

## Regular Meeting

Monday, August 8, 2022 5:30 PM

L.F. Raynes Education, 400 West Lewis St., Crandall, TX 75114

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

### 2. Closed Session

#### 2.A. Personnel (Texas Government Code § 551.074)

2.A. Discuss hiring, resignations, terminations, and reassignments.

### 3. Open Session

### 4. Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors

### 5. Public Participation

### 6. Consent Items

6.A. Consider approval of the minutes of previous meetings. **Presenter:** Jennifer Johnson

6.B. Compensation Plan **Presenter:** Dr. Holly Keown

6.C. Elementary Grading Guidelines **Presenter:** Dr. Carri Eddy

6.D. Waiver for 7th Grade Reading Assessment **Presenter:** Dr. Anjanette Murry

### 7. Information Items

7.A. Construction Update **Presenter:** Scott Stewart

7.B. DAEP Program Update **Presenter:** Dr. Crystal Bush

7.C. Back to School Overview **Presenter:** Chris Moore

7.D. Athletic Program Review **Presenter:** Kyle Hardin

### 8. Action Items

8.A. Policy Update **Presenter:** Christy Starrett

### 9. Financial Report

### 10. Adjournment

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Board Secretary



## **Crandall Independent School District Board of Trustees**

**Board Meeting Date:** August 8, 2022

**Agenda Item:** Minutes from July 18, 2022

**Agenda Section:** Consent

**Administrator Responsible:** Jennifer Johnson

**Summary/Background Information:** Minutes recorded on Monday, July 18, 2022, Regular Board Meeting.

**Administrative Recommendation:** Administration recommends approval of minutes listed above.

**Minutes of Regular Meeting  
The Board of Trustees Crandall ISD**

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A Regular Meeting of the Board of Trustees of Crandall ISD was held Monday, July 18, 2022, beginning at 5:30 PM in the Board Room, L.F. Raynes Education Center, 400 W. Lewis St., Crandall.

**CALL TO ORDER AND DECLARATION OF QUORUM**

Board Members Present: Rick Harrell, Jennifer Hiser, Dr. Sharon Long, Stacie Warren, Ryan Eskridge, Mike Wood (via Zoom) (absent from 7:08 until 7:17 pm) , Amy Barber (via Zoom) (absent from 7:08 – 7:21pm)

**CLOSED SESSION TIME: 5:32 PM ended 7:02**

Personnel (Texas Government Code Section 551.074)

**OPEN SESSION: 7:08 PM**

Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors

Staff Members Present: Holly Keown, AJ Murry, Christy Starrett, Carri Eddy, Mike White, Chris Moore, Scott Stewart, Jennifer Johnson

**PUBLIC PARTICIPATION**

There was one public participant.

Adam Holden introduced himself as the Crandall City Council member assigned as the CISD liaison.

**CONSENT ITEMS**

The following consent items were reviewed.

Minutes of June 15, 2022

Consider approval of the minutes of previous meetings.

TEAL Designee

Administration recommends the approval of Dr. Murry as TEAL Designee for approving staff requests from July 18, 2022 to December 31, 2022.

AlphaBEST Afterschool Childcare Contract

Administration recommends approval of the AlphaBest afterschool childcare contract.

RFP #2207-01 Grounds Maintenance

It is recommended that RFP #2207-01 Grounds Maintenance for the period beginning August 1, 2022 through July 31, 2024 with the option of one two-year auto-renewal to be extended through July 31, 2026 be awarded to R & P Hunt Brothers, Inc.

Middle School T-Shirt Donation

Administration recommends approval of the donation from WRA and Gallagher to pay for shirts for Crandall Middle School staff in honor of the opening of their new building.

#### Resolution of Extracurricular Status for 4-H Organization

Administration requests approval of the Resolution of Extracurricular Status of the 4-H organization.

#### Elementary School #6 and Multi-Purpose Building Addition

Administration recommends the approval of Elementary #6 and the multi-purpose building addition to begin construction in August 2022.

Motion was made by Jennifer Hiser and seconded by Ryan Eskridge to approve consent items.  
Motion passed 5-0.

\*Board moves Action Item, Personnel Approval up to accommodate visitors.

#### New Personnel

Presenter: Chris Moore

Administration recommends the approval of the applicants as presented.

David Banks is being recommended for employment as the Director of Network Services.

Corey Blackburn is joining Crandall ISD as the Executive Director of Construction Services.

Justin Thompson is being recommended to be the Assistant Principal of CMS.

Amos Williams is being recommended to be the Assistant Principal of Dietz Elementary.

Motion was made by Jennifer Hiser and seconded by Ryan Eskridge to approve all hires.  
Motion passed 7-0.

Board took a quick break to shake hands and take photos of new hires.

### **INFORMATION ITEMS**

#### Construction Update

Presenter: Scott Stewart

Notes: Mr. Stewart presented the monthly update on CISD Construction projects. The new CMS building is very close to completion. Staff are moving in, and the finishing touches are being made.

#### CISD Security Update

Presenter: Keith Chapman

Notes: Mr. Chapman presented information on the ongoing initiative and status of the district security program to ensure the Board and members of the community are aware of the commitment that has been made by CISD staff to provide our students a safe place for learning.

Previously, the Board approved hiring more police officers. Because of that CISD will be able to have an officer at each campus.

The Board asked what the district is doing to address deficiencies in security. Mr. Chapman addressed how those are being addressed.

The question was also asked about the possibility of having a K-9 unit. Mr. Chapman felt having a K-9 contract that visits more often could be a benefit, but it may not be time to bring one on full-time due to our current size.

#### Policy Update

Presenter: Christy Starrett

Notes: Policy DEC (Local) houses all the leave options available for CISD staff members. CISD administration proposes adding Bereavement Leave for situations involving immediate family members.

Employees could be granted 3 days of bereavement leave upon the death of a member of the employee's immediate family with no loss of pay or other paid leave. Days would be granted on an annual basis and documentation of the event.

#### New Middle School Update

Presenter: Amy McAfee

Notes: Systems and procedures for the new middle school campus were presented. There is a Parent 411/Schedule Pick-up Night scheduled for Aug. 12<sup>th</sup> 4:30 – 6 pm 7<sup>th</sup> grade and 6-7:30 pm for 8<sup>th</sup> grade. Families will receive important campus info and pick up schedules in a scavenger hunt type event. Traffic arrival and dismissal procedures will be shown to parents. There is a Community Open House scheduled for Saturday, Aug. 13<sup>th</sup> 9 – 11:00 am.

The Board recommends that there is a lot of help directing traffic at the very start of school for CMS to help everyone get used to the new location.

#### Elementary Grading Guidelines

Presenter: Dr. Carri Eddy

Notes: Elementary staff members were given the opportunity to provide input about Elementary grading guidelines. A committee of about 16 teachers met in the spring and recommend changes. The biggest change recommends that only the first grading period (first six weeks) in 1<sup>st</sup> grade be objective-based grading scale, then move to numerical grades for the remainder of the year. A committee will be created in the fall to look at Secondary Grading Guidelines for the 2023-2024 school year.

### **ACTION ITEMS**

New Personnel \*Board President moved New Personnel up to accommodate visitors.

Presenter: Chris Moore

Administration recommends the approval of the applicants as presented.

Motion was made by Jennifer Hiser and seconded by Ryan Eskridge. Motion passed 7-0.

### Board Officer Elections

Presenter: Rick Harrell

Board conducts officer elections per TASB policy.

Dr. Sharon Long nominated Rick Harrell for Board President. Mr. Harrell consented to this nomination. There were no other nominees.

Ryan Eskridge nominated Dr. Sharon Long for Vice-President. Dr. Long consented to this nomination. There were no other nominees for Vice President.

Stacie Warren nominated Jennifer Hiser for Secretary. Ms. Hiser consented to this nomination. There were no other nominees.

President Rick Harrell announced that, based on nominations, he will continue to be President, Dr. Sharon Long is vice-president and Jennifer Hiser is the secretary.

### Student Code of Conduct

Presenter: Dr. Holly Keown

Administration seeks approval to post the final draft 2022-23 Student Code of Conduct for Crandall ISD.

Motion was made by Dr. Sharon Long and seconded by Ryan Eskridge. Motion passed 7-0.

### Student Handbook

Presenter: Dr. Holly Keown

Administration recommends approval of the 2022-2023 Student Handbook. Dr. Keown reviewed page numbers where changes were made from the 2021-2022 handbook.

Motion was made by Jennifer Hiser and seconded by Dr. Sharon Long. Motion passed 7-0.

The following 3 items originally scheduled as Action Items have been tabled.

Consider and take possible action to approve the purchase of real property consisting of approximately 2.488 acres of improved property identified as Kaufman Central Appraisal District Property ID No. 15984, located at 100 County Road 4107, Crandall, Texas 75114, including adoption of a resolution.

Presenter: Mike White

Administration seeks approval of the property purchase and attached Resolution as presented.

Consider and take action to declare surplus and authorize the exchange of real property with an abutting property owner, consisting of approximately 10,000 square feet west of W.A. Martin Elementary School in exchange for approximately 1.1 acres of real property west and south of W.A. Martin Elementary, including adoption of a resolution

Presenter: Mike White

Administration seeks approval of the property exchange and attached Resolution as presented.

Consider and take action to declare surplus and authorize the donation of real property to the City of Crandall, consisting of approximately sixty foot wide right-of-way, south of W.A. Martin Elementary

School in consideration for the City constructing an access road between Trinity Road and the future Eagle Crest Parkway, including adoption of a resolution.

Presenter: Mike White

Administration seeks approval of the donation of the surplus property to the city as presented.

Motion was made by Ryan and seconded by Jennifer to table the 3 Action items. Motion passed 7-0.

### **MONTHLY FINANCIALS**

Presenter: Mike White

Notes: Mike White reviews the following:

- Statement of Revenues, Expenditures, and Changes in Fund Balance
- Tax Collection Report
- Monthly Investment Report

Mike White also addressed the Retention Stipend update.

693 members were eligible for the retention stipend:

121 staff members did not receive the funds (did not sign or left the district)

572 staff members received stipend

- 42 of those left and the stipend was taken back.

Ryan Eskridge makes a motion to adjourn.

**ADJOURNMENT TIME: 8:47 PM**

Approved as submitted on August 8, 2022.

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Rick Harrell, President

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Jennifer Hiser, Secretary



# Crandall Independent School District Board of Trustees

<b>Board Meeting Date:</b>	August 8, 2022
<b>Agenda Item:</b>	Compensation Plan
<b>Agenda Section:</b>	Consent
<b>Administrator Responsible:</b>	Dr. Holly Keown

**Summary/Background Information:** We offer creative hiring options in Crandall ISD to cover our open positions. We are utilizing our employees who are in the Grow Your Own Program funded with local funds to reimburse the cost of Texas A & M University-Commerce to serve as a Teacher Apprentice. We have five current students who are being reimbursed with TCLAS funds provided by TEA who will become a Teacher Apprentice. Our third option will assist graduates from high school or with an Associate's degree to serve as a Teacher Apprentice with the requirement of taking college coursework through Texas A & M University-Commerce or any local university. We will work with each group to prepare their futures as certified teachers in Crandall ISD.

**Administrative Recommendation:** Administration recommends accepting the changes in the compensation plan for the 2022-2023 school year.



# Crandall Independent School District Board of Trustees

**Board Meeting Date:** August 8, 2022

**Agenda Item:** Elementary Grading Guideline Updates

**Agenda Section:** Consent

**Administrator Responsible:** Dr. Carri Eddy

**Summary/Background Information:** Elementary Grading Guidelines recommended by the committee.

**Administrative Recommendation:** Administration seeks approval of the suggested Elementary Grading Guidelines as presented.

## **Consent:**

Elementary Grading Guideline Update



## **Presenter:**

Carri Eddy Ed.D.

## **Proposal:**

1st grade will use the objective-based grading scale for the 1st six weeks of the school year and then will move to numerical grades.

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# **Crandall ISD**

## **Instructional Philosophy, Assessment and Grading Handbook For Elementary Schools**

**Revised June 2022**

The Crandall Independent School District does not discriminate on the basis of race, color, gender, age, national origin, religion, orientation, or disability in matters affecting employment or in providing access to programs. Inquiries related to the policies of the Crandall ISD should be directed to the Chief of Staff.

# **CRANDALL INDEPENDENT SCHOOL DISTRICT**

## **DISTRICT GOALS**

- Offer strong educational programs by equipping staff and students with tools and support to prepare each Crandall ISD student to be a lifelong learner and productive citizen.
- Train, support and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem-solving.
- Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.
- Foster respectful, compassionate, and honest communication between staff, students, parents, and the community to unify our school district.
- Allocate funds to develop all students to achieve the Crandall ISD Learner Profile.

## **MISSION STATEMENT**

Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

## **VISION STATEMENT**

To empower each student to positively impact the world.

## **VALUES**

Character, Compassion, and Community

## **General Information**

### **State and Local Curriculum**

#### **State Curriculum**

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon these State curriculum frameworks and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of the local curriculum. A full list of TEKS can be found at [Texas Essential Knowledge and Skills](#)

#### **Local Curriculum (CISD EG Local)**

The Board expects that learning shall be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District, state law, and State Board of Education rules. The curriculum shall emphasize reading at grade level and mastery of the basic skills of writing and mathematics. Curriculum objectives shall be derived from state and national assessments. The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the District. Board policy can be found at [Index - Policy On Line - Crandall ISD](#)

#### **Instructional Practices**

Instructional strategies and practices to ensure student success is based upon district philosophy and campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency statewide standards, the Texas Essential Knowledge and Skills (TEKS), and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. (CISD EIA Local)

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered.

**Academic Practice:** When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered Academic Practice. The purpose of Academic Practice is not to evaluate a student's final achievement on a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Academic Practice could consist of many different types of assessments including, but not limited to:

- Quizzes
- Notebooks
- Lab Reports
- Computer Activities
- Informal observations
- Learning Centers/Stations
- Vocabulary Assignments
- Oral Assessments
- Journals
- Writing Processes
- Homework
- Portfolios
- CBAs

**Academic Achievement:** After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills. Any work done at that point is considered Academic Achievement. The purpose of Academic Achievement is to evaluate how well a student has learned the material. Some student work for Academic Achievement may take place outside of the classroom. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Chapter Tests
- Research Projects
- Presentations
- Portfolios
- Special Projects (science fair)
- Book Reports
- Performance
- Writing (essays/term papers)
- Quizzes
- Compositions

### **Recording of Grades**

All grades taken on Academic Practice and Achievement shall be submitted in the electronic grade book within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

### **Homework for Elementary Grades**

- In the primary grades (K-1), **if a teacher recognizes the need to assign homework, it** should consist of a limited number of independent exercises to *reinforce previously taught basic skills*.
- In the upper grades (2-6), **if a teacher recognizes the need to assign homework, it** should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should be designed to *build independent*

*study habits.*

- For all grades (K-6), each student is expected to read (or be read to) for a minimum of 20 minutes each night, **and document their reading on an assigned reading log.** This minimum may increase with each grade level. (log)

## **Percentages of Grade Categories and Minimum Number of Graded**

### **Assignments Minimum Number of Grades:**

At campuses serving grades **1-2-6**, a student's six-week grade shall consist of two-thirds daily and homework grades and one-third assessment grades. **1st grade will use the objective-based grading scale for the 1st six weeks of the school year and then will move to numerical grades.**

A minimum of one daily grade per week in a six weeks shall be required for the six-week reporting period for the following subjects: **language arts, spelling, reading collectively**, and mathematics. In addition to these daily grades, two assessments\* will be given each six weeks. A minimum of four grades shall be required for the six-week reporting period for social studies, science, physical education, art, music, and citizenship.

The campus principal may adjust the number of required grades if extenuating circumstances occur.

\*An assessment may consist of a unit test, major project, presentation, or essay.

In grades **1-2-6**, numeric grades shall be given for all core subjects. **1st grade will use the objective-based grading scale for the 1st six weeks of the school year and then will move to numerical grades.** Letter grades shall be given in physical education, art, music, and citizenship as outlined below:

90-100	E	Excellent
80-89	S	Satisfactory
70-79	N	Needs Improvement
60-69	U	Unsatisfactory

## **Grading Scales**

**Grades PK:** Developmental Checklists will document students' current level of proficiency at least two times per year.

**Grades K-1** (**1st grade will use the objective-based grading scale for the 1st six weeks of the school year and then will move to numerical grades**): Objective-based: Instructional reading levels as well as an objective-based report card will be utilized for reading, language arts, math, science, and social studies. Progress will be reported through a 1-4 scale.

**4: Highly developed.** Demonstrated exemplary understanding and application of skills. Is working independently after initial instruction. **The student has fully mastered the skill.**

**3: Developed.** Demonstrated proficient understanding and applies skills independently by the end of the six weeks. **A student is able to complete independently.**

**2: Demonstrates initial stages of understanding.** Applies skills but requires teacher intervention. **We are working on it together.**

**1: Not apparent at this time.** Demonstrated lack of understanding. Inability to accomplish grade-level tasks. Reteaching is consistently required. **A student is not able to demonstrate.**

## **Grades 12-6 (1st grade will move to numerical grades after the 1st six weeks)**

Grades may be calculated on Academic Practice and Achievement in one of the following methods:

**Numerical grades:** A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A = 90-100 (Excellent)

B = 80-89 (Good)

C = 70-79 (Satisfactory)

F = Below 70 (Failing)

### **Transfer-In Grade Equivalents:**

A+ = 100, A = 95, A- = 90

B+ = 88, B = 85, B- = 80

C+ = 79, C = 77, C- = 75

D+ = 74, D = 72, D- = 70

F = 69

### **Late Assignments/Late Work:**

The Late Assignment/Late Work penalties apply only to students who are in attendance, but fail to turn work in on time.

Grades PreK-1st:

No work is considered late if submitted within a six-week grading period.

Grades 2-6:

Work that is submitted as Academic Practice must be accepted up to 2 days after the due date without a reduction in grade. After 2 days, a penalty may be assessed. Teachers within the same subject area or course must set the same timeframe and penalty for late work. Academic Practice work will not be accepted after the Academic Achievement date. The penalty will be determined by the teachers within the same course level. Extenuating circumstances will be considered for late Achievement and Practice grades for all courses and grade levels (please refer to your teacher).

### **Retest/Reassessment:**

**One reassessment opportunity** must be offered to allow a student another chance to show mastery on an exam. After reteaching occurs (if needed), the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher should make every effort to allow the student to be reassessed as soon as possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next exam.

~~Only one reassessment may be taken per test grade. If the reassessment is administered, the higher grade must replace the lower one. Reassessment shall be optional on the part of the student.~~

If 50% or more of the students in an individual class fail to demonstrate mastery, the teacher will reteach and reassess all students during class time. The higher of the two grades will be recorded in the grade book.

If fewer than 50% of all students in a class fail to demonstrate mastery, the teacher will provide re-teaching and re-assessing during or outside of class time. The higher of the two grades (the original assessment or the reassessment) will be recorded.

**Extra Credit:**

Extra credit must be related to the TEKS in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit may not be given for clerical tasks such as giving a student “100” for returning a report card or progress report, parent signatures, canned goods, fundraisers, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

**Extra Credit Points:**

Teachers may assign extra points to any assignment and/or give alternate assignments. The instructional process at the elementary level stresses multiple opportunities for student success.

**Projects and Project-based Activities:**

Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. For projects, papers, etc. of a large scope, achievement and/or practice grades will be provided throughout the process to assess student progress and assist the students in their learning. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials

**Make-up work for all absences (except School Sponsored activities):**

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn in make-up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time.

**School Sponsored Activities:**

All assigned work should be completed before the absence unless prior arrangements have been made with individual teachers. Students must be prepared for all assignments (including quizzes and tests) upon their return. Obtaining missed work is the student’s responsibility.

**Teacher Records/Grade Book**

The grading record should be a teacher’s record and/or file of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student’s progress and achievement.

Grades should reflect a balance of objectives covered. The teacher’s grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained and teachers should be aware that many times grades will need to be justified.

Grade books for prekindergarten and kindergarten ~~first, and second grade~~ may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines.

### **Return of Assignments**

Teachers should review and return all graded work to students within a time frame that will benefit the student. Graded daily work should be returned on a weekly basis. Larger projects should be reviewed and returned on a timely basis. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

### **Types of Assessments General**

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source is written paperwork. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area appropriate.

### **Performance-Based Courses**

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Fine Arts and Physical Education departments. In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from successful participation.

### **Formative Assessments**

Formative assessments are assessments that take place during the process of learning and teaching. They involve gathering and interpreting evidence of student learning from at least one point prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are. Formative assessments may include but are not limited to:

- Classroom participation
- Oral responses
- Classroom discussions
- Written responses
- Experiments
- Research projects
- Checklist of skills
- Portfolios
- Enrichment
- Group work/projects
- Teacher observations
- Chapter/unit tests

### **Summative Assessments**

Summative assessments are culminating assessments, which give information on students' mastery of content, knowledge, or skills. This type of assessment is a

gathering of information at the conclusion of a grading period, semester, or course.

### **Benchmarks and Curriculum-Based Assessments (CBAs)**

~~Benchmarks are common assessments given during the school year in order to evaluate students' knowledge and skills relative to a set of longer-term learning goals. They are used strictly to inform instructional planning and decision-making at the classroom, school, and district levels. These assessments may not cover material previously taught in class, thus, these assessments shall not be calculated as part of a student's grade.~~

**Curriculum-Based Assessments** are those assessments given during the school year that reflect skills and standards that have been previously taught in the classroom setting. While these CBAs may also inform instructional planning and decision-making, they may also be used to calculate a portion of a student's grade as these assessments should cover instructional content previously taught in class.

### **Test, Examinations, and Projects**

Major tests, examinations and projects are culminating assessments, which give information on students' mastery of content, knowledge, or skills. These assessments serve to evaluate mastery of TEKS, concepts, understandings, and district objectives. They provide opportunities to demonstrate certain knowledge or skills.

### **Performance / Project Based Assessments**

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. Performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation.

### **Compositions**

In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components.

### **Daily Work**

Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.

### **Acceleration (Intervention)**

Acceleration (Intervention) is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration. Accelerated instruction shall occur for any student not meeting minimum standards on state tests.

- Provides frequent reinforcement and review so that a student does not “get too far behind”.

- Occurs at the time the need is identified.
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice.
- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school.

## **Grading Roles and Responsibilities**

### **Student**

- To complete assigned work on time and return it to the teacher.
- To plan to carefully schedule work on long-term assignments so that assignments will be completed on time.
- To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to the due date.
- To actively engage in the learning process and purposely participate in a meaningful way including problem-solving.

### **Parent/Guardian**

- To establish a specific time, place, and manner for homework to be completed.
- To provide the supplies and materials necessary to complete homework.
- To monitor as needed, but not do homework for the student.
- To assist the student in planning a time schedule for long-term assignments.
- To initiate communication with the teacher when concerns arise.
- To partner with the school.

### **Teacher**

- To provide meaningful tasks that enrich and supplement work introduced in class.
- To communicate homework assignments, both regular and long-range, in an appropriate framework.
- To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully.
- To provide course requirements and expectations at the beginning of each grading period to students and parents.
- To consider available resources, materials, and home situations when assigning a task.
- To review and return homework to students within a timeframe that enhances instruction

**For further information, please use the following chart:**

<b>Topic</b>	<b>Location</b>
Standards for Mastering Curriculum	<a href="#">School Board Policy EIA (Local)</a>
Retention and Promotion Criteria	<a href="#">School Board Policy EIA (Local)</a>
Report Cards/Progress Reports	<a href="#">Student Handbook</a>
Academic Integrity	<a href="#">School Board Policy EIA (Local)</a>
Academic Dishonesty	<a href="#">School Board Policy EIA (Local)</a>

Cheating	<a href="#">Student Handbook</a>
Plagiarism	<a href="#">Student Handbook</a>
Lesson Planning	<a href="#">Employee Handbook</a>
Required Conference Periods	<a href="#">Employee Handbook</a>
Required Tutorials	<a href="#">Employee Handbook</a>



# Crandall Independent School District

## Board of Trustees

<b>Board Meeting Date:</b>	August 8, 2022
<b>Agenda Item:</b>	Waiver of 7 <sup>th</sup> Grade Reading Assessment
<b>Agenda Section:</b>	Consent
<b>Administrator Responsible:</b>	Dr. Murry, Assistant Superintendent Data and Information Systems

### **Summary/Background Information:**

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.

The commissioner has adopted the following:

- iStation's Indicators of Progress, Advanced Reading (ISIP-AR)
- Reading Analysis and Prescription System (RAPS 360)
- Texas Middle School Fluency Assessment (TMFSA)
- Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)

A waiver of the requirement to use an adopted instrument will only be approved for one year. Crandall ISD is requesting to utilize MAP (Measures of Academic Progress) as our reading assessment for all students, including students whose performance on grade 6 reading did not demonstrate reading proficiency.

### **Administrative Recommendations:**

Administration requests approval of the Waiver of 7<sup>th</sup> Grade Reading Assessment.

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# 2022-2023 Application for Waiver of 7<sup>th</sup> Grade Reading Assessment

---

District: Crandall ISD (129-901)

Contact: Anjanette Murry

972-427-6027

amurry@crandall-isd.net

Date of Board Approval: \_\_\_\_\_

Board Vote: For \_\_\_\_\_ Against \_\_\_\_\_ Abstain \_\_\_\_\_ Absent \_\_\_\_\_

Superintendent: Wendy Eldredge, Ed. D.

\_\_\_\_\_

Signature

Board President: Rick Harrell

\_\_\_\_\_

Signature

Application for Expedited Waivers will be submitted through the TEAL application.



**Crandall Independent School District**  
**Board of Trustees**

**Board Meeting Date:** August 8, 2022

**Agenda Item:** Construction Update

**Agenda Section:** Information

**Administrator Responsible:** Scott Stewart

**Summary/Background Information:** Monthly project update on CISD construction projects.

**Administrative Recommendation:** For your information.



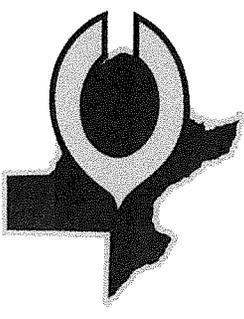
## **Crandall Independent School District Board of Trustees**

<b>Board Meeting Date:</b>	August 8, 2022
<b>Agenda Item:</b>	DAEP 2022-23 Overview
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Dr. Crystal Bush

**Summary/Background Information:** DAEP serves our mandatory and discretionary discipline placements. Dr. Bush will be providing an overview of DAEP and the support services provided to the students.

**Administrative Recommendation:** For your information.

**Information Item:**  
2022-23 DAEP Overview



**Presenter:**  
Dr. Crystal Bush

**Proposal:**  
Information on the DAEP Program

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# Crandall ISD DEAP Update

Monday, August 8, 2022

# DAEP Dress Code

- **Shirt** - Uniform style polo (long or short sleeve) or oxford style dress shirt with **no emblems or logos**.
- **Pants** - Khaki, navy, or black uniform Pants with belt loops (slacks). No skirts, shorts, skinny pants, or cargo pants. Colored jeans are not allowed. Pockets must be on the inside of the uniform style pant. Solid black, brown, white belt **MUST** be worn.
- **Shoes** - Solid black, white, brown or gray athletic shoes. A 10% flexibility of color will be allowed. No boots or house shoes (slippers). Closed shoes only.
- **Hair** - No slits in eyebrows, spiked hair, unnatural hair colors, or designs/patterns cut into hair.
- All tattoos must be covered with a white long sleeve shirt. All visible tattoos must be covered while on CISD DAEP property.

# Most Common Mandatory Placements

Chapter 57 - Mandatory Placements and Credits

04- Under the influence of illegal substances (or possession/sale of USABLE amount) on or within 300 feet of school property (Inclusive of Bus stops and bus) 2021-2022 SY 38%	05- Under the influence of Alcohol, possessed or sold alcohol on or within 300 feet of school property (Inclusive of Bus stops and bus) 2021-2022 SY 7%	02- Conduct Punishable by a felony (district related) 2021-2022 SY 4%
07- Public Lewdness (engaging in sexual conduct or display of intimate body parts) on or within 300 feet of school property (inclusive of bus stops and the bus) 2021-2022 SY 2%	08- Retaliation of School Employee	09- Title 5 Felony (see Chapter 37 for offenses)
26- Terroristic Threat	27- Assault of School Employee/School Volunteer 2021-2022 SY 1%	28- Assault of Non School Employee 2021-2022 SY 3%
35- Making a False Alarm/False Report 2021-2022 SY 1%	55- Registered Sex Offender (Under Court Supervision)	60- Harassment of School Employee
11- Possession of Firearm	12- Possession of knife greater than 5.5 inches in length	

\*Bolded items in the chart are Mandatory Placements for the 2021-2022 school year\*

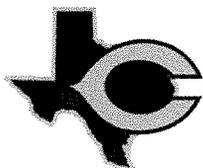
## Transition Meetings and Time Served

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Zoom Meeting will be utilized with students and parents, Home Campus Leadership Member, Counselor, DAEP Staff, and Student (TEC, 37.023)

Transition Meetings will consist of:

- Plan for successful return to home campus
- Establishing a trusted adult for student on home campus
- Providing ways to support and encourage student upon return to campus



## Statement of Confidentiality

TO: *All Compass Academy Staff*

FROM: *Dr. Crystal Bush, Principal*

RE: Student Placement

8/8/2022

In accordance with Texas Education Code § 37.006(o), you are advised that *Student Name* has been placed in the District's Disciplinary Alternative Education Program

Please note that you are required to keep this information confidential. The State Board for Educator Certification may revoke or suspend your certification if you intentionally violate the confidentiality requirement set out in Texas Education Code § 37.006(o).

If you need additional information concerning this matter, please feel free to contact me.

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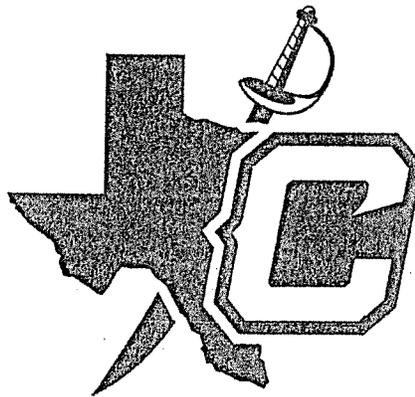
Signature

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Printed Name

**Crandall ISD**  
**Administrator**  
**DAEP Placement Handbook**

**22-23**





## **Administrator Checklist for DAEP Placement**

*(Administrator Checklist Only)*

- Conduct discipline conference with student and parent at the home campus in administrator's office and share the number of suspension days (ISS or OSS), while a complete investigation is conducted in regards to incident.
- Contact Executive Director of School Leadership if you determine a DAEP placement is appropriate for the incident for approval of placement in DAEP as soon as possible, by the end of the day a determination is made.
- Conduct Due Process Meeting with Parents in person (a copy of notes will need to be provided to DAEP staff to complete DAEP Student File)
- Contact parents after receiving approval for a DAEP Placement, immediately send parents all DAEP Guidelines and Dress Code Expectations and explain the process going forward, this allows enough time for students and parents to get dress code appropriate garments (parents and students will review DAEP student handbook at intake meeting). DAEP personnel will schedule the appointment and start date within 1-3 school days of approval and provide date and time via email to assigning principal.
- Have Manifestation ARD or Section 504 Manifestation, if necessary for student.
- Check for dual or grandparent residency or employee child enrollment and inform parents of possible revocation of enrollment (see CISD Board Policy FDA Local).
- Complete DAEP Placement Order and Intake Appointment Form, and schedule DAEP Placement Meeting on Home Campus (usually the same day as intake meeting and prior to Intake meeting with DEAP Staff).
- Notify student's teachers and campus testing coordinator of the placement and share DAEP contact information (Provide Notice to Classroom Teachers Form and Teacher Statement of Confidentiality).
- Hold Placement Meeting at the home campus and explain all DAEP placement paperwork.
- Make copies and give to parents the DAEP Placement Order and Intake Appointment form.
- Make copies and scan/email to DAEP the following:
  - DAEP Placement Order
  - Student Schedule with teacher names
  - Medication Release (if medication is given at school)
  - Special Program notation (SpEd, 504, RTI, counseling services & frequency of counseling visits)
  - Any RtI paperwork or Campus Intervention Plans for student



## Crandall ISD Alternative Education Placement Order

**Incident #:** Click or tap here to enter text.

**Student Name:** Click or tap here to enter text. **Campus:** Choose an item. **Grade:** Choose an item.

**Student ID #:** Click or tap here to enter text.

**Special Programs:** SPED:  504:  ESL:  RTI:  Counseling:  How often? Click or tap here to enter text.

**The above-named student has been found in violation of Board Policy or Student Code of Conduct at a conference/hearing at** Click or tap here to enter text. **on** Click or tap to enter a date.

**The reason(s) for these finding(s) are:** Click or tap here to enter text.

**Offense Date:** Click or tap to enter a date. **Conference Date:** Click or tap to enter a date.

- The student was informed of the charges.
- The student was afforded an opportunity to present that student's version of the facts.
- Three additional factors that were considered during the hearing process include: intent, self-defense, and previous history.
- The parents /guardians were notified by phone and in writing of the disciplinary proceedings.

*\* Special Education students who are being placed in DAEP for more than 10 days will have an ARD meeting within 10 days of their placement.*

*\*You may contact the campus diagnostician to set up Manifest ARD*

### DAYS SERVED IN ISS/OSS

**Student served:**  **ISS:** Choose an item. days. **Dates:** Click or tap here to enter text.

**OSS:** Choose an item. days. **Dates:** Click or tap here to enter text.

### DAEP PLACEMENT ORDER

**Type of Placement:**  Discretionary  Mandatory

**Length of Placement:**  30 Days  45 Days

30 days with review  15 days

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_



*related to the substance of the allegations, use your best judgment in responding. You may either answer the question or decline politely with such statements as: "I am here today only to listen to your concerns and requests" or "I am not here to talk. I am here to listen to you. Please go on."*

*[When the parent/student or his/her representative appears to be finished, you may ask clarifying questions if necessary:]* I am trying to fully understand what you mean, and I need you to answer a few clarifying questions for me.

*[If necessary, ask questions to clarify broad statements or terms that are unclear, such as:*

- *I do not understand what you mean by \_\_\_\_\_. Would you give me more specific information about that?*
- *Would you give me an example of what you mean by \_\_\_\_\_?*

*Make Notes of questions and answers here*

*When you believe you fully understand the concerns, close the conference.]*

Thank you for sharing. At this point, I think I understand your account of events. Do you feel as though you have been given an opportunity to tell your account in its entirety?

*[Wait for response. If the answer is no, ask them what else they want to tell you, until they say that they have been given full opportunity to respond to the allegations, be sure to make notes of follow up.]*

Thank you for meeting with me today. I will consider your comments very carefully and provide you with a decision by . *[In the alternative, you can issue your discipline decision at the conclusion of the hearing.]*

The time is now *[time]* and this conference is concluded.



## CISD Alternative Education Center Parent/Guardian and Student Handbook

### **Parent/Guardian Escort and Sign-in**

Parents/guardians are required to escort and sign-in new students at the Crandall District Alternative Education Center (CISD DAEP) front office for the first 3-5 days of placement as determined by DAEP staff. The required sign-in process provides an opportunity for parents/guardians and staff to model appropriate interactions. Through this learning opportunity, students begin to observe and participate in a culture that includes mutual respect, good citizenship, and safety. While ensuring that students make it into our building ready to learn, the sign-in process provides the CISD DAEP staff an opportunity to meet parents to facilitate positive working relationships with them. Students and parents are only permitted to enter the campus through the secured doors at the end of the DAEP hall.

### **Absences and Tardies**

Students arriving after 8:00 a.m. may be counted tardy or absent depending on arrival time. Students arriving after 9:00 a.m. will receive a partial day absence. Those with a note from a doctor or court will receive an excused partial day absence. If a student arrives after 10:00 a.m., a parent must meet with a CISD DAEP administrator.

All unexcused absences at CISD DAEP must be made up before being released from CISD DAEP. Dismissal from CISD DAEP is contingent upon days present and served at CISD DAEP. Unexcused absences do not count toward dismissal. Absences at CISD DAEP will be counted towards truancy court proceedings.

All absence notes must include the student's first and last name, ID#, date of absence and reason for absence. Absence notes must be turned in within three school days of absence. Truancy laws apply while placed at CISD DAEP.

### **Arrival Procedures (Morning Check In)**

High School students should arrive at 8:00- am, Middle School students at 8:15 a.m., and Elementary students must arrive by 8:30. While on CISD DAEP property, students must exhibit behavior that is mutually respectful at all times. In addition to the CISD DAEP requirements below, students are required to follow the CISD Student Code of Conduct.

1. Dress Code Check #1 - Upon arrival, students will be greeted and checked at the car and then at the door for appropriate dress code. Due to safety procedures, arrive with belt in hand and not in pant belt loops. If student is out of dress code, parents/guardians will be asked to help correct dress code issue. If parent/guardian is not present, student will be

- other personal belongings will only be released to parents/guardians.** Students are only permitted to exit the campus through the secured doors at the end of the DAEP hall.
2. Pick Up - Students must be picked up and/or vacate the CISD DAEP campus by 2:35 p.m. as there is no outside adult supervision after this time. It is the parent's/guardian's responsibility to make appropriate and prior arrangements to ensure compliance. Students are not allowed to use classroom phones for transportation arrangements, they must use the phone in the office.
  3. Re-Entry - Students are not allowed to reenter the building after they have left the building. Students are not allowed outside on campus grounds after 2:35 p.m.

## **Dress Code and ID's**

Compliance is mandatory without any variations. The purpose of the dress code at CISD DAEP is to provide a safe learning environment for all students and staff members by prohibiting any distractions or safety concerns. CISD DAEP administration will make all final decisions on dress code questions. In addition to the dress code expectations, CISD DAEP will enforce all CISD dress code policies. A copy of the CISD dress code is available upon request or at [crandallisd.net](http://crandallisd.net).

1. Shirt – Any color uniform style polo (long or short sleeve) with **no emblems or logos**. Shirt must be long enough to tuck in. Males and females shall wear undergarments that are solid in color. Black, white, or nude colors are acceptable. No spaghetti straps, tank tops or muscle shirts are to be worn as an undershirt. Any color undergarments or undershirt designs deemed visible will be considered out of compliance and require a change of clothing. For cold weather, a solid white long sleeve undershirt may be worn under the polo. Arm tattoos are to be covered with a white long sleeve undershirt before entering the building each day.
2. Pants – Khaki, navy, or black Uniform Pants with belt loops (slacks). No skirts, shorts, skinny pants, or cargo pants. Colored jeans are not allowed. Pockets must be on the inside of the uniform style pant and must be able to be pulled out for the security process.
3. Belt - Plain black, white, or brown belt. No studs or large buckles.
4. Socks - Solid black or white matching socks. No graphic designs.
5. Shoes - Solid black, white, brown or gray athletic shoes. A 10% flexibility of color will be allowed. No boots or house shoes (slippers). Closed toe shoes only. No open toed or exposed heels. White, black, brown or gray matching shoelaces.
6. Identification Card - Students are issued an ID and are required to wear it at all times.-IDs that are chewed, torn, broken, or picture is covered or missing are required to be replaced and a \$5.00 fee will be charged.
7. Jewelry and Watches - Small stud earrings are permitted. Only one pair in the ear lobe. One watch may be worn (no iWatch styles). All other jewelry is prohibited.

5. Drug Products - tobacco, lighters, medications, cough drops, etc. Parents may bring doctor prescribed medication in its original container with dosage and times to be given and give it to the campus nurse.
6. Dress Accessories - Hats, backpacks, purses, hair accessories etc. All coats, jackets and sweaters will be taken up during arrival procedures and placed in the intake room. Students will be assigned a hanger number and will need it to retrieve coats, jackets and sweaters upon dismissal at the end of the day. Items are subject to random security searches. Students found to have prohibited items will be referred to campus administration and the school resource officer.
7. See Student Code of Conduct for additional information.

### **Referral to Juvenile Justice Alternative Education Program (JJAEP)**

If during the term of placement in at CISD DAEP the student engages in additional misconduct for which placement in a District Alternative Education Program (DAEP) or expulsion is required or permitted, additional proceedings may be conducted, and the campus administrator may enter an additional disciplinary order as a result of those proceedings.

See Student Code Of Conduct for additional information

### **Restrictions During DAEP**

While placed in CISD DAEP, students are prohibited from being on their home campus or attending school-sponsored or school-related activities during the period of placement without special permission. Students assigned to CISD DAEP are banned from all CISD campuses and facilities. This includes events that take place outside of school hours. (No students may be on any other CISD property at any time or for any reason.) Doing so, may result in trespassing charges being filed and additional disciplinary action being taken against that student.

Any student placed in a DAEP for the first time is prohibited from participating in school-sponsored or school related activities during the length of time of the placement in the DAEP plus the next calendar school day. (Student returning on Friday morning will be eligible on Saturday.)

Students placed at DAEP more than once during the current school year are prohibited from participating in school-sponsored or school-related activities for the remainder of the current school year.

A student placed at CISD DAEP shall **not** be provided transportation unless s/he is a student with a disability who has transportation designated as a related service in the student's Individualized Education Plan (IEP).

For seniors who are eligible to graduate and are assigned to CISD DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day of the

## **Tutorials**

All classroom teachers offer tutorial times. Students are responsible for scheduling tutorials with individual teachers. Tutorials will not be offered on Wednesdays. Parents are encouraged to monitor student grades via Skyward.

## **Withdrawing to Home Campus/Days Served**

Students must serve all days assigned to CISD DAEP before the withdrawal process is started by campus staff. If a student is placed in out of school or in-school suspension pending a CISD DAEP placement hearing, suspension days will not count towards total assigned days at CISD DAEP. Early release due to attendance, behavior, and academics will be calculated by administration if applicable. Unexcused absences and suspensions will not count towards days served at CISD DAEP and must be made up.

A parent must ensure the student attends at the home campus the following school day morning. Students will be counted absent the following school day if they do not attend school at their home campus.

Students may be assigned additional time at CISD DAEP for qualifying infractions of the Student Code of Conduct as per CISD policy. Parents/guardians will receive notification of a hearing for any additional infractions that involve additional placement at CISD DAEP.

Left Blank Intentionally

## CISD DAEP Parent/Guardian and Student Handbook

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_ have reviewed the Student/Parent Handbook with my child in an effort to promote a better understanding of Crandall Alternative Education Center's rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook.

I understand that this handbook may be amended during the year.-The administration will notify all parents and students in writing, where possible, of any changes to the handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Manual reglamentario para alumnos y padres/tutores

### Verificación de recibo

Yo, \_\_\_\_\_, el padre/tutor de \_\_\_\_\_ He estudiado el manual para alumnos y padres/tutores con mi hijo con la intención de fomentar un mejor entendimiento de las reglas y expectativas de Crandall Alternative Education Center (Centro Educativo Alternativo de Crandall.) Con mi firma abajo verificó que he recibo el Manual para alumnos y padres/tutores.

Entiendo que el manual puede ser modificado en el transcurso del año sin aviso previo. Si es posible, la administración notificará por escrito a todos los padres y alumnos de cualquier cambio hecho al manual.

\_\_\_\_\_  
Firma del padre de familia o Tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del alumno

\_\_\_\_\_  
Fecha

Updated 7/25/2022



## **DAEP Parent and Student Guidelines**

### **Parent/Guardian Sign-in**

Parents/guardians are required to sign-in new students at the Crandall District Alternative Education Center (CISD DAEP) front desk/kiosk for the first 3-5 days of placement, as determined by DAEP staff. The required sign-in process provides an opportunity for parents/guardians and staff to model appropriate interactions. Through this learning opportunity, students begin to observe and participate in a culture that includes mutual respect, good citizenship, and safety. While ensuring that students make it into our building ready to learn, the sign-in process provides the CISD DAEP staff an opportunity to meet parents in order to facilitate positive working relationships with them. Students and parents are only permitted to enter the campus through the secured doors at the end of the DAEP hall.

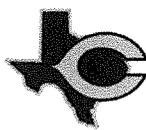
### **Arrival Procedures (Morning Check In)**

High School students may arrive as early as 8:00 a.m., Middle School students arrive at 8:15 a.m., and Elementary students must arrive by 8:30. While on CISD DAEP property, students must exhibit behavior that is mutually respectful at all times. In addition to the CISD DAEP requirements below, students are required to follow the CISD Student Code of Conduct.

1. Dress Code Check #1 - Upon arrival, students will be greeted and checked in the car and then at the door for appropriate dress code.
2. Technology Check - CISD assigned technology must be presented to staff for collection at the time of arrival to campus.
3. Pocket Check/Cell Phones - Students are to remove all items from pockets and turn pockets inside out. All cell phones and electronic devices must be turned in, including iWatch style watches and any ear buds/listening devices Coat
4. Check-in - Students are to turn in all coats, jackets, sweaters, etc and may not leave any personal belongings in them upon arrival to campus. They will be given an assigned Compass Academy sweatshirt for warmth.
5. Shoe\Ankle Check - Students will remove shoes and socks. Shoes and socks will be checked for prohibited items.
6. Metal Detector - Follow onsite instructions for metal detector security check.
7. Dress code #2 - Students will get into dress code by tucking in shirt, putting on belt, socks, and shoes after daily intake procedures.

### **Breakfast and Lunch**

Students are offered breakfast and lunch from the CISD Menu. Students will be served breakfast to eat in the classroom beginning at 9:00 a.m. and lunch at 12:00 p.m. Students are not allowed to bring breakfast, lunch or any other food item into the building, unless provided with health documentation for need of specialty foods. Breakfast and lunch are only served during the scheduled times.



## DAEP Parent and Student Guidelines

### Prohibited Items

1. Electronic Devices - music players, cell phones, tablets, iWatch, earbuds, etc. CISD assigned technology will be checked and allowed in the building for academic purposes, however turned into to staff at time of building entrance. Cell phones must be surrendered during morning check in procedure or kept at home. Cell phones will be stored at no charge until afternoon dismissal. Cell phones or electronic devices taken up in the building after the morning procedure will be released to parents/guardians only and a \$15.00 fine will be charged beginning at the second and any subsequent infractions. After three occurrences, CISD DAEP may keep the phone until the end of the school year. Students may also lose the privilege of storing their phones on CISD DAEP property at the discretion of a school administrator.
2. Food - Gum, candy, mints, cough drops, breakfast items, lunch, snacks, drinks, etc.
3. School Supplies - pens, pencils, markers, sharpies, white out, binders, etc. Some exceptions may be made for academic reasons, including textbooks for distance learning classes, reading books, and project materials. Administrator approval is required for all items before bringing them to campus.
4. Hygiene and beauty products - brush, pick, lip gloss, makeup, lip balm, nail polish, etc.
5. Drug Products - tobacco, lighters, medications, cough drops, etc. Parents may bring doctor prescribed medication in its original container with dosage and times to be given and give it to the campus nurse.
6. Dress Accessories - Hats, backpacks, purses, hair accessories etc. All coats, jackets and sweaters will be taken up during arrival procedures and placed in the intake room. Students will be assigned a hanger number and will need it to retrieve coats, jackets and sweaters upon dismissal at the end of the day. Items are subject to random security searches. Students found to have prohibited items will be referred to campus administration and the school resource officer.
7. See Student Code of Conduct for additional information.

### School Hours\*

School Doors Open	8:00 a.m.
High school	8:00 a.m. - 2:15 p.m.
Middle school	8:15 a.m. – 2:15p.m.
Elementary	8:30 a.m. – 2:30 p.m.

### Safety and Security

Ensuring the safety of all students and staff is our 1st priority. All students entering DAEP each morning will undergo a drug/weapon screening. Students, vehicles, and belongings are subject to random drug and weapons searches.



# Crandall Independent School District

## Board of Trustees

<b>Board Meeting Date:</b>	August 8, 2022
<b>Agenda Item:</b>	Back to School Overview
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Chris Moore

### **Summary/Background Information:**

School begins in Crandall ISD on August 16. Details and operations are being finalized in several areas throughout the district, including:

- Crandall Middle School
- Freshman Center
- Health Services
- Human Resources
- Security
- Start times
- Student enrollment
- Transportation

An overview of first-day expectations and operations will be presented within each of the areas above.

**Administrative Recommendations:** For your information.



# Crandall Independent School District

## Board of Trustees

<b>Board Meeting Date:</b>	August 8, 2022
<b>Agenda Item:</b>	CISD Athletics Overview
<b>Agenda Section:</b>	Information
<b>Administrator Responsible:</b>	Kyle Hardin

### **Summary/Background Information:**

CISD Athletics offers students the opportunity to compete in 11 UIL sports at the middle and high school levels. Sports include:

- Baseball
- Basketball (Boys and Girls)
- Cheerleading
- Cross Country
- Football
- Powerlifting
- Soccer (Boys and Girls)
- Softball
- Tennis
- Track and Field (Boys and Girls)
- Volleyball

An overview of CISD's Athletics program will be provided.

**Administrative Recommendations:** For your information.



# Crandall Independent School District

## Board of Trustees

**Board Meeting Date:** August 8, 2022

**Agenda Item:** Local Policy

**Agenda Section:** Action

**Administrator Responsible:** Christy Starrett  
Assistant Superintendent

### **Summary/Background Information:**

Approval for local policy updates for policies:

DEC (LOCAL) Compensation and Benefits Leaves and Absences

The following documents contain the proposed changes. Text in color will indicate the addition to the policy.

**Administrative Recommendations:** CISD Administration recommends approval of the above-mentioned local policies.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Leave  
Administration**

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

**Definitions**

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Catastrophic Illness  
or Injury

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

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

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**Availability**

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

**State Leave Proration**

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

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

**Medical Certification**

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

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

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

**State Personal Leave**

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

**Nondiscretionary Use**

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

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

**Discretionary Use**

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

*Request for  
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

**Local Leave**

Each employee shall earn three paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

**Bereavement Leave**

An employee shall be granted three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave. The days are granted on an annual basis and documentation of event will be required upon request of days to be used.

**Extended Sick Leave**

After all available paid leave days and any applicable compensatory time have been exhausted, a full-time employee shall be granted in a school year a maximum of ten leave days of extended sick leave to be used for the employee's personal illness or injury, including pregnancy-related illness or injury, or for absences related to the illness or injury of a member of the employee's immediate family.

A written request for extended sick leave must be accompanied by medical certification of the illness or injury.

The District shall deduct the average daily rate of pay of a substitute (or a proportionate amount established by the Board by personnel classification) for each day of extended sick leave taken, whether or not a substitute is employed.

**Sick Leave Bank**

The District shall establish a sick leave bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

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(LOCAL)

catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Appeal

An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Peace Officers**

Mental Health  
Leave

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of two days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which a peace officer may use mental health leave;
2. Procedures for requesting mental health leave and maintaining the anonymity of the requester;
3. The administrator authorized to approve requests for mental health leave; and
4. Other procedures deemed necessary for administering this provision.

Quarantine Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

The Superintendent shall develop regulations regarding quarantine leave that address the following:

1. Continuation of all employment benefits and compensation for the duration of the leave;
2. Reimbursement for reasonable costs related to the quarantine; and
3. Other procedures deemed necessary for administering this provision.

**Family and Medical Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

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

Intermittent or Reduced Schedule Leave

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

Certification of Leave

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

Fitness-for-Duty Certification

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

Leave at the End of Semester

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

**Temporary Disability Leave**

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

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

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

**Workers'  
Compensation**

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

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

**No Paid Leave  
Offset**

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

**Court Appearances**

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



# Crandall Independent School District Board of Trustees

**Board Meeting Date:** August 8, 2022  
**Agenda Item:** Monthly Financial Reports  
**Agenda Section:** N/A  
**Administrator Responsible:** Mike White, Chief Financial Officer

**Summary/Background Information:**

Statement of Revenues, Expenditures, & Changes in Fund Balance  
Tax Collection Report  
Monthly Investment Report

**Administrative Recommendations:**

No recommendation is necessary.

**STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE  
GENERAL FUND  
MONTH ENDING JULY 31, 2022**

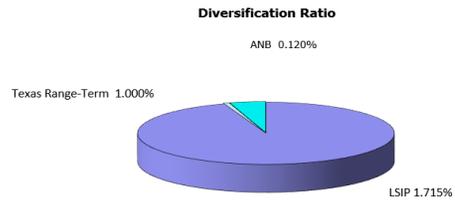
	<u>Amended Budget</u>	<u>YTD Rev / Exp</u>	<u>Percent Rev / Exp</u>
<b>Revenue:</b>			
5700 Local & Intermediate Sources	14,993,800	15,174,039	101.2%
5800 State Program Revenue	36,128,000	34,090,340	94.4%
5900 Federal Program Revenue	150,000	284,306	189.5%
Total Revenues	51,271,800	49,548,685	96.6%
<b>Appropriations:</b>			
11 Instruction	27,116,767	24,663,559	91.0%
12 Library & Media Services	761,386	727,885	95.6%
13 Curriculum & Staff Development	841,839	856,806	101.8%
21 Instructional Leadership	722,133	595,345	82.4%
23 School Leadership	3,229,398	2,843,275	88.0%
31 Guidance, Counseling & Evaluations Serv	1,641,959	1,431,051	87.2%
32 Social Services	100,023	87,546	87.5%
33 Health Services	664,281	579,534	87.2%
34 Student Transportation	2,558,688	2,468,600	96.5%
36 Co-Curricular & Extra Curricular Activities	1,944,350	1,798,073	92.5%
41 General Administration	2,462,763	2,451,113	99.5%
51 Maintenance & Operation	4,444,496	4,089,596	92.0%
52 Security & Monitoring Services	720,377	647,429	89.9%
53 Data Processing Services	1,720,627	1,826,044	106.1%
61 Community Services	23,820	17,339	72.8%
81 Facilities Acquisition & Construction	6,060,550	5,357,659	88.4%
99 Other Intergovernmental Charges	200,000	201,638	100.8%
Total Appropriations/Expenditures	55,213,457	50,642,492	91.7%
<b>Net Change in Fund Balance</b>	(3,941,657)	(1,093,808)	
<b>Fund Balance - September 1 (Beginning)</b>	14,071,626	10,888,932	
<b>Fund Balance - August 31 (Ending)</b>	10,129,969	9,795,124	

**CRANDALL ISD**  
**856406.76**  
**FOOD SERVICE FUND 240**  
**MONTH ENDING JULY 31, 2022**

		<u>Amended</u>	<u>YTD</u>	<u>Percent</u>
		<u>Budget</u>	<u>Rev / Exp</u>	<u>Rev / Exp</u>
<b>Revenue:</b>				
5700	Local & Intermediate Sources	746,228	388,198	52.0%
5800	State Program Revenue	11,852	42,661	359.9%
5900	Federal Program Revenue	1,411,052	3,619,526	256.5%
	Total Revenues	<u>2,169,132</u>	<u>4,050,385</u>	<u>186.7%</u>
<b>Appropriations:</b>				
35	Food Services	2,154,132	2,539,712	117.9%
51	Maintenances	15,000	16,123	107.5%
	Total Appropriations/Expenditures	<u>2,169,132</u>	<u>2,555,835</u>	<u>117.8%</u>
<b>Net Change in Fund Balance</b>		<u>-</u>	<u>1,494,550</u>	

**CRANDALL INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE  
INTEREST & SINKING  
MONTH ENDING JULY 31, 2022**

	<u>Amended Budget</u>	<u>YTD Rev / Exp</u>	<u>Percent Rec / Exp</u>
<b>Revenue:</b>			
5700 Local & Intermediate Sources	7,558,203	8,189,952	108.4%
5800 State Program Revenue	1,423,600	1,628,853	114.4%
Total Revenues	8,981,803	9,818,805	109.3%
<b>Appropriations:</b>			
71 Debt Services	8,981,803	2,508,403	27.9%
Total Appropriations/Expenditures	8,981,803	2,508,403	27.9%
<b>Net Change in Fund Balance</b>	-	7,310,402	



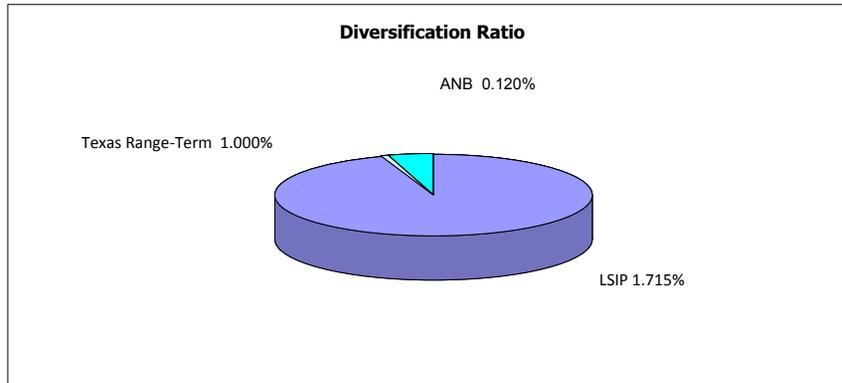
**Tax Collection Report  
Month Ending July 31, 2022**

<b>MAINTENANCE AND OPERATIONS</b>															
	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>YTD</u>	<u>BUDGET</u>	<u>PERC</u>
CURRENT	\$ 26,531.96	\$ 6,261.16	\$ 477,610.01	\$ 1,402,674.58	\$ 9,984,283.89	\$ 1,331,893.99	\$ 240,903.88	\$ 99,587.38	\$ 25,691.13	\$ 104,898.41	\$ 42,652.43		\$ 13,742,988.82	\$ 12,806,729.00	107.31%
PRIOR YR	\$ 13,167.17	\$ 3,719.16	\$ 291,566.21	\$ 43,422.46	\$ 12,823.58	\$ 40,005.78	\$ 1,656.46	\$ 1,177.41	\$ 7,760.29	\$ 5,403.32	\$ 1,533.07		\$ 422,234.91	\$ 85,000.00	496.75%
PEN & INT	\$ 8,026.30	\$ 3,891.45	\$ 1,408.52	\$ 2,658.87	\$ 4,763.25	\$ 4,199.87	\$ 17,224.17	\$ 9,930.40	\$ 3,960.40	\$ 14,449.99	\$ 10,295.80		\$ 80,809.02	\$ 60,000.00	134.68%
<b>TOTAL</b>	<b>\$ 47,725.43</b>	<b>\$ 13,871.77</b>	<b>\$ 770,584.74</b>	<b>\$ 1,448,755.91</b>	<b>\$ 10,001,870.72</b>	<b>\$ 1,376,099.64</b>	<b>\$ 259,784.51</b>	<b>\$ 110,695.19</b>	<b>\$ 37,411.82</b>	<b>\$ 124,751.72</b>	<b>\$ 54,481.30</b>	<b>\$ -</b>	<b>\$ 14,246,032.75</b>	<b>\$ 12,951,729.00</b>	<b>109.99%</b>

<b>INTEREST AND SINKING</b>															
	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>YTD</u>	<u>BUDGET</u>	<u>PERC</u>
CURRENT	\$ 15,166.31	\$ 3,579.03	\$ 273,859.02	\$ 804,285.84	\$ 5,724,933.54	\$ 763,700.76	\$ 138,132.85	\$ 57,102.88	\$ 14,731.09	\$ 60,148.21	\$ 24,456.76		\$ 7,880,096.29	\$ 7,000,000.00	112.57%
PRIOR YR	\$ 6,577.00	\$ 1,934.79	\$ 150,899.21	\$ 20,837.63	\$ 7,073.41	\$ 21,258.92	\$ 875.52	\$ 620.26	\$ 4,272.31	\$ 2,676.82	\$ 605.61		\$ 217,631.48	\$ 300,000.00	72.54%
PEN & INT	\$ 3,026.20	\$ 2,064.81	\$ 767.86	\$ 1,427.98	\$ 2,520.17	\$ 2,364.94	\$ 9,803.30	\$ 5,646.17	\$ 2,221.27	\$ 8,163.52	\$ 5,792.07		\$ 43,798.29	\$ 158,203.00	27.68%
<b>TOTAL</b>	<b>\$ 24,769.51</b>	<b>\$ 7,578.63</b>	<b>\$ 425,526.09</b>	<b>\$ 826,551.45</b>	<b>\$ 5,734,527.12</b>	<b>\$ 787,324.62</b>	<b>\$ 148,811.67</b>	<b>\$ 63,369.31</b>	<b>\$ 21,224.67</b>	<b>\$ 70,988.55</b>	<b>\$ 30,854.44</b>	<b>\$ -</b>	<b>\$ 8,141,526.06</b>	<b>\$ 7,458,203.00</b>	<b>109.16%</b>

**MONTHLY INVESTMENT REPORT**  
07/31/2022

		Interest Rate	Diversification Ratio	May 1, 2022 Beginning Balance	Increases to Cash	Decreases to Cash	Interest	May 31, 2022 Ending Balance
<b>Lone Star Investment Pool</b>	General Operating	1.715%		16,261,497.36	2,054,481.30	(4,486,127.03)	21,385.97	13,851,237.60
	Debt Service			12,366,438.16	30,854.44		17,836.07	12,415,128.67
	Construction			39,180,420.71		(2,288,500.00)	54,577.32	36,946,498.03
	<b>% Funds invested in LSIP</b>		94.720%	67,808,356.23				63,212,864.30
<b>Texas Range-Term</b>	General Operating - Texas Range	1.000%		497,559.26				497,559.26
	General Operating - CD Program			-				0.00
	<b>% Funds invested in Texas Range</b>		0.746%	497,559.26				497,559.26
<b>American National Bank</b>	General Operating	0.120%		1,332,353.63	7,401,398.03	(7,667,602.12)	109.24	1,066,258.78
	Payroll Clearing			910,132.15	3,467,442.01	(3,463,262.86)	54.03	914,365.33
	Debt Service			2,306.33			0.22	2,306.55
	Black and Gold			-				0.00
	Student Activity			212,483.17	15862.42	(7,683.58)	20.01	220,682.02
	Construction			471,706.24	2,288,500.00	(1,938,088.19)	99.45	822,217.50
	Workers Comp			1.00	17.00	(17.00)		1.00
	<b>% Funds invested in ANB of Texas</b>		4.534%	2,928,982.52				3,025,831.18
<b>Fund Totals</b>	General Operating			18,091,410.25	9,455,879.33	(12,153,729.15)	21,495.21	15,415,055.64
	Activity			212,483.17	15,862.42	(7,683.58)	20.01	220,682.02
	Workers Comp			1.00	17.00	(17.00)	-	1.00
	Debt Service			12,368,744.49	30,854.44	(2,288,500.00)	17,836.29	12,417,435.22
	Construction			39,652,126.95	2,288,500.00	(4,226,588.19)	54,676.77	37,768,715.53
	Payroll Clearing			910,132.15	3,467,442.01	(3,463,262.86)	54.03	914,365.33
	<b>GRAND TOTAL</b>		100.000%	71,234,898.01	15,258,555.20	(22,139,780.78)	94,082.31	66,736,254.74



**Note to Board of Trustees:**

**All investments for month end for 07/31/2022 have been made in compliance with board policy and the Public Funds Investment Act.**

**Mike White**  
CFO