy EFB(LOCAL) Regarding Library Materials in Compliance with SB 13

A motion to approve revisions to Clyde CISD Board Policy EFB(LOCAL), as presented. This motion, made by Greg Welch and seconded by Jerry Don Black, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.5. Consideration and Possible Action to Approve an Increase in Substitute Pay for Clyde CISD
A motion to increase substitute pay scales, as presented. This motion, made by Rufus Quintanilla and seconded by Bethany Powell, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.6. Consideration and Possible Action to Approve the Local Share for Cynergy Wi-Fi 7 e-Rate Project Expenses
A motion to approve the local funding contribution of $57,702.55 for the Cynergy Wi-Fi 7 project. This motion, made by Jerry Don Black and seconded by Jay Louder, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.7. Consideration and Possible Action to Approve the Purchase of Staff Computers from Sterling Computers
A motion to approve the purchase of eighty Dell Pro 24 All-in-One computers from Sterling Computers Corp at a cost of $1000 per unit, for a total cost of $80,000, as presented. This motion, made by Cody Walton and seconded by Greg Welch, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.8. Consideration and Possible Action to Rescind the Board's Approval on August 18, 2025, of a Proposal for Roof Repairs at Clyde Elementary
A motion to rescind the Board's approval of a proposal for roof repairs at Clyde Elementary on August 18, 2025. This motion, made by Rufus Quintanilla and seconded by Cody Walton, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.9. Consideration and Possible Action to Approve the Ranking and Selection of the Contractor Providing the Best Value for the Roof Repair Project at Clyde Elementary, and to Delegate Authority to the Superintendent to Negotiate and Sign the Contract
A motion to approve the recommended ranking and select Barr Roofing Company as the contractor providing the best value to the District for the roof repair project at Clyde Elementary, and to delegate authority to the Superintendent to negotiate and

sign the contract. This motion, made by Greg Welch and seconded by Rufus Quintanilla, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

7.10. Consideration and Possible Action to Approve a Contractor Providing the Best Value for a Turf and Track Replacement Project at Bulldog Stadium and to Delegate Authority to the Superintendent to Negotiate and Sign an Agreement
A motion to approve RHS Construction as the contractor providing the best value for a turf and track replacement project at Bulldog Stadium in an amount not to exceed $1,142,739.61 and to delegate authority to the superintendent to negotiate and execute an agreement. This motion, made by Greg Welch and seconded by Rufus Quintanilla, Passed.
Cody Walton: Abstain (With Conflict), Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Greg Welch: Yea
Yea: 6, Nay: 0, Abstain (With Conflict): 1

8. **CLOSED SESSION**
The Board entered a closed meeting at 7:54 PM, under Texas Government Code 551.074 (Personnel Matters).

8.1. Personnel (Texas Govt Code 551.074)

8.2. Consult with Legal Counsel (Texas Govt Code 551.071)

9. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
The Board returned to an open meeting at 8:40 PM.

9.1. Consideration and Possible Action to Approve Professional Employment
No action was taken on this agenda item.

10. **BOARD REQUESTS**
A special called meeting was scheduled for Tuesday, September 30, 2025 at 6:00 PM.

11. **ADJOURNMENT**
Motion to adjourn the meeting. This motion, made by Cody Walton and seconded by Jerry Don Black, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0
The meeting was adjourned at 8:45 PM.

_____
Presiding Officer

_____
Board Secretary

BOARD MEETING MINUTES

A Special Called Meeting of the Clyde Consolidated Independent School District Board of Trustees was held on Tuesday, September 30, 2025 at 6:00 PM in the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

ATTENDANCE:

Jerry Don Black:	Present
Robert Frost:	Present
Jay Louder:	Present
Bethany Powell:	Present
Rufus Quintanilla:	Present
Cody Walton:	Present
Greg Welch:	Present

Present: 7.

1. **CALL TO ORDER AND ANNOUNCE A QUORUM**
Board President Robert Frost called the meeting to order at 6:00 PM with a quorum of members present. Superintendent Bryan Allen was also in attendance.

2. **PUBLIC COMMENT**
No one signed up to speak during the public comment portion of the meeting.

3. **CLOSED SESSION**
The Board entered closed session at 6:01 PM, pursuant to Texas Government Codes 551.071, 551.082, and 551.0821.

3.1. Consult with Clyde CISD Legal Counsel Regarding Level III Parent Grievance in Accordance with Texas Government Codes 551.071, 551.082, and 551.0821

3.2. Conduct Level III Parent Grievance Appeal in Accordance with Texas Government Code 551.082, 551.0821

3.3. Deliberate Regarding Level III Parent Grievance Appeal in Accordance with Texas Government Code 551.082, 551.0821

4. **OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
The Board reconvened in open session at 6:44 PM.

4.1. Consider Action on Level III Parent Grievance Appeal
A motion that the Board deny the appeal and uphold the decision made by Superintendent Bryan Allen at Level II. This motion, made by Greg Welch and seconded by Rufus Quintanilla, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0

5. **ADJOURNMENT**

A motion to adjourn the meeting. This motion, made by Jerry Don Black and seconded by Jay Louder, Passed.
Jerry Don Black: Yea, Robert Frost: Yea, Jay Louder: Yea, Bethany Powell: Yea, Rufus Quintanilla: Yea, Cody Walton: Yea, Greg Welch: Yea
Yea: 7, Nay: 0
The meeting was adjourned at 6:45 PM.

_____
Presiding Officer

_____
Board Secretary

2025-26 Clyde Consolidated Independent School

DISTRICT IMPROVEMENT PLAN

Clyde CISD Vision

CISD will empower successful leaders for the challenges of the future.

Mission

T.E.A.M. Teaching, Encouraging, Achieving, Motivating

Core Values

- **We believe all students are capable of success.** We will provide a safe, secure, and challenging environment. We will value individual student growth in all areas. We will value each employee and student's educational growth and learning.
- **We believe in making student-driven and data-informed decisions.** We commit to putting the whole child first. We will consider multiple sources of data when making decisions.
- **We believe EVERYONE has leadership capabilities.** We commit to instilling the 7 Habits of Highly Effective People in our students and staff. We will foster leadership opportunities for students, staff, parents, and the community.
- **We believe parent/guardian participation and community collaboration are essential.** We commit to improving educational outcomes by engaging in collaborative relationships.

Theme

Empowering Leaders. Committed to Success.

Clyde Consolidated Independent School District Improvement Plan
Authors: Bryan Allen; Paula Kinslow

Comprehensive Needs Assessment

A comprehensive needs assessment conducted by the district and individual campuses guides planning for the 2025-26 school year. Clyde CISD is 75% white, 18% Hispanic, 4% two or more races, and 2% African American. 48% of the students are economically disadvantaged, 0.2% are English Language Learners, and 17% receive special education services. Scores from the 2025 STAAR assessment, MAP data, and other data points provided information along with classroom observations to identify gaps and areas to improve student performance.

The district focused on planning for this school year around growth. The Title I, Part A, and Title II budgets were revised and scrutinized for efficiency. With the continued teacher shortage, the district decided to allocate Title II Grow Your Own funds to help educational aides complete their degrees and or earn teacher certification and then teach in CCISD. Title II funds were also allocated to improve the new teacher mentor program for Clyde CISD. Stipends were issued for four mentor teachers throughout the district to work closely with new employees in Clyde and new teachers to the profession. Title IV funds were used to continue to increase safety in the district by contracting with a licensed professional counselor to provide services on campus. High-impact tutoring and other instructional strategies to improve performance were utilized.

