

# Agenda of Board Workshop Meeting

## The Board of Trustees Ector County Independent School District

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A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held November 9, 2021, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
  - A. Discussion of TASB Local Policy Update 118 2
  - B. Discussion of the Resolution of Termination or Resignation of Employment Delegation of Authority: DFE(Exhibit)A 29
  - C. Discussion of the Resolution of Termination or Resignation of Employment Delegation of Authority: DFE(Exhibit)B 31
6. Report/Discussion Items
  - A. Strategic Plan Quarterly Board Update 33
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Executive Director of Operations)  
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
- A. Request for Approval of Personnel Recommendation for Executive Director of Operations 81
8. Closing Remarks by Superintendent
9. Adjournment



## **TASB Local Policy Update 118**

### **CFD(LOCAL): ACCOUNTING: ACTIVITY FUNDS MANAGEMENT**

Recommended revisions to this local policy are to align with the recently adopted amendments to the Financial Accountability System Resource Guide (FASRG), Module 1, Appendix H, on activity funds. (See the FASRG Financial Accounting and Reporting Appendices at <https://tea.texas.gov/sites/de-fault/files/fasrg17-module1-farappendices-final-accessible.pdf>.)

### **CQB(LOCAL): TECHNOLOGY RESOURCES: CYBERSECURITY**

Based on HB 1118 and SB 1267, the provision addressing board delegation to the superintendent regarding cybersecurity training has been revised to:

- Reflect the elimination of the annual training requirement (except for the cybersecurity coordinator); and
- Give the superintendent the authority to impose consequences for failure to complete required training.

Recommended revisions regarding reports of breaches involving student information are based on SB 1696, which permits the district, rather than the cybersecurity coordinator, to report breaches to TEA and others as required by law.

### **DFE(LOCAL): TERMINATION OF EMPLOYMENT: RESIGNATION**

New recommended text states that if a contract employee provides a resignation to a supervisor who has not been designated by the board to accept such resignations, the supervisor shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

### **DP(LOCAL): PERSONNEL POSITIONS**

Revisions regarding school counselors are based on SB 179, which mandates that the board adopt a policy requiring a school counselor to spend at least 80 percent of total work time on duties that are components of a comprehensive school counseling program (CSCP). If the board determines that, because of staffing needs in the district or at a campus, a school counselor cannot spend 80 percent of work time on CSCP components, the policy must address further details regarding the counselor's duties.

**EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on HB 1525, which imposes several requirements regarding human sexuality curriculum materials, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

**EHBC(LOCAL): SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

Recommended revisions to this local policy include references to accelerated instruction and accelerated learning committees as revised by HB 4545 and direct parents to FNG, the district's existing grievance policy, for complaints about educational plans.

**EIE(LOCAL): ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION**

Outdated provisions on grade advancement testing have been removed as a result of HB 4545, including provisions on assignment of retained students, which were based on Administrative Code provisions addressing grade advancement requirements. The statement about eliminating the practice of retaining students is recommended for deletion, as it is only needed if a district operates an optional extended year program (OEYP) under Education Code 29.082.

**FDE(LOCAL): ADMISSIONS: SCHOOL SAFETY TRANSFERS**

Recommended revisions are to reflect a change from HB 375, which amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

**FEA(LOCAL): ATTENDANCE: COMPULSORY ATTENDANCE**

We have added text to address SB 289, which creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license.

**FEC(LOCAL): ATTENDANCE: ATTENDANCE FOR CREDIT**

Numerous revisions are recommended to this local policy on attendance for credit.

**FFG(LOCAL): STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

Recommended revisions to this local policy incorporate HB 3379 changes to the standard of reporting child abuse and neglect from "cause to believe" to "reasonable cause to believe."

**FL(LOCAL): STUDENT RECORDS**

We offer for your consideration our recommended text at Types of Education Records, which includes education records the district might maintain, including documentation of discussion and action by the new accelerated learning committees created in accordance with HB 4545.

**Fiduciary  
Responsibility**

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District-~~approved~~ accounting practices and procedures, and the [Texas Education Agency \(TEA\) Financial Accountability System Resource Guide](#).

**Student Activity  
Funds**

The Superintendent ~~or designee~~ shall ensure that student activity accounts are maintained to manage all class funds, ~~organization funds~~, and ~~any~~ other funds [raised and collected by student clubs or organizations from students](#) for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and  
Expenditure

Funds collected by student groups shall be used only for purposes authorized by the [student club or organization](#). ~~or upon approval of the sponsor~~. The principal [and sponsor](#) ~~or designee~~ shall [manage and approve](#) all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

**District and Campus  
Activity Funds**

The Superintendent shall [ensure District accounting practices and procedures address](#) ~~establish regulations governing~~ the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

**Carryover Funds**

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If [a club or an](#) organization ceases to function or exist, the unexpended funds ~~of the organization~~ shall be credited to the appropriate administrative activity account.