Clyde CISD earned a B rating, with Clyde High School earning an A, Clyde Junior High a C, Clyde Intermediate and Elementary a B letter grade.. Data from 2025, reveals the district was at or above the state average in 17 out of 20 areas for Approaches Grade Level, 15 out of 20 for Meets Grade Level, and 11 out of 20 in Masters Grade Level. Overall, the Domain I Average scores were 15 out of 20 at or above the state average. The College and Career, Military Ready students at the high school will continue to be an area to focus on. CCISD wants ALL students CCMR-ready. Clyde Junior High's focus will also be on student growth as well as improving student achievement in Math. A CCMR plan was developed with incremental goals disaggregated by student subgroups to achieve 100% college, career, and military-ready graduates in the next five years. Through the Rural Accelerator Grant, outside assistance is providing additional support to achieve this CCMR goal. At the other end of the educational pipeline, an Early Childhood Self-Assessment and improvement plan was implemented.

Clyde CISD has completed an equity plan and equity survey. An equity gap was not found to be present in either the poverty or minority subpopulations. Clyde CISD expanded its Teacher Incentive Allotment program eligibility to include over 95% of teachers in an attempt to recruit and retain quality teachers.

<table>
<tr><td>Strategic Objective/ Goal 1:</td><td>Clyde CISD will recruit, support, and retain teachers and principals to prepare students for success and purchase necessary items for the education process to continue.</td></tr>
<tr><td>Performance Objective 1:</td><td>Hire highly effective and qualified employees</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Allen, Bryan</td><td>7/14/2025</td><td>ongoing</td><td>None</td><td>Lower turnover rate and increased academic performance</td><td>List of questions for hiring</td></tr>
</table></td></tr>
<tr><td>A common set of questions for hiring and expectations district-wide to provide for consistency and a common shared vision.</td><td>Consistent between campuses</td></tr>
<tr><td>Performance Objective 1A:</td><td>Retain teachers</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Kinslow, Paula</td><td>8/10/205</td><td>6/5/2026</td><td>Local funds</td><td>A lower turnover rate in 25-26</td><td>Sign-in sheets at job fairs</td></tr>
</table></td></tr>
<tr><td>Retain effective teachers</td><td>New teacher induction 2 days, support, competitive salary scales with schools of our size, cost of living adjustment, continued validation of teacher importance by administrators and board members, and the latest technology available.</td></tr>
<tr><td>Performance Objective 1B:</td><td>PD for teachers for engaging instruction for 21st-century learners.</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Lytle, Saicy; Neal, Mike; McGuire, Paul</td><td>8/10/2025</td><td>6/5/2026</td><td>none</td><td>Staff PD evaluations</td><td>Sign-in sheets</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td></td></tr>
<tr><td>Job-embedded PD</td><td>Technology and curriculum training are provided multiple times per year and during the routine PLC times at the campus level.</td></tr>
<tr><td>Performance Objective 1C:</td><td>Vertical alignment PLC meetings core areas: ELAR, Math, Science, Social Studies, and special education.</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Kinslow, Paula
Allen, Bryan
Campus administrators</td><td>Fall 2025</td><td>Ongoing</td><td>local funds</td><td>none</td><td>sign-in sheets
agenda</td></tr>
</table></td></tr>
<tr><td>Alignment meetings</td><td>Discuss testing and content issues that have developed across the grade, campus spans. Incorporate lead4ward instructional strategies to improve MTSS and overall student academic performance.</td></tr>
<tr><td>Performance Objective 1D:</td><td>Continue to partner with Community in Schools to put a student success coach on every campus to address needs from the pandemic</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>TImeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Kinslow, Paula
Allen, Bryan</td><td>Fall 2025</td><td>Spring 2026</td><td>Comp Ed</td><td>Caseload list for each campus</td><td>Improved attendance and academic performance</td></tr>
</table></td></tr>
<tr><td>Campus-specific support provided</td><td>Coaches are stationed at all campuses</td></tr>
<tr><td>Performance Objective 1E:</td><td>Clyde CISD will continue the process of creating a Teacher Incentive Allotment plan.</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>TImeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
</table></td></tr>
</table>

	Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Local funds	Lower turnover rate end of 25-26 sy	Turnover rate
Help recruit and retain teachers	The teacher distinctions will help with the required accelerated instruction and recruitment of employees. Expanded plan to all campuses.					
Performance Objective 1F:	Maintain a Grow Your Own program for paraprofessionals in the district to go back to school to become teachers.					
	Action Step(s)					
	Person(s) Responsible	**TImeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Kinslow, Paula Allen, Bryan	Fall 2025	Spring 2026	Title II		Signed MOU
Decrease turnover and ease the hiring process for future openings	Provide a pipeline of talent for future job positions.					

Strategic Objective/ Goal 2:	Clyde CISD will build a foundation of ELAR and Math where every individual student is prepared for success in college, career, or the military.					
Performance Objective 2:	Provide professional development on engaging research-based instructional practices.					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Munoz, Jamie; Odom, Patrick; Parker, Joshua Hodges, Casey	8/24/2024	6/5/2026	federal and local funds	routine assessment data throughout the school year	TAPR report
Accountability	Meet federal and state accountability in all areas--data-focused rooms, PLC times, and attention to every student.					
Performance Objective 2A:	Dissect Data reports to evaluate how the district/campuses are doing toward increasing the meets/master's level of					

<table>
<tr><td></td><td>achievement in accountability areas. NWEA MAP testing district-wide to measure growth</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Allen, Bryan
Kinslow, Paula</td><td>9/1/2024</td><td>6/5/2026</td><td>Federal and Local</td><td>each grading cycle</td><td>data rooms and reports</td></tr>
</table></td></tr>
<tr><td>Data-driven reports are to be completed, compiled, and assessed to develop action plans for continuous improvement and evaluation of all programs and instruction</td><td>Data-driven campus/departments/district

Use Axiom, Lead4ward reports, MAP, and other euphoria-created tools to increase all student growth.</td></tr>
<tr><td>Performance Objective 2B:</td><td>Special Education Student performance--Improve performance in all subject areas, especially writing, reading, and science, to reach targets in domain 3</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>ESC 14 Administrators</td><td>9/2024</td><td>5/2026</td><td>none</td><td>Improved common assessment performance</td><td>instructional walkthroughs</td></tr>
</table></td></tr>
<tr><td>RDA*</td><td>Send special education teachers to reading, writing, and other workshops to improve student performance and instructional practices.</td></tr>
<tr><td>Performance Objective 2C:</td><td>Provide a T-TESS coaching model of professional development and student growth to improve principal, teacher, and student performance.</td></tr>
<tr><td>Strategy</td><td>Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Kinslow, Paula</td><td>8/21/2018</td><td>6/1/2024</td><td>none</td><td>none</td><td>attendance</td></tr>
</table></td></tr>
</table>

	Campus administrators					roster

Increased effectiveness--coaching model	All stakeholders are aware of and prepared for the increase in evaluation rigor as well as testing rigor.
Performance Objective 2D:	Continue Conscious Discipline training for elementary and intermediate personnel, as well as add restorative discipline strategies at the secondary level.

Strategy

Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Parker, Joshua Munoz, Jamie Hodges, Casey Odom, Patrick	8/8/2016	6/5/2024	none		sign-in sheets, agenda

Discipline	Decrease discipline referrals and time removed from class
Performance Objective 2E:	Raise expectations for levels of performance and participation across the board--UIL academics, extracurriculars, CTE, CCMR, and dual credit.

Strategy

Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Odom, Patrick Hodges, Casey Munoz, Jamie Parker, Joshua Kinslow, Paula Allen, Bryan	8/8/2016	6/5/2024	none	Increased student participation and performance	sign-in sheets, agenda

Increase awareness of the benefits of these programs	Work to educate parents, students, and other stakeholders about these programs. Create a CCMR plan to reach 100% of students college, career, and military ready after graduation

Performance Objective 2F: Focus on consistent reading strategies for K-12 to improve both general education and special education student performance–MAP Growth, MAP Fluency (at elementary).

Strategy

Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Kinslow, Paula Munoz, Jamie Parker, Joshua Hodges, Casey Odom, Patrick	8/2017	5/2024	Local funds and federal funds	Increase unit assessments, MAP data, STAAR scores	Meeting sign-in sheets, documents created

RDA* Be consistent between buildings and across grade levels to use the same research-based strategies to improve reading.

Performance Objective 2G: Focus on low socioeconomic student performance in areas of Math, Reading, Science, and Social Studies.

Strategy

Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Allen, Bryan Kinslow, Paula Parker, Joshua Munoz, Jamie	8/2024	6/2026	ESC 14 Staff Local funds	Improved scores Benchmark exams	Scores

Provide strategies and focus to improve this subpopulation's academic performance in relation to the district equity plan.

Performance Objective 2H: Work to educate JH & HS students, teachers, and parents about higher education admissions, financial aid, FAFSA, and high school career planning.

Strategy

Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Odom, Patrick HS Counselors Hodges, Casey JH Counselor	8/2019	6/2024	Local funds	100% FAFSA completions	Sign in Sheets

	Kinslow, Paula					

Promote College and Career Culture	Food and FAFSA night at the HS, and continue to explain processes to JH and HS students and parents for after high school endeavors.
Performance Objective 2I:	K-3 core and special education teachers attend Reading Academy training through ESC 14.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Kinslow, Paula Parker, Joshua Munoz, Jamie	8/2021	6/2022	Title I funds	Progress Reports	Sign-in Sheets Progress of Artifacts

	Provide strategies to help at-risk learners to learn to read more effectively.
Performance Objective 2J:	Participate in Texas Instructional Leadership for fourth year
	Action Step(s)

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Kinslow, Paula Munoz, Jamie Parker, Joshua Davis, Erin Hodges, Casey Lori Goldston Cumby, Richard Odom, Patrick Allen, Bryan	5/2022	5/20224	Title II	Increase unit assessments, MAP data, STAAR scores	Meeting sign-in sheets, documents created

	Align lesson plans and formative assessments to ensure rigor and focus.

Strategic Objective/ Goal 3:	Clyde CISD will continue to evaluate and update technology and the instructional environment to equip students to step into a digital future.
Performance Objective 3:	Routinely meet with students about the need for technology and improving the instructional process, as well as food service from the students' perspective.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Allen, Bryan; Neal, Mike; Lytle, Saicy, Brown, Melanie	9/1/2016	6/5/2026	local funds	input from students	meeting minutes

Will continue to evaluate and update needs for technology and food service	Student perspective on instructional processes involving student technology in the classroom. And how food service is performing.
Performance Objective 3A:	Professional Development plans to incorporate the technology integrator and the TEKS resources system into PLCs and district planning days.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Lytle, Saicy Kinslow, Paula, Allen, Bryan	9/2/2016	6/5/2026	local funds	improving student engagement and learning	PD rosters

Improve the technology and curriculum used in the classroom	Provide technology integration and curriculum guidance to improve student academic achievement.
Performance Objective 3B:	Raise awareness of college, career, and military opportunities with students.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented

	Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Local funds	improving student engagement and learning	Field trip rosters
Create a culture and educate students for the future	College and career-related trips and informational days for students to explore options after high school Utilize a Texas Workforce Outreach specialist for the district Implement CTE courses in 8th grade to strengthen the CTE pipeline into HS.					
Performance Objective 3C:	Utilize Xello a career exploration program in grades 6-12 to promote employment awareness					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Odom, Patrick Hodges, Casey Kinslow, Paula	9/2/2025	6/5/2026	Perkins funds	improving student engagement and learning	Usage reports
Provide support for career exploration	Allows students to discover and study a variety of careers to pursue after graduation					

Strategic Objective/ Goal 4:	Clyde CISD will continue to use proper fiscal procedures to maximize efficiency and safety in operations and staffing and explore innovative resource opportunities.					
Performance Objective 4:	Work to maximize financial investments with the highest return while maintaining minimal risk for the district.					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Neal, Rhonda	9/1/205	8/31/2026	none	monthly board reports	FIRST Rating
Monitor, invest, and apply for money	Build a budget and maintain proper account records					

<table>
<tr><td>Performance Objective 4A:</td><td colspan="6">Critique master schedules at all buildings to determine staffing needs in an effort to improve FIRST rating.</td></tr>
<tr><td>Strategy</td><td colspan="6">Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Neal, Rhonda</td><td>9/1/2025</td><td>8/31/2026</td><td>none</td><td>Monthly staff meetings</td><td>FIRST Rating</td></tr>
</table></td></tr>
<tr><td>Equity & efficiency</td><td colspan="6">Improve master schedules and the efficiency of staffing.</td></tr>
<tr><td>Performance Objective 4B:</td><td colspan="6">Improve safety at all campuses</td></tr>
<tr><td>Strategy</td><td colspan="6">Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Neal, Rhonda
Allen, Bryan
Faulkenbery, Stephen</td><td>9/1/2025</td><td>8/31/2026</td><td>School Safety Grant funds and local funds</td><td>Decrease in discipline referrals</td><td>Surveys from staff and community</td></tr>
</table></td></tr>
<tr><td></td><td colspan="6">Partnership with the City of Clyde for SRO positions---perimeter checks, presence on all 4 campuses, present at events, work with students and staff on emergency operation plans.</td></tr>
<tr><td>Performance Objective 4C:</td><td colspan="6">Update the Emergency Operation Plan to reflect recent legislation.</td></tr>
<tr><td>Strategy</td><td colspan="6">Action Step(s)
<table>
<tr><th>Person(s) Responsible</th><th>Timeline Start</th><th>Timeline End</th><th>Resources</th><th>Formative Evaluation</th><th>Documented</th></tr>
<tr><td>Faulkenbery, Stephen
SRO</td><td>9/1/2025</td><td>8/31/2026</td><td>Title IV funds and local funds</td><td>The plan is developed and revised periodically</td><td>Sign-in sheets</td></tr>
</table></td></tr>
<tr><td>Work with SRO to ensure plans are aligned</td><td colspan="6">All campuses and staff are trained as required by law.</td></tr>
</table>

Performance Objective 4F:	Dating Violence is not tolerated in CCISD. If you are a victim of dating violence or suspect it, please contact the nurse or counselor immediately so that parents can be notified.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Allen, Bryan Administrators	11/10/2021	8/31/2026	Local funds		Training sign-in sheets

	Dating violence materials will be incorporated into the curriculum, with information about how to seek help if needed

Strategic Objective/ Goal 5:	Continue to improve leadership in all Clyde CISD employees and students
Performance Objective 5:	Provide leadership skills for classroom teachers, support personnel, and students.
Strategy	**Action Step(s)**

Person(s) Responsible	Timeline Start	Timeline End	Resources	Formative Evaluation	Documented
Allen, Bryan	8/10/2025	6/5/2026	Grant funds and local funds	improved school culture	Sign-in sheets

Enlist assistance from ESC 14 and The Leader in Me to work with faculty to improve leadership skills.	The Leader in Me training for all campuses. CHS began on the Leader in Me journey in the 2020-21 school year, using LIM as a character education program required by legislation.
Performance Objective 5A:	Community Leadership Events and other events to promote parental involvement
Strategy	**Action Step(s)**

Person(s) Responsible	TImeline Start	Timeline End	Resources	Formative Evaluation	Documented
Parker, Joshua Hodges, Casey	8/28/2017	6/1/2025	Local funds	Improved community	Sign-in sheets

	Munoz, Jamie Odom, Patrick				presence on campuses	
Promote relations between the school and the community	Students conduct leadership activities at numerous events throughout the course of the year. October is Parental Involvement Month to promote partnership between home and school.					
Performance Objective 5B:	Send core teachers to ESC 14 for professional development that will enhance student performance.					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Administrators	8/8/2025	6/5/2026	Title II	improvement in the instructional delivery	classroom walkthroughs
Substitute Teachers	Pay for substitute teachers when the classroom teacher attends training at the ESC.					
Performance Objective 5C:	Continue to find avenues to tie the school and the community together to improve communication and working relationships.					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Allen, Bryan, administrators	9/2/205	6/5/2026	local	improved communication and public relations	ParentSquare app transcript
Electronic communication & social media	Continued and consistent communication via the Parent Square app					
Performance Objective 5D:	Improved parental involvement with all students (Two parent conference opportunities provided)					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**Timeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**

	Allen, Bryan, administrators	10/1/2025	Ongoing Provide 2 opportunities yearly	none	improved communication and public relations	documentation records
Parental Involvement Month	Parent conferences, emails, and other forms of communication are used to target all students and their academic progress.					
Performance Objective 5E:	Provide professional development on multiple topics such as sex trafficking, sex abuse, suicide prevention, bullying, ESL, GT, dyslexia, and other issues affecting students					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**TImeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Campus counselors and administrators Kinslow, Paula	8/2019	6/2026	Local funds	Improve student performance	Sign-in sheets Agendas
Ensure all students are provided needed supports	Specific training to address needs					
Performance Objective 5F:	Participate in strategic planning with Moak Casey to develop a strategic plan for the district.					
Strategy	**Action Step(s)**					
	Person(s) Responsible	**TImeline Start**	**Timeline End**	**Resources**	**Formative Evaluation**	**Documented**
	Board of Trustees Superitendent Administrators and stakeholders	11/2025	2/2026	Local funds	Improve student performance	Sign-in sheets Agendas
Ensure the district is focused on continuous improvement						

Federal and State Grant Sources

Grants	Funds Available in 2025-2026
Title I Part A ESSA Grant	$259,386
Title II, Part A flow through from ESC 14	$47,135
Title IV	$21,712
Title III	$262
State Compensatory Education Funds	$1,338,223
Special Education	$1,491,496
Career & Tech	$826,654
Dyslexia	$84,743
IMA	$77,994
Perkins SSA with ESC 14	$14,438
HeadStart	$104,550
Early Education Allotment	$311,143
Gifted and Talented	$84,824

The Clyde State Compensatory Education Program Policies and Procedures Manual delineates how the district operates its compensatory education funds.

CIP PART II: ASSURANCE ADDENDUM

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.

2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically underserved populations; increase the amount and quality of learning time, and address the needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including the use of technology in ways proven to increase student's engagement in learning and level of thinking about content and concepts.

3. **Instruction by highly qualified teachers** – 100% of our teachers is certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.

4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on-site by in-house instructional leaders and by district instructional support staff.

5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.

7. **The transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)

8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally developed and summative assessments. Ongoing staff development is available on-site to analyze assessment data. Grade-level, content-area, team, or departmental meetings are held to discuss assessment issues.

9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via eduphoria! and are accessible to teachers and administrators.

10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state, and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies

2025-26 HB 3 Clyde CISD Board Goals

Early Childhood Literacy Goal

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

Goal Progress Measures

- 55% of students in K-3 will meet their individual projected growth measure on the NWEA Reading assessment by the end of May 2026.

- The percentage of PreK students who score meets expected targets in Phonological Awareness/Reading at the end of the year (CIRCLE) will increase from 50% (Beginning of the Year) to 65% (End of the Year) by May 2026.

Early Childhood Numeracy Goal

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

Goal Progress Measures

- 55% of students in K-3 will meet their individual projected growth measure on the NWEA Math assessment by the end of May 2026.

- The percentage of PreK students who score meeting expected targets in overall math at the end of the year (CIRCLE) will increase from 65% (Beginning of the Year) to 80% (End of the Year)by May 2026.

CCMR Goal

- The percentage of graduates who meet the criteria for CMCR will increase from 82% to 86% by August 2026.

Goal Progress Measures

- TSI Readiness: 60% of students from the Class of 2026 will meet TSI criteria in both math and ELAR (at least 10 economically disadvantaged and 20 non-economically disadvantaged will meet TSI criteria in both subjects)

- College Readiness: 82% of seniors from the Class of 2026 will directly enroll in college (at least 6 economically disadvantaged and 12 non-economically disadvantaged)

- Career Readiness: 37% of the Class of 2026 will earn an Industry-Based Certification

Clyde CISD Parent and Family Engagement Policy

2025-26 Parent and Family Engagement (PFE) Program	
What is it?	Clyde CISD is committed to our vision: CCISD will empower successful leaders for the challenges of the future. This policy was developed jointly and agreed upon with parents. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Expectations & Objectives	Parents and families are a child's first teachers. Students imitate adults from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. Our PFE Program exists to foster communication and decision-making with parents about student performance and collaboratively support learning. Our objectives are: ● Increasing effective two-way communication between school and home is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ● If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaptation. ● Learning together leads to a better school and home life. ● Being a life-long learner can prevent some health issues that often occur later in life.

Clyde CISD will:	● Create a district site-based committee composed of parents that will assist in planning, developing, evaluating, and revising support of school improvement plans. ● Hold regular meetings where the parent advisory board will seek input from families, community members, and educators. ● The district will coordinate and integrate parent and family engagement strategies with other federal, state, and local programs such as Head Start, Perkins IV, and McKinney-Vento. ● Distribute the PFE Policy to parents and the community by: ○ Posting on our district website and keeping it up-to-date ○ Having copies or a digital version available at all annual meetings ● Per request, provide the qualifications of a child's teacher ● Assist schools in the evaluation and revision of their PFE policy and school-parent compact ● Provide training to every district employee on the most effective PFE strategies ● Meet the Teacher ● Parent Teacher Conferences–Month of October, and year-round as needed ● Junior High Courses offered April 2026 ● Junior High Courses Offered Incoming 5th April 2026 ● High School Courses Offered: March 2026 Please fill out this survey to help us meet your needs for other training. Use the information to design evidence-based strategies for effective parental involvement activities. The data from the surveys and evaluations will be reviewed by the district site-based committee yearly.
Espanol	Haz cli aqui

Texas Education Agency

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
14	030-902		Jo Ann Gonzales, ESC 14 Consultant
District Name:		School Year	Date:
Clyde CISD		2025-2026	09/17/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	B. Wall	ESC Reviewer Signature	Jo Ann Gonzales
Date	9/19/2025	Date Review Complete	9/22/25

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	030-902	Clyde CISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To ensure that identified Priority for Service (PFS) migrant students in Clyde CISD receive interventions in order to succeed in school.	Clyde CISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	030-902	Clyde CISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	monthly	MEP Program Coordinator, ESC 14 MEP Staff	PFS Reports from TX-NGS
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before Sept. 30, 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Action Plan
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	030-902	Clyde CISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Reports from TX-NGS, Training & Materials, Email
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
14	030-902	Clyde CISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **The district's Title I, Part C Coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migratory education program activities.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Quarterly-Sept., Dec., Feb., April 2024	MEP Program Coordinator, ESC 14 MEP Staff	PFS Student Progress Review, Contact Log, PFS Services Received Report from TX-NGS
Additional Activities			
▪			

INTERLOCAL COOPERATION CONTRACT
BETWEEN
ANGELO STATE UNIVERSITY
AND
Clyde CISD
RELATING TO THE USE OF THE ANGELO STATE REGIONAL SECURITY OPERATIONS CENTER (RSOC) SERVICES

THIS INTERLOCAL COOPERATION CONTRACT is entered into by and between Clyde CISD (RSOC Client or Receiving Entity) and ANGELO STATE UNIVERSITY (ASU) (referred to individually as a "Party" and collectively as the "Parties"), pursuant to the authority granted and in compliance with the provisions of the Interlocal Cooperation Act, Texas Government Code, Chapter 791. This ILC is created to give effect to the intent and purpose of Chapter 2059, Texas Government Code, concerning Regional Network Security Centers, specifically sections 2059.201, 2059.202, 2059.203, 2059.204, and 2059.205 and authorizes RSOC Client to participate in the RSOC operated by ASU.

RSOC Client acknowledges and agrees that this ILC is with ASU and, therefore, RSOC Client does not have privity of contract with any ASU service provider(s). The RSOC shall use reasonable efforts to provide the services (the "Services") described in the Service Description.

SECTION I

CONTRACTING PARTIES

RSOC CLIENT: Clyde CISD

PERFORMING AGENCY: Angelo State University

ASU Contract No. ILC0011

SECTION II

STATEMENT OF SERVICES TO BE PERFORMED

2.1 Effect of ILC and General Process

Per Government Code Section 2059.204, the Department of Information Resources (DIR) and its university partner may include, but is not obligated to, provide the following security services through the RSOCs:

(a) real-time network security monitoring to detect and respond to network security events that may jeopardize this state and the residents of this state;
(b) alerts and guidance for defeating network security threats, including firewall configuration, installation, management, and monitoring, intelligence gathering, and protocol analysis;
(c) immediate response to counter network security activity that exposes this state and the residents of this state to risk, including complete intrusion detection system installation, management, and monitoring for participating entities;
(d) development, coordination, and execution of statewide cybersecurity operations to isolate, contain, and mitigate the impact of network security incidents for participating entities; and

(e) cybersecurity educational services.

This Interlocal Contract is between ASU and RSOC Client and does not replace or supersede any other contracts for services, such as those offered by DIR. The terms of relevant DIR Shared Services Contracts, where applicable, will apply to this ILC and will remain in full force and effect except as may be expressly modified by any amendment to the specific DIR Shared Services Contract. Such amendments will automatically apply to this ILC with no further action by the Parties.

SECTION III

RSOC CLIENT PARTICIPATION

3.1 RSOC Client Specific Requirements

RSOC Client shall notify ASU, in writing prior to execution of this ILC, of all RSOC Client-specific requirements ("RSOC Client-Specific Legal Requirements") that pertain to any part of RSOC Client's business that is supported by ASU under this ILC. The Parties intend that if the Parties agree such RSOC Client-Specific Requirements will be amended to this Interlocal Contract.. RSOC Client shall use commercially reasonable efforts to notify ASU, in writing, of any changes to RSOC Client-Specific Requirements that may, in any way, impact the performance, provision, receipt and use of Services. If necessary to facilitate ASU compliance, RSOC Client shall provide written interpretation to ASU of any RSOC Client-Specific Requirements. Should any Client-Specific Requirements that are amended after the execution of this ILC impede or otherwise impact the ability of ASU to perform the services provided for herein, ASU may terminate this ILC immediately without further obligation to the Client.

3.2 RSOC Responsibilities

The RSOC is responsible for:

(a) provide security monitoring tools;

(b) monitoring of security events;

(c) notification of security events that require follow-up; and

(d) reporting.

3.3 RSOC Client Responsibilities

Where appropriate, RSOC Client shall support the following:

(a) Software currency standards are established for the environment. RSOC Clients are expected to remediate applications in order to comply with the standards

(b) Ensure network connectivity and sufficient bandwidth to meet RSOC Client's needs

(c) Collaborate with the RSOC to establish and leverage standard, regular change windows to support changes to enterprise systems.

(d) Allocate appropriate resources to perform the installation and support of the RSOC tools to enable RSOC to provide the services.

(e) Coordinate with the RSOC to facilitate the uninterrupted collection of the data required for the RSOC to perform the services.

(f) Coordinate with the RSOC to act on planned and unplanned upgrades, maintenance, or other system changes within a mutually agreed upon timeframe.

(g) Engage with the RSOC to act on reported incidents within a mutually agreed upon timeframe.

(h) Provide a point of contact available to take immediate action on an RSOC reported incident or alert. Notify the RSOC immediately of any change to the point of contact or their contact information.

(i) The Client authorizes the RSOC to do the following without prior consent should the Client's point of contact be unavailable or unresponsive after attempted contact. (Please select an Option below.)

- Option 1
  - The RSOC shall isolate any host as needed to prevent spread and take action to stop threat.
- Option 2
  - The RSOC shall isolate any host as needed to prevent spread and take action to stop threat except for Critical Assets designated by the Client. The RSOC will only isolate a critical asset in instances of known malware/ransomware.

(j) RSOC Client has the duty to self-report any incidents to DIR.

(k) RSOC Client acknowledges that RSOC may share information about RSOC reported incidents or alerts with DIR, this does not eliminate RSOC Client's responsibility of self-reporting to DIR.

RSOC Client acknowledges that any failure on its part to follow the above recommendations, including but not limited to the failure of Client to timely respond to an alert or incident from the RSOC, may place its own data and operations at risk.

3.5 RSOC Client Equipment and Facilities

(a) Any use by ASU of RSOC Client Equipment and/or Facilities shall be limited to the purpose of fulfilling the requirements of this ILC. RSOC Client will retain ownership of RSOC Client Equipment.

(b) Should ASU RSOC deploy personnel to assist the RSOC Client on location, RSOC Client agrees to hold no harm.

3.6 Security

RSOC Client accepts the related potential risks and liabilities that are created by RSOC Client's failure to timely comply with the recommendations if it is determined by ASU and/or its service provider(s) in their sole discretion, such recommendations would have prevented an issue. ASU and/or service provider(s) accepts no responsibility for the risk or liability incurred due to a RSOC Client's decision to not follow ASU's recommendations. Additionally, failure to timely comply with security standards, policies, and procedures may lead to the suspension or termination of the availability of certain Applications and services. ASU will give the RSOC Client notification of non-compliance.

Client acknowledges that it must notify the RSOC prior to granting a third-party access to RSOC systems. Approval of the third-party's access will be at the discretion of the RSOC. RSOC Client can request that access to, and disclosure of, RSOC Client's data or information may be requested via written request and will be granted at the sole discretion of the RSOC.

RSOC Client agrees to comply with security recommendations. RSOC Client agrees to inform ASU as to any RSOC Client specific security considerations. RSOC Client acknowledges that any failure on its part to follow the above recommendations may place its own data and operations at risk.

SECTION IV

TERM AND TERMINATION OF CONTRACT AND SERVICES

4.1 Term and Termination of ILC

The term of this ILC shall commence upon start of services or execution of this ILC, whichever shall come earlier, and shall terminate upon mutual agreement of the Parties. This ILC is contingent on the continued appropriation of sufficient funds to pay the amounts specified in RSOC Client's Requests for Services, including the continued availability of sufficient relevant state funds if applicable. Continuation of the ILC is also contingent on the continued statutory authority of the Parties to contract for the Services. We recommend a minimum term of 6 months/1 year to be part of the program.

RSOC Client shall provide at least sixty (60) days' written notice to ASU prior to termination. If this ILC is terminated for any reason other than change in funding for RSOC program, lack of sufficient funds, lack of statutory authority, or material breach by ASU, RSOC Client shall pay ASU an amount sufficient to reimburse ASU for any termination charges and any termination assistance charges incurred as a result of such termination by RSOC Client.

4.2 Termination of Services

ASU may terminate this ILC by giving the Client sixty (60) calendar days written notice.

SECTION V

MISCELLANEOUS PROVISIONS

5.1. Discovery of Allegedly Illicit/Illegal Content

In conducting the services authorized by RSOC Client, RSOC may inadvertently uncover obscene, excessively violent, harassing, or otherwise objectionable material that may violate State or Federal law, including material that may infringe the intellectual property of a third party on RSOC Client devices or networks. RSOC shall notify highest level executive or other appropriate individual as deemed reasonable by the RSOC based on the circumstances of the existence of all such objectionable and/or potentially illicit material so that RSOC Client may deal with the objectionable and/or potentially illicit material as it deems appropriate.

If RSOC accesses child pornography, as defined in the Child Sexual Exploitation and Pornography Act, 18 U.S.C., Chapter 110, in conducting approved Services, RSOC shall report existence of such contraband to RSOC Client's highest-level executive or other appropriate individual as deemed reasonable by the RSOC based on the circumstances and an appropriate law enforcement agency.

If RSOC accesses information that they perceive as a serious threat to human life or safety in conducting the approved Services, RSOC shall report such threat to RSOC Client's highest-level executive or other appropriate individual as deemed reasonable by the RSOC based on the circumstances and an appropriate law enforcement agency.

5.2. Public Information Act Requests

Under Chapter 552, Texas Government Code (the Public Information Act), information held by ASU in connection with the RSOC is information collected, assembled, and maintained for ASU. If RSOC Client receives a Public Information Act request for information that RSOC Client possesses, RSOC Client shall respond to the request as it relates to the information held by RSOC Client. Responses to requests for confidential information shall be handled in accordance with the provisions of the Public Information Act relating to Attorney General Decisions. Neither Party is authorized to receive or respond to Public Information Act requests on behalf of the other, but both Parties agree to inform the other Party upon receipt and prior to responding to a Public Information Act Request related to this ILC or the services contemplated herein.

5.3. Confidential Information

Each Party shall maintain the confidentiality information to the same extent that and with the same degree of care used to protect their own confidential information. ASU acknowledges that RSOC Client may be legally prohibited from disclosing or allowing access to certain confidential data in its possession to any third party, including ASU.

ASU and RSOC Client shall determine whether:

(a) RSOC Client is subject to the Family Education Rights and Privacy Act of 1974 (FERPA) regulations at 34 Code of Federal Regulations Part 99;

(b) RSOC Client receives Federal tax returns or return information and must comply with the requirement of IRS Publication 1075 and Exhibit 7 to IRS Publication 1075; or

(c) if RSOC Client is subject to any other requirements specific to the provision of Services.

The Parties shall negotiate in good faith to determine the ability of and mechanisms for ASU to receive data or information protected by such regulations.

5.4. Ownership of Data

The RSOC Client will retain full ownership of the data the RSOC Client feeds to ASU as part of this Interlocal Contract including all right(s), title, and interest in or to the data. ASU is permitted to use the data as needed to perform services provided under this Interlocal Contract. In support of the mission and purpose of the RSOC, the RSOC Client further agrees to provide the RSOC with copies of any investigation or other internal review of any security incident, whether conducted by the RSOC Client or any third party acting on the RSOC Client's behalf. At termination of contract, ASU will destroy or redact all identifying data provided by RSOC Client within thirty (30) days of termination.

5.4.1 For purposes of this ILC, ASU hereby acknowledges its obligations to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), including but not limited to the obligation to maintain confidentiality of student education records. The District hereby designates ASU as a "School Official" as an outside service provider used by the RSOC

Client to perform institutional services, only to the extent that access to the records is required in order to carry out the obligations under this ILC. The Parties understand that any unauthorized disclosure of confidential student information is illegal as provided in FERPA and its implementing regulations. Disclosure of confidential student information received under this ILC to a third party is not authorized. Within thirty (30) days of the effective termination of this ILC, ASU shall return any confidential student information or records to RSOC Client lawfully obligated to maintain the confidentiality of such information or records.

5.5. Notification Information

Contact information for purposes of notification for each Party is set forth below.

RSOC Client's Primary Contact for contract

Name: Bryan Allen
Title: Superintendent
Address: 526 Shalimar Drive, Clyde, TX 79510
Telephone: 325-893-4222
Email: ballen@clydeisd.org

ASU's Primary Contact for contract

Name: Donald Topliff
Title: Provost & Vice President for Academic Affairs
Address: ASU Station #11008, San Angelo, TX 76909
Telephone: 325-942-2165
Email: donald.topliff@angelo.edu

5.6. Binding Effect

The Parties hereto bind themselves to the faithful performance of their respective obligations under this ILC.

5.7. Amendments

This ILC may not be amended except by written document signed by the Parties hereto or as specified within this ILC or the attachment being amended.

5.8. Conflicts between Agreements

If the terms of this Interlocal Contract conflict with the terms of any other contract between the Parties, the most recent contract shall prevail.

5.9. Responsibilities of the Parties

The Parties shall comply with all federal, state, and local laws; statutes; ordinances; rules and regulations; and with the orders and decrees of any courts or administrative bodies or tribunals in any manner affecting the performance of the ILC. The parties do not intend to create a joint venture. Each Party acknowledges it is not an agent, servant or employee of the other. Each Party is responsible for its own acts and deeds and for those of its agents, servants and employees. Notwithstanding the foregoing, ASU will cooperate with RSOC Client in all reasonable respects to resolve any issues pertaining to federal funding in connection with this ILC. RSOC Client shall comply with all policies, procedures, and processes as provided by ASU.

In the event RSOC Client actions, failure to perform certain responsibilities, or Request for Services result in financial costs to ASU, including interest accrued, those costs shall be the responsibility of RSOC Client. ASU and RSOC Client shall coordinate and plan for situations where conflicts, failure to perform or meet timely deadlines, or competition for resources may occur during the term of this contract.

5.10. Audit Rights of the State Auditor's Office

In accordance with Section 2262.154, Texas Government Code and other applicable law, the Parties acknowledge and agree that:

(a) the state auditor, the Parties' internal auditors, and if applicable, the Office of Inspector General of RSOC Client or their designees may conduct audits or investigations of any entity receiving funds from the state directly under this Interlocal Contract or indirectly through a subcontract under the Contracts;

(b) that the acceptance of funds directly through this Interlocal Contract or indirectly through a subcontractor under the Contract acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, the Parties' internal auditors, and if applicable, the Office of Inspector General of RSOC Client or their designees to conduct audits or investigations in connection with those funds; and

(c) that the Parties shall provide such auditors or inspectors with access to any information considered relevant by such auditors or inspectors to their investigations or audits.

5.11. General Terms

Except as expressly provided herein, no provision of this ILC will constitute or be construed as a waiver of any of the privileges, rights, defenses, remedies or immunities available to RSOC Client. The failure to enforce or any delay in the enforcement of any privileges, rights, defenses, remedies, or immunities available to RSOC Client by law will not constitute a waiver of said privileges, rights, defenses, remedies, or immunities or be considered as a basis for estoppel. Except as expressly provided herein, RSOC Client does not waive any privileges, rights, defenses, remedies or immunities available to RSOC Client.

This Interlocal Contract will be construed and governed by the laws of the State of Texas. Venue for any action relating to this Interlocal Contract is in Texas state courts in San Angelo, Tom Green County, Texas, or, with respect to any matter in which the federal courts have exclusive jurisdiction, the federal courts for Tom Green County, Texas. If one or more provisions of this ILC, or the application of any provision to any Party or circumstance, is held invalid, unenforceable, or illegal in any respect, the remainder of this ILC and the application of the provision to other Parties or circumstances will remain valid and in full force and effect.

5.12. Liability

ASU is not responsible to defend, indemnify, or hold RSOC Client harmless for or against any actions, claims, or complaints, whether formal or informal, actual, or threatened, arising from the failure to act by indemnitor (including, without limitation, negligent or willful misconduct).

RSOC Client is not responsible to defend, indemnify, or hold ASU harmless for or against any actions, claims, or complaints, whether formal or informal, actual, or threatened, arising

from the failure to act by indemnitor (including, without limitation, negligent or willful misconduct).

The RSOC Client understands that, while RSOC services will likely improve and support the cybersecurity posture of the RSOC Client, there is no guarantee provided or asserted in any way that this service can or will block all attacks or prevent all breaches. In the event of a successful attack and or breach, the RSOC Client understands that based on many factors, including system settings, user behaviors, log and other information availability, etc. it may not be possible to stop, or identify the source of, a compromise or breach. Furthermore, through this service, it may not be possible to determine the precise number of records affected in the event of a breach.

5.13. Signatory Warranty

Each signatory warrants requisite authority to execute the ILC on behalf of the entity represented.

SECTION VI

CERTIFICATIONS

The undersigned Parties hereby certify that:

(a) the matters specified above are necessary and essential for activities that are properly within the statutory functions and programs of the affected agencies of State Government;

(b) this ILC serves the interest of efficient and economical administration of State Government; and

(c) the Services, supplies or materials in this ILC are not required by Section 21, Article 16 of the Constitution of Texas to be supplied under contract given to the lowest responsible bidder.

IN WITNESS WHEREOF, the Parties have signed this ILC effective on date of last signature below.

RECEIVING ENTITY: Clyde CISD

By:
Printed Name:
Title:
Date:
Indicate Option 1 or 2 from section 3.3.i:
Signature:

PERFORMING AGENCY: ANGELO STATE UNIVERSITY

By:
Printed Name:
Title:
Date:
Signature:

JONES COUNTY
APPRAISAL DISTRICT

Jones County Appraisal District
P: (325) 823-2422
1137 E Court Plaza
PO Box 348
Anson, TX 79501

September 11, 2025

Dear Taxing Entity:

It is time to start the reorganization process for the Board of Directors of the Jones County Appraisal District. Each entity with voting entitlement will be allotted a number of votes based on their tax levy in Jones County. These votes will be cast on candidates nominated by the taxing entities. I have enclosed a copy of the voting split spreadsheet which is based on 6 directorships to be filled. Please refer to this spreadsheet to determine the number of votes allotted for your entity.

The members currently serving on the Board of Directors are Dale Spurgin, Tucker Teague, Jim Astin, Jim Bailey, Eugene Griffith, and Pete Klein. Their terms expire December 31, 2025. All of these current members are willing to serve again **with the exception of Pete Klein. Please find enclosed a nomination sheet along with a sheet on which you may list up to 6 candidates to represent your entity. This must be filled out and received back in the Appraisal District office by October 17, 2025.** You will then be sent a ballot by **October 30, 2025** reflecting the names of all the nominees. You may cast all your votes on one (1) candidate or distribute them among several candidates. I must receive this ballot back in my office by **December 12, 2025**. The 6 candidates who receive the largest cumulative votes will serve a 2-year term on the Board of Directors beginning **January 1, 2026**. You will be notified of these results by **December 30, 2025**.

I have enclosed a timeline and a copy of Sec.6.03 from the Property Tax Code for your reference. I have highlighted the portion that states the eligibility requirements for serving on this board. Please be sure your candidate(s) meet these requirements before nominating them. **Remember, your nominations are due by October 17, 2025.**

If you have any questions, please do not hesitate to ask. My contact information is listed above.

Sincerely,

Tammy Smith, RPA, RTA, CCA, CTA
Chief Appraiser, Jones CAD

JONES COUNTY
APPRAISAL DISTRICT

Jones County Appraisal District
P: (325) 823-2422
1137 E Court Plaza
PO Box 348
Anson, TX 79501

BOARD OF DIRECTORS

Six Board of Directors appointed by taxing entities

January 1 of even-number years

Before

September 11 – Chief Appraiser will notify entities of nominations for Jones CAD Board of Directors

October 17 – Entities submit nomination names to Chief Appraiser

October 30 - Chief Appraiser prepares ballots

December 12 - entities submit resolution of votes to Chief Appraiser

December 31 – Chief Appraiser submit results to entities and candidates

Sec. 6.03. Board of Directors. [Effective until approval by the voters of H.J.R. 2, 88th Leg., 2nd C.S.]

(a) The appraisal district is governed by a board of directors. Five directors are appointed by the taxing units that participate in the district as provided by this section. If the county assessor-collector is not appointed to the board, the county assessor-collector serves as a nonvoting director. The county assessor-collector is ineligible to serve if the board enters into a contract under Section 6.05(b) or if the commissioners court of the county enters into a contract under Section 6.24(b). To be eligible to serve on the board of directors, an individual other than a county assessor-collector

serving as a nonvoting director must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes office. An individual who is otherwise eligible to serve on the board is not ineligible because of membership on the governing body of a taxing unit. An employee of a taxing unit that participates in the district is not eligible to serve on the board unless the individual is also a member of the governing body or an elected official of a taxing unit that participates in the district.

Entity	2024 Freeze Adjusted Taxable Value	2024 Tax Rate	2024 Taxes Before Ceiling Tax	2024 Total Ceiling Tax	2024 Levy	Votes	Entitlement
CAB	$54,262,750	0.760700%	$412,777	$69,834	$482,611	24	146
CAN	$117,567,500	0.978540%	$1,150,445		$1,150,445	58	349
CHM	$82,191,310	0.852647%	$700,802		$700,802	35	213
CHW	$42,814,430	0.378655%	$162,119		$162,119	8	49
CLU	$8,044,940	0.430874%	$34,664		$34,664	2	11
CST	$118,115,080	0.928083%	$1,096,206		$1,096,206	55	332
GJO	$1,059,603,358	0.558096%	$5,913,604	$846,070	$6,759,674	342	2050
SAB	$78,063,800	0.992400%	$774,705	$27,098	$801,803	41	243
SAN	$302,549,738	0.920200%	$2,784,063	$34,060	$2,818,123	142	855
SCL	$27,823,936	0.905100%	$251,834	$8,650	$260,484	13	79
SHM	$94,412,062	0.950500%	$897,387	$10,837	$908,224	46	275
SHW	$224,063,378	0.980200%	$2,196,269	$79,653	$2,275,922	115	690
SLU	$67,261,018	0.888000%	$597,278	$4,295	$601,573	30	182
SME	$51,650,452	0.849700%	$438,874	$24,808	$463,682	23	141
SPC	$4,324,400	0.869200%	$37,588	$2,310	$39,898	2	12
SRO	$1,855,700	1.042500%	$19,346		$19,346	1	6
SST	$101,861,700	1.063000%	$1,082,790	$14,086	$1,096,876	55	333
STR	$11,597,078	0.970300%	$112,526	$2,296	$114,822	6	35
					$19,787,273		

JONES COUNTY
APPRAISAL DISTRICT

Jones County Appraisal District
P: (325) 823-2422
1137 E Court Plaza
PO Box 348
Anson, TX 79501

Board of Directors 2026-2027 Nominations, Jones County Appraisal District

Each voting taxing entity may nominate from 1 to 6 people to fill the 6 places on the board of directors. You may nominate anyone who meets the requirements to serve. If you have any questions, please contact this office at the number listed above.

Please make your nomination(s) at the bottom of this page and return to the Appraisal District by October 17, 2025. I will then mail a ballot by October 30, 2025 reflecting the candidates and the number of votes allotted to your taxing entity.

Thank You,

Tammy Smith, RPA, RTA, CCA, CTA
Chief Appraiser

The voting taxing entity, **Clyde ISD,** nominates the following:

1. Dale Spurgin
2. Tucker Teague
3. Jim Astin
4. Jim Bailey
5. Eugene Griffith
6. _____

By W All
Signed

Superintendent- for the Board of Trustees
Title

October 20, 2025
Date

CENTRAL APPRAISAL DISTRICT OF TAYLOR COUNTY

BOARD OF DIRECTORS
CECIL DAVIS, Chair
KENT LEFEVRE, Vice Chair
JOHN STEARNS, Secretary
JESSICA CANTU
BOB BENHAM
LARRY BELL
DOWNING BOLES, JR.
BO DUNAGIN
KAY MIDDLETON, Assessor-Collector

ADMINISTRATION
GARY EARNEST, CEO
ALLISON PERKINS, CFO
PATRICK CARROLL, COO
BROOKE HOWARD, CAO
GEORGE KING, CIO

September 24, 2025

Clyde CISD
Mr. Bryan Allen, Superintendent
526 Shalimar Dr.
Clyde, TX 79510-3425

Your taxing unit participates in selecting members of the Taylor County Appraisal District Board of Directors (the Board). The Board comprises five members representing the interests of entities with property value within the boundaries of Taylor County. This document outlines the procedures for selecting directors for a term that commences on January 1, 2026.

Your tax unit may nominate one or more candidates for the Board's directorship. For the past year, the following member represented your taxing entity on the Appraisal District Board of Directors:

- Your current representative, **Cecil Davis**, a retired school superintendent, is willing to run for re-election. The renewal of your current representative will bring experience and stability to the Board.

Please nominate **by resolution**, adopted by your governing body in regular session, a candidate for the Board of Directors and return to me via email, fax, or mail.

As state law requires, the taxing unit must submit the nominee's name to the chief appraiser of the Taylor County Appraisal District before October 15, 2025.

Sincerely yours,

Gary Earnest, RPA, RTA, CTA, CCA
Chief Executive Officer
PO Box 1800, Abilene, TX 79604
earnest@cadtx.org
Phone: (325) 676-9381 ex 124

Encl.: Eligibility Requirements, Selection Procedures, Resolution, and Voting Allocation

Eligibility Requirements

An individual must satisfy specific residency, employment, and conflict-of-interest requirements to be eligible to serve on the Board of Directors:

- **Residency:** The candidate must be a resident of Taylor County and have resided in the county for at least two years immediately preceding the date they take office. The appraisal district's boundaries are the same as those for Taylor County.

- **Employment:** An individual is *ineligible* to serve on an appraisal district board of directors if the individual has engaged in the business of appraising property for compensation for use in proceedings under this title or of representing property owners for compensation in proceedings under this title in the appraisal district at any time during the preceding five years.

- **Conflict-of-interest:** A candidate may not serve if the candidate is related to a person in the business of appraising property or representing property owners for a fee in proceedings in the appraisal district. Relatives are barred within the second degree by consanguinity (blood) or affinity (marriage). These persons include spouse, children, brothers, and sisters; parents, grandparents, and grandchildren. The spouse's relatives in the same degree are included.

  The appraisal district may not employ anyone related to an appraisal district director within the second degree by affinity or the third degree of consanguinity. This provision applies to existing employees when the director takes office and to employees hired during the director's term.

- **Delinquent taxes:** Texas law makes a person ineligible to serve as an appraisal district director if they have delinquent property taxes owing to any taxing unit 60 days after the person knew or should have known of the delinquency.

Selection Procedures

The procedures and timeline for selecting members of the Board of Directors:

- **Nomination**
  Each taxing entity has the right to nominate a candidate for the Board. The governing body must adopt a resolution designating the candidate by formal action and submit the nominee's name to the chief appraiser of the Taylor County Appraisal District before **OCTOBER 15**.

- **Election**
  Before **November 1,** the chief appraiser will prepare a ballot listing the nominees alphabetically. The chief appraiser will deliver a copy of the ballot to each taxing unit.

  Before **December 15,** each taxing unit must vote for a nominee, formally adopt a resolution naming the person for whom it votes, and submit a certified copy to the chief appraiser. Ballots received by the chief appraiser after December 15 may not be counted.

  Before **December 20,** the chief appraiser will count the votes, declare the results, and notify the winner, the nominees, and the managers of the taxing entity. A tie vote will be resolved by a method of chance chosen by the chief appraiser.

CENTRAL APPRAISAL DISTRICT OF TAYLOR COUNTY

2025 VOTING ALLOCATIONS

TAX UNIT	2024 LEVY IN TAYLOR	PERCENT OF LEVY	VOTES PER TAX UNIT
TAYLOR COUNTY	72,792,416.03	27.69%	**1385**
CITY OF ABILENE	71,154,968.39	27.07%	**1354**
CITY OF BUFFALO GAP	208,068.89	0.08%	**4**
CITY OF LAWN	44,402.31	0.02%	**1**
CITY OF MERKEL	846,721.33	0.32%	**16**
CITY OF TRENT	20,376.91	0.01%	**0**
CITY OF TUSCOLA	218,165.78	0.08%	**4**
CITY OF TYE	716,147.69	0.27%	**14**
AISD	58,683,575.63	22.33%	**1116**
EULA ISD	6,149,532.63	2.34%	**117**
JIM NED CISD	9,360,976.50	3.56%	**178**
MERKEL ISD	4,943,902.61	1.88%	**94**
TRENT ISD	2,502,762.84	0.95%	**48**
WYLIE ISD	33,730,920.96	12.83%	**642**
BLACKWELL ISD	1,027,070.64	0.39%	**20**
CLYDE ISD	334,327.56	0.13%	**6**
WINTERS ISD	111,510.91	0.04%	**2**
TOTAL =	**$262,845,847.61**	**100.00%**	**5000**

RESOLUTION NO. _____

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT NOMINATING A CANDIDATE FOR A POSITION ON THE BOARD OF DIRECTORS OF THE TAYLOR COUNTY APPRAISAL DISTRICT

WHEREAS, the governing body within the Taylor County Appraisal District has the right and responsibility to elect a person to the board of directors of the Taylor County Appraisal District;

AND WHEREAS, this governing body desires to exercise its right to nominate a candidate for such position on said board of directors;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT:

SECTION 1: the facts and recitations outlined in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

SECTION 2: CECIL DAVIS is hereby nominated as a candidate for a position on the Taylor County Appraisal District board to be filled for a three-year term of office commencing on January 1, 2026.

SECTION 3: the presiding officer of the governing body of this taxing unit is hereby authorized and directed to deliver or cause to be delivered a certified copy of this resolution to the chief appraiser of the Taylor County Appraisal District before October 15, 2025.

PASSED AND APPROVED THIS THE 20th DAY OF October ,2025.

_____
PRESIDENT, BOARD OF TRUSTEES

ATTEST:

Bethany Powell
_____
SECRETARY, BOARD OF TRUSTEES