**High School Perfect  
Attendance**

~~The principal at the participating campus may award an attendance incentive for perfect attendance or any associated scholarship as approved by the attendance review committee.~~

TECHNOLOGY RESOURCES  
CYBERSECURITY

CQB  
(LOCAL)

- Plan** The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.
- Coordinator** The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters ~~and as required by law report to TEA breaches of system security.~~
- Training** The Board delegates to the Superintendent the authority to:
1. Determine the cybersecurity training program to be used in the District; ~~annually completed by each employee and Board member; and~~
  2. Verify and report compliance with ~~staff~~ training requirements in accordance with guidance from the Department of Information Resources; and
  - ~~2.3.~~ Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.
- The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.
- Security Breach Notifications** Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:
1. Written notice.
  2. Email, if the District has email addresses for the affected persons.
  3. Conspicuous posting on the District's websites.
  4. Publication through broadcast media.
- The ~~District~~ District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information ~~as required by TEA and parents in accordance with~~ law.

TERMINATION OF EMPLOYMENT  
RESIGNATION

DFE  
(LOCAL)

**General Requirements**

Except as provided at Failure to Return Contract, below, all resignations shall be submitted in writing to the Superintendent or **other person designated by Board action in accordance with this policy designee**. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A pre-paid certified or registered letter of resignation shall be considered submitted upon mailing.

**At-Will Employees**

The Superintendent ~~or designee~~ shall be authorized to accept the resignation of an at-will employee at any time. **The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.**

**Contract Employees**

The Superintendent or **other person designated by Board action** ~~designee~~ shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. **If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action.** The resignation requires no further action by the District and is accepted upon receipt **by the Superintendent or other person designated by Board action.**

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. **If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action.** ~~The Superintendent or other Board designee~~ shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of Resignation

**Except as provided in this policy, once** ~~Once~~ submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Superintendent.

Failure to Return Contract

An employee who receives an offer of employment contract from the District and fails to sign and return the contract without changes on or before the date specified in the offer will be deemed to have resigned from employment at the end of that employee's existing contract term without further action. For purposes of this paragraph only, upon a showing of adequate cause, the Superintendent or Superintendent's designee may allow the employee to withdraw his or her resignation.

PERSONNEL POSITIONS

DP  
(LOCAL)

**Allocation of Personnel**

~~The Superintendent shall annually submit a proposed allocation report of personnel, by classification, for the upcoming school year.~~

**Staffing Table**

~~This report shall hereafter be the staffing table for the District.~~

~~The staffing table will show total personnel positions to be utilized in the District for each succeeding school year. It will further show the number of positions, by title, assigned to each program in the system.~~

**Classification System**

~~A comprehensive personnel classification system for all personnel of the District shall include the following five general classifications:~~

- ~~1. Administrative personnel.~~
- ~~2. Instructional personnel.~~
- ~~3. Support personnel.~~
- ~~4. Classified personnel.~~
- ~~5. Service personnel.~~

~~A system of job descriptions and expectations to define specifically the responsibilities and duties for each job classification shall be maintained.~~

**Principal Qualifications**

In addition to the minimal certification requirement, ~~the~~ principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage ~~budgets~~ budget and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
- ~~6. Three years' experience as a classroom teacher;~~
- ~~7.6.~~ Prior experience in instructional leadership roles; and
1. Other qualifications deemed necessary by the Board and included in the job description.

**School Counselors**

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

PERSONNEL POSITIONS

DP  
(LOCAL)

- 8.7. If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision. -

BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA  
(LOCAL)

Human Sexuality  
Instruction

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

~~Each student~~~~Students at all grade levels~~ who ~~has~~~~have~~ been identified as being at risk of dropping out of school, ~~and~~ who ~~is~~~~are~~ not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services. ~~based on needs assessment.~~  
~~The principal shall ensure that each identified student is receiving services.~~

**Accelerated Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

**Accelerated Learning Committee**

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG. ~~The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.~~

~~Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended-year program or summer school.~~

[See EIE]

**Curriculum Mastery**

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

Students Receiving  
Special Education  
Services

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

**Standards for  
Mastery**

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

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

Grades 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics and either science or social studies.

Grades 9–12

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

**Accelerated  
Instruction**

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.~~

**Grade Advancement  
Testing**

~~Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.~~

<b>Definition of 'Parent'</b>	<del>For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]</del>
<b>No Alternative Assessment Instrument</b>	<del>The District shall use only the statewide assessment instrument for the third testing opportunity.</del>
<b>Standards for Promotion Upon Appeal</b>	<del>If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.</del> <del>The student shall not be promoted unless:</del> <ol style="list-style-type: none"><li data-bbox="570 1045 1409 1171">1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and</li><li data-bbox="570 1197 1409 1293">2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.</li></ol>
<b>Transfer Students</b>	<del>Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.</del> <del>When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.</del>

~~If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.~~

**Assignments of Retained Students**

~~A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.~~

**Reducing Student Retention**

~~The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]~~

**Safe Schools Data**

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
  - a. Attempted murder;
  - b. Indecency with a child;
  - c. Aggravated kidnapping;
  - d. Aggravated assault on someone other than a District employee or volunteer;
  - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
  - f. Aggravated robbery; or
  - g. Continuous sexual abuse of a young child or **disabled individual children**.

**School Safety Transfers**

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

**From a Persistently Dangerous School**

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

**For a Victim of a  
Violent Criminal  
Offense**

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer  
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

**Excused Absences**

In addition to excused absences required by law, the District shall excuse absences for the following purposes. **A student shall be required to submit verification of these absences in accordance with administrative regulations.**

**Higher Education Visits**

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. ~~A student shall be required to submit verification of such visits in accordance with administrative regulations.~~

**Armed Services Enlistment**

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. ~~A student shall be required to submit verification of such activities in accordance with administrative regulations.~~

**Early Voting or Election Clerk**

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. ~~A student shall be required to submit verification of service in accordance with administrative regulations.~~

**Learner or Driver's License**

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

**Withdrawal for Nonattendance**

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

**Students Attending Homeschools**

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing  
Compulsory  
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

**Consideration of All Absences Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District ~~All absences~~ shall be considered in determining whether a student has attended the required percentage of days under this policy.

**Attendance Committees**

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent ~~or designee~~ shall make the specific appointments in accordance with legal requirements.

**Parental Notice of Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered. When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

All components of the plan for regaining credit must be completed by June 15 of the academic year being appealed for credit. Extensions may be given for students attending summer school.

~~A student~~ **Students** who ~~has~~ **have** lost credit or ~~has~~ **have** not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

**Personal Illness**

~~The~~ ~~When a student's absence for personal illness exceeds four consecutive days, the~~ principal or attendance committee may require ~~verification that the student present a statement~~ from a ~~physician or health-care provider in accordance with administrative regulations~~ ~~clinic verifying the illness or condition that caused the student's extended absence from school~~ as a condition of classify-

	ing <del>an</del> the absence for personal illness as one for which there are extenuating circumstances.
<u>Best Interest Standard</u>	In reaching consensus regarding <del>if</del> a student's <del>student has established a questionable pattern of</del> absences and how, the student can be awarded credit <del>principal</del> or a final grade, the attendance committee shall attempt to ensure <del>may require</del> that its decision is in the best interest of the <del>a</del> student. The Superintendent shall develop administrative regulations to document the attendance committee's decision <del>present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.</del>
<b>Guidelines on Extenuating Circumstances</b>	The attendance committee shall <del>consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.</del> <del>adhere to the following guidelines to determine attendance for award of credit or a final grade:</del>
<u>When Days of Attendance</u>	1. <del>If</del> makeup work is completed satisfactorily, <del>the attendance committee shall consider</del> extracurricular absences and other excused absences <del>as that are allowed under compulsory attendance requirements shall be considered</del> days of attendance for award of credit or a final grade. [See FEA](LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]
Transfers / Migrant Students	2. <del>A transfer or migrant student incurs absences only after his or her enrollment in the District.</del>
Documentation	3. <del>The attendance committee shall consider the acceptability and authenticity of documented reasons for the student's absences.</del>
Consideration of Control	4. <del>The</del> committee shall consider whether the <del>reasons for the</del> absences were <del>for reasons</del> out of the <del>student's or parent's or student's</del> control <del>and</del> .
Student's Academic Record	5.2. <del>The committee shall consider whether</del> documentation <del>for or</del> net the <del>absence is acceptable</del> student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
Information from Student or Parent	6.3. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

**Best Interest  
Standard**

~~In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

**Imposing Conditions  
for Awarding Credit  
or a Final Grade**

The attendance committee shall consider the student's unique circumstances and, if necessary, shall ~~may~~ impose ~~any of the following~~ conditions for ~~awarding students with excessive absences to regain~~ credit or ~~be awarded~~ a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
1. Completing additional assignments, as specified by the committee or teacher.
2. Attending tutorial sessions as scheduled, ~~which may include Saturday classes or before and after school programs.~~
2. Completing other instructional programs, as specified by the committee.
3. ~~Maintaining the attendance standards for the rest of the semester.~~
- 4.3. Taking an examination to earn credit. [See EHDB]
- 5.4. Attending a flexible school day program.
- 6.5. Attending summer school.
- 7.6. Attending any other program deemed appropriate by the committee.

In all cases, the student must ~~also~~ earn a passing grade in order to receive credit.

**Appeal Process**

**Appeals**

The decision of the campus-level attendance committee to deny credit or a final grade may be appealed to a District-level attendance committee by the parent or guardian submitting to the Superintendent or designee a written request that includes the basis for disagreement with the decision of the campus-level committee.

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

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

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

Training

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

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

**Reporting Child  
Abuse and Neglect**

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

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

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

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

A person is required to make a report if the person has **reasonable** cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

**Restrictions on Reporting**

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

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

**Making a Report**

Reports may be made to any of the following:

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

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

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

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

**Immunity**

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

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

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

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

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

**Responsibilities Regarding Investigations**

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

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

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

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

STUDENT RECORDS

FL  
(LOCAL)

**Comprehensive System**

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

**Cumulative Record**

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled/inactive students shall be retained for the period of time required by the District records retention schedules. Only the records management department shall destroy a student's cumulative record. [See CPC]

**Custodian of Records**

The principal is custodian of all records for currently enrolled students. The records management officer is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

**Types of Education Records**

The ~~Each~~ record custodian, ~~at respective sites~~, shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learning committee convened for the student.
5. Health services record, including:
  - a. The results of any tuberculin tests required by the District.
  - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
- 6. Attendance records.
- 7. Student questionnaires.
- 8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
- 9. Verified reports of serious or recurrent behavior patterns.
- 10. Copies of correspondence with parents and others concerned with the student.

Records transferred from other districts ~~are specified~~ in which the student was enrolled. ~~FL(REGULATION).~~

- 11. Records pertaining to participation in extracurricular activities.
- 12. Information relating to student participation in special programs.
- 13. Records of fees assessed and paid.
- 14. Records pertaining to student and parent complaints.
- 15. Other records that may contribute to an understanding of the student.

#### Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school. Any confidential student records that are faxed shall be prefaced with a confidentiality statement.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

STUDENT RECORDS

FL  
(LOCAL)

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

**Access by School Officials**

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

STUDENT RECORDS

FL  
(LOCAL)

5. Investigating or evaluating programs.

**Fees for Copies**

Copies of records shall be available at a per copy cost, payable in advance, as specified in the annual notice to parents of their privacy rights.

**Transcripts and Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the time line provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records Responsibility for Students in Special Education**

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the department of special education.

**Procedure to Amend Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

STUDENT RECORDS

FL  
(LOCAL)

**Subpoenaed  
Records**

All subpoenaed records shall be processed at the respective campus in which the student is currently enrolled. Subpoenaed records for students no longer enrolled at a District campus shall be processed through the records management department.

**Directory  
Information**

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Unless the parent objects to the use of his or her child's information for limited purposes, the school will not need to ask for parental permission each time the District wishes to use this information for the school-sponsored purposes listed.

A parent shall be permitted to object to the release of student directory information regarding his or her child.



## **Resolution of Termination or Resignation of Employment Delegation of Authority: DFE(Exhibit)A**

A resolution will be presented for your consideration at the November 16, 2021, Board meeting. Resolution is based on the Commissioner of Education proposal for the delegation of authority to accept resignations, effective before the end of the school year.

### **Exhibit A—Resolution of the Board Delegating Authority to Accept a Contract Employee’s Resignation Effective Before the End of the School Year**

**Note to administrator:** This resolution should be adopted by the Board only if the Board wishes to designate a District employee, in addition to the Superintendent, to serve as the Board’s designee to accept a contract employee’s resignation that will be effective before the end of the school year.

WHEREAS, Education Code 21.105(b), .160(b), and .210(b) and DFE(LOCAL) provide that a contracted employee may resign effective before the end of the school year, with the consent of the Board or the Board’s designee; and

WHEREAS, in addition to the delegation of authority to the Superintendent in DFE(LOCAL), the Board seeks to also delegate authority to the [Executive Director of Human Resources or Associate Superintendent of Athletics/Human Capital/Operations](#) to accept a contract employee’s resignation when the resignation is effective before the end of the school year;

NOW THEREFORE BE IT RESOLVED that in addition to the delegation of authority to the Superintendent in DFE(LOCAL), the Board of [Ector County Independent School District](#) also delegates to the [Executive Director of Human Resources or Associate Superintendent of Athletics/Human Capital/Operations](#) authority to accept a contract employee’s resignation when the resignation is effective before the end of the school year.

The Superintendent or other person designated by Board action will either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

Adopted this \_\_\_\_\_ (date) day of \_\_\_\_\_ (month), \_\_\_\_\_ (year), by the Board of Trustees.

Presiding Officer: \_\_\_\_\_

Secretary: \_\_\_\_\_



## **Resolution of Termination or Resignation of Employment Delegation of Authority: DFE (Exhibit) B**

A resolution will be presented for your consideration at the November 16, 2021, Board meeting. Resolution is based on the Commissioner of Education proposal for the delegation of authority to accept resignations, effective at the end of the year and submitted before the penalty-free resignation date.

### **Exhibit B—Resolution of the Board Delegating Authority to Accept a Contract Employee’s Resignation Effective at the End of the School Year or Submitted Before Penalty-Free Resignation Date**

**Note to administrator:** This resolution should be adopted by the Board only if the Board wishes to designate a District employee, in addition to the Superintendent, to serve as the Board’s designee to accept a contract employee’s resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date.

WHEREAS, Education Code 21.105(a), .160(a), and .210(a) and DFE(LOCAL) provide that a contracted employee may relinquish a teaching position and leave the District at the end of a school year without penalty by filing with the Board or the Board’s designee a written resignation not later than the 45th day before the first day of instruction of the following school year; and

WHEREAS, in addition to the delegation of authority to the Superintendent in DFE(LOCAL), the Board seeks to also delegate authority to the [Directors of Human Resources or Executive Director of Human Resources or Associate Superintendent of Athletics/Human Capital/Operations](#) to accept a contract employee’s written resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date;

NOW THEREFORE BE IT RESOLVED that in addition to the delegation of authority to the Superintendent in DFE(LOCAL), the Board of Ector County Independent School District also delegates authority to the [Directors of Human Resources or Executive Director of Human Resources or Associate Superintendent of Athletics/Human Capital/Operations](#) to accept a contract employee’s written resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation period.

A resignation filed not later than the 45th day before the first day of instruction of the following school year is effective upon filing. The resignation cannot be rejected by the District or withdrawn by the employee, is accepted upon receipt by the Superintendent or other person designated by Board action, and requires no further action by the District.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

Adopted this \_\_\_\_\_ (date) day of \_\_\_\_\_ (month), \_\_\_\_\_ (year), by the Board of Trustees.

Presiding Officer: \_\_\_\_\_

Secretary: \_\_\_\_\_



## **STRATEGIC PLAN QUARTERLY BOARD UPDATE**

The District began work on the strategic plan, *The Future is Now*, in March 2019 to guide the work of the District through the year 2024. There will be quarterly strategic plan board updates on the different projects of the strategic plan. The following topics will be presented on November 9, 2021: (1) Establish District Technology Standardization, (2) Implement Personalized Professional Learning, (3) and the 2021 Indicators of Success.

THE  
**FUTURE**  
IS  
**NOW**



Foundations • Talent • Learning

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**Strategic Plan Quarterly Update**

# Strategic Plan Board Updates

Today

1. Establish District Technology Standardization
2. Implement Personalized Professional Learning
3. 2021 Indicators of Success

February  
2022

August  
2022

April  
2022

35

## **Vision:**

OUR Students...THE Future

## **Mission:**

Believing OUR students are THE future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



# ECISD Board Goals

1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%<sup>1</sup> to 60% by May 2024 across all tested content areas.

2

The percentage of 3rd grade students reading at or above grade level will increase from 35%<sup>1</sup> to 45% by May 2024.

37

3

The percentage of high school graduates considered College, Career or Military Ready will increase from 56%<sup>1</sup> to 65% by May 2024.

1. 2018-2019 Texas Education Agency HTML TAPR

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901)

# STRATEGIC PLAN PROJECTS



## FOUNDATIONAL EXCELLENCE

Systematize Social Emotional Learning

### Systematize Equity Based Funding

Incorporate Modified Zero Base Budgeting

### Develop Long Range Facilities Master Plan

Develop Efficient Systems to Increase Productivity in Operations

Attain Data Interoperability

Earn Trusted Learning Environment Seal

**Establish District Technology Standardization**

Provide Home Internet Connectivity



## TALENT DEVELOPMENT

Strengthen Professional Learning Communities

**Implement Personalized Professional Learning**

Cultivate Talent Pipelines

Incorporate Strategic Staffing and Compensation

**Develop a System of Support for National Board Certification**



## LEARNING JOURNEY

**Establish “To and Through” Efforts**

### Develop Choice Schools

Systematize Blended Learning

Redesign the Student Summer Experience

38

Implement a Learning Management System

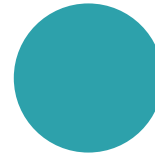
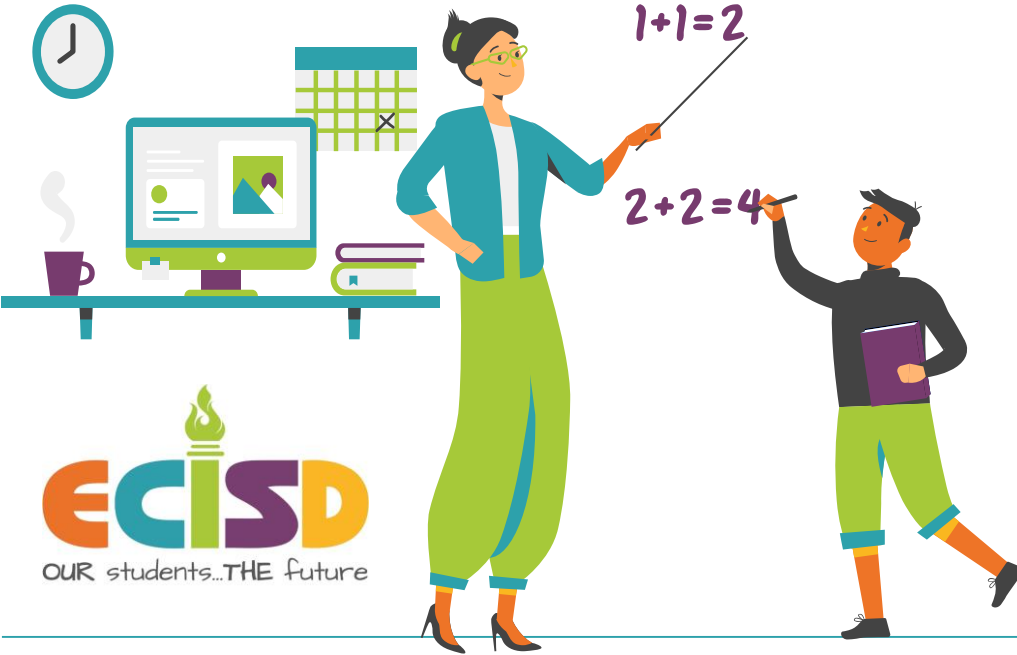
**Expand PreK**

# Establish District Technology Standardization

ECISD Technology  
Kellie Wilks & Lauren Tavaréz

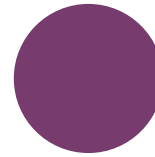


# Ector County ISD Technology Standardization



## District Wireless Connectivity Standard

Wifi & internet connection



## Professional Mobile Device Standard

Staff Devices



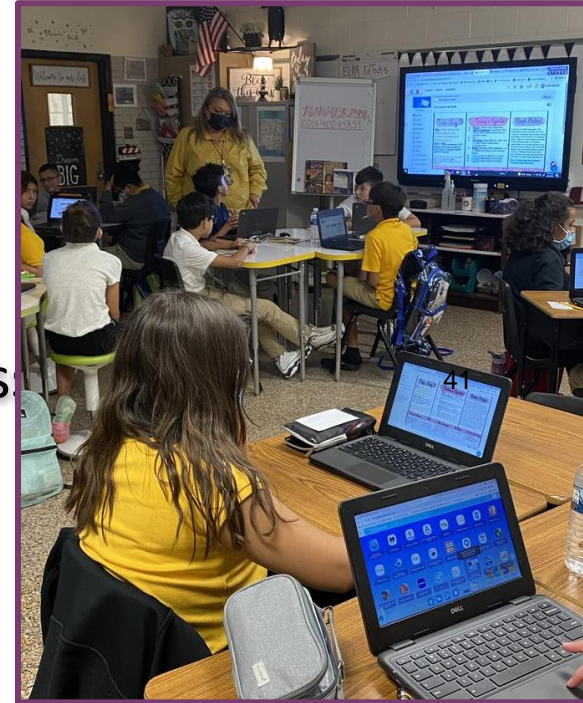
## Classroom Technology Standard

Devices for learning in the classroom

# Future Ready Classrooms

Believing OUR Students are THE Future!

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



# District Wireless Connectivity Standard

Classroom Wifi & Internet Connection



# Wireless Connectivity

Our future ready classrooms require anytime, anywhere connectivity!

Action steps taken & upcoming:

**April  
2021**  
All Portables  
Wireless  
Completed

**October  
2021**  
2,988  
Access  
Points

**November  
2021**  
Switches  
installed for  
AP power

**February  
2022**  
3,154  
Access Points  
Installed



# Professional Mobile Device Standard

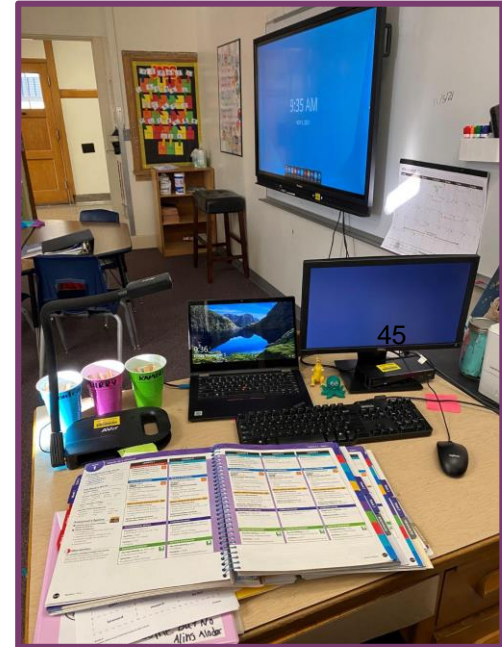
Instructional Staff Devices



# Improvements for Instructional Staff

To better support staff mobility, effectiveness & efficiency, the following technology standard has been established:

- Laptop computer
- Docking Station
- Additional Computer Monitor
- External keyboard and mouse



# Classroom Technology Standard

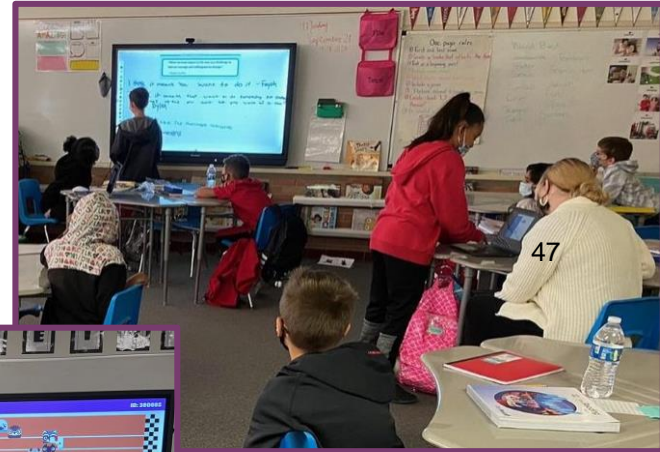
Devices for Learning



# Providing Future Ready Classrooms

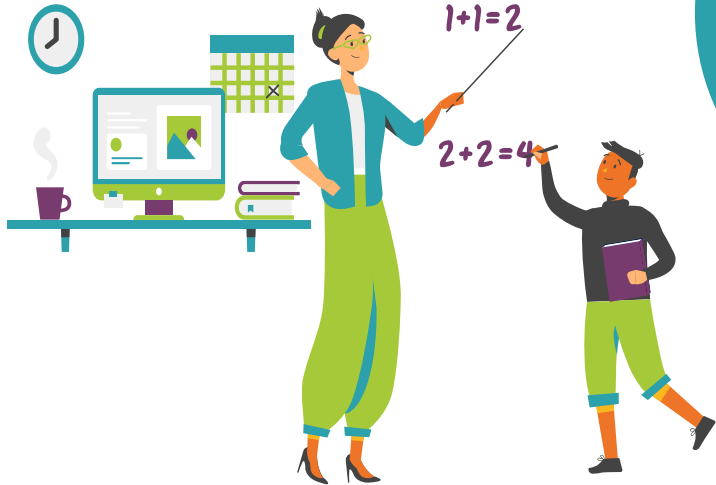
To better support student learning & increase engagement, the following standard has been established:

- Professional Mobile Device Standard equipment
- Promethean Interactive Flat Panel
- 1:1 Student devices for students





# Questions, Comments or Feedback?



**Wireless  
Connectivity  
Standard**

**Professional  
Mobile Device  
Standard**

**Classroom  
Technology  
Standard**

48

# Personalized Professional Learning

November 9, 2021

Jessie Garcia



# Why? Talent Development



Talent  
Pipelines

THE  
**FUTURE**  
IS  
**NOW**



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Career  
Pathways



50



Professional  
Learning

17

# Personalized Professional Learning... What is it?



## Coaching

Takes place in the classroom, in real time, with current students, and is centered on issues of actual practice.



## Mentoring

Takes place in the classroom, nearly real time, away from students, and is centered on issues of actual practice.



Lennie Garcia, MCL at Dowling ES, Leading a small team of teachers.

# Personalized Professional Learning... What is it?



## Professional Learning Communities

Takes place in the school, shortly before or after instruction, away from students, and is centered on issues of actual practice.



## Independent Learning

A teacher independently researches a problem of practice, implements a solution in class, then reflects on the experience.

 **Dana**  
@danalakenzie

 **ECISDElementaryELAR**  
@ElarEcisD

We had so much fun at our Let's Get Digital w/ HMH after the bell today! [@JaimeMi50367314](#) [@drilliananez](#) [@ECISD\\_T2L](#)

### Organize Your Thinking about "Let's Get Digital"

I USED TO THINK	NOW I THINK
<p><b>Luz - Canva</b> was only used for presentations!</p> <p><b>Tricia</b> - only thought there were videos for the modules.</p> <p><b>Catherine Caruso</b> - I used to think that I had to just use worksheets with HMH</p>	<p><b>Nan</b> - this is doable and something that teachers will love to do!</p> <p><b>Tricia</b> - now I know there are videos for Coaching</p> <p><b>Ellenora Caruso</b> - Brad knows that I have many options to support my students using those video Coaching Resources</p>
<p><b>Cecilia</b> - Had never heard of Canva</p> <p><b>Robin Harris</b> I didn't have time for any more.</p> <p><b>Cristi</b> - was only for paper elementary to collaborate with</p> <p><b>Tricia</b> - now I know there are videos for teachers to learn from.</p> <p><b>Parla Quintana</b> - I am not super tech savvy so if the different options were comprehensive</p> <p><b>Nan Jamboard</b> was something that would be too hard to do.</p>	<p><b>Luz</b> - Canva is a great resource for creating quick, agency activities for the students.</p> <p><b>Cecilia</b> - can't wait to start playing around with Canva.</p> <p><b>Ellenora Caruso</b> - Brad knows that I have many options to support my students using those video Coaching Resources</p> <p><b>Parla Quintana</b> - Now I think HMH has all the resources I need.</p> <p><b>Robin Harris</b> - I can use my data and plan better to help with organization. Also I can use teacher video to help myself and others.</p> <p><b>Cristi</b> - There are many resources for teachers to just to enhance and improve their learning and instruction.</p>
<p><b>Beth</b> - only used for presentations!</p> <p><b>Tricia</b> - only thought there were videos for the modules.</p> <p><b>Catherine Caruso</b> - I used to think that I had to just use worksheets with HMH</p>	<p><b>Parla Quintana</b> - I used to think HMH did not offer coaching videos.</p> <p><b>Parla Quintana</b> - I used to think HMH did not offer coaching videos.</p>

5:51 PM · Sep 29, 2021 · Twitter for iPhone

5:54 PM · Sep 21, 2021 · Twitter for iPhone

# Where are we now?

## Instructional PL Sessions

From August-November we have offered 113 PL Sessions plus an additional 37 sessions for non-instructional staff. Over 13,000 seats filled.

113

## National Board Certification

Last year ECISD had 8 teachers begin this process. This year we are adding an additional 58.  
53

58

Currently we have 49 Teachers across 17 Opportunity Culture campuses serving as MCLs and providing job embedded coaching.

## Multi-Classroom Leaders

49

We currently have 107 mentor teachers supporting our new teachers as they begin their educational journeys.

## Mentor Teachers

107

# PL Opportunities by Job Type

## Teachers

- PLCs
- Monthly PL Offerings
- Instructional Coaching
- Early Release PL Days
- National Board Certification Opportunities

## Aspiring Leaders

- Emerging Leadership Academy
- Aspiring Leadership Academy
- National Board Certification
- Principal Fellowship Grant Opportunities

## Principals

- Leadership University
- Real-time Coaching
- Professional Learning Opportunities

## Staff

- Odessa Pathway to Teaching<sup>54</sup>
- Self Paced Courses
- Monthly Professional Learning Opportunities for non instructional staff

# Next Steps

■ Scaling Professional Learning Opportunities for all Staff

- Provide on the job coaching through various coaching roles
- Continue developing our instructional coaches

## TCLAS Grant Recipient

- Award for 52 Teacher Residents over the next 3 years.
- Pipeline for 6 Paraprofessional to Teacher



55



**NATIONAL BOARD**  
*for Professional Teaching Standards*



- 17 Schools participating
- Currently Selecting Cohort C for year 3 of implementation



56

**Thank you!**



14

INDICATORS  
OF  
SUCCESS

57

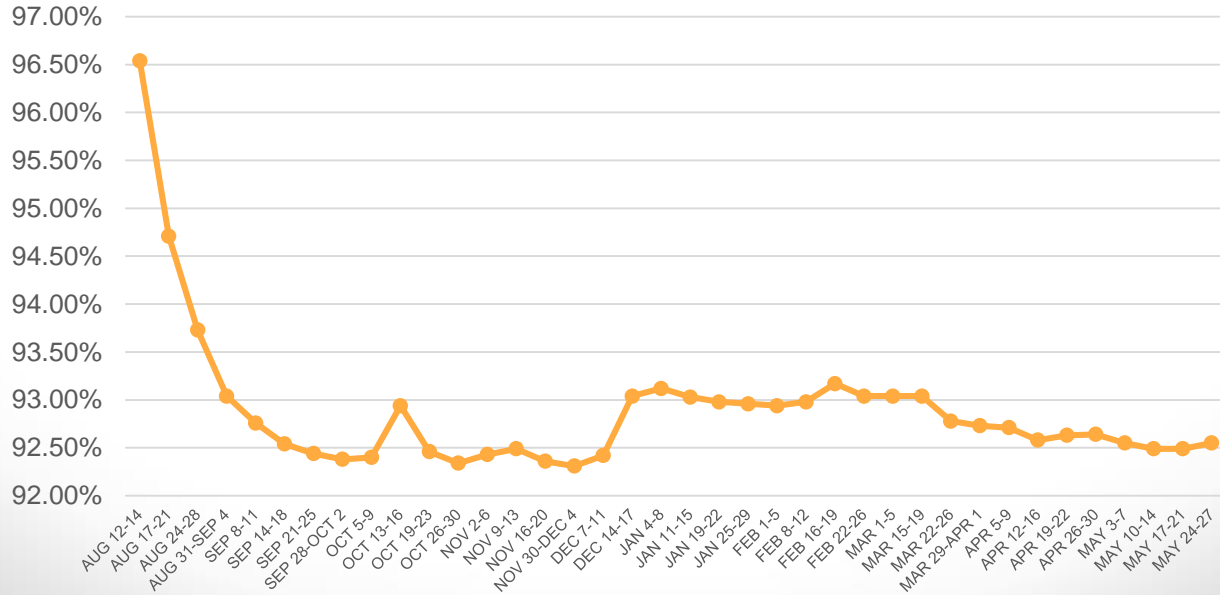
For the year 2020-2021



# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% <sup>1</sup>	94%	92.6%	94.5%	94.7%	95%

## 2020-2021 Attendance %

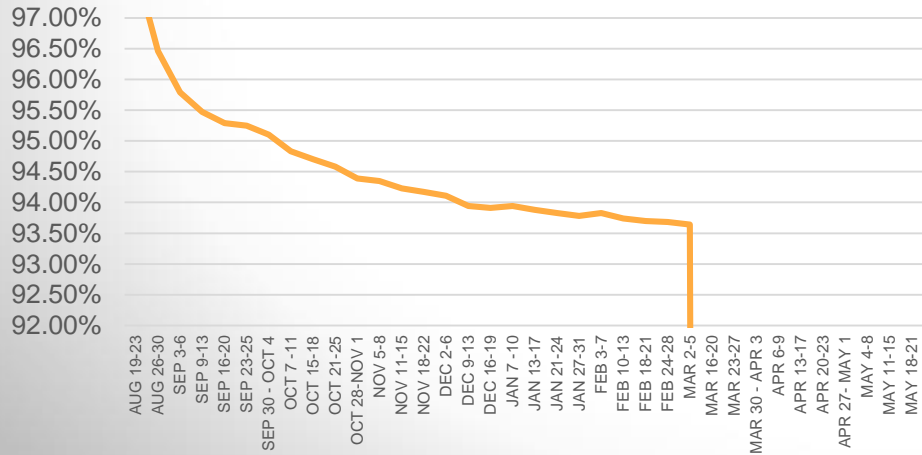


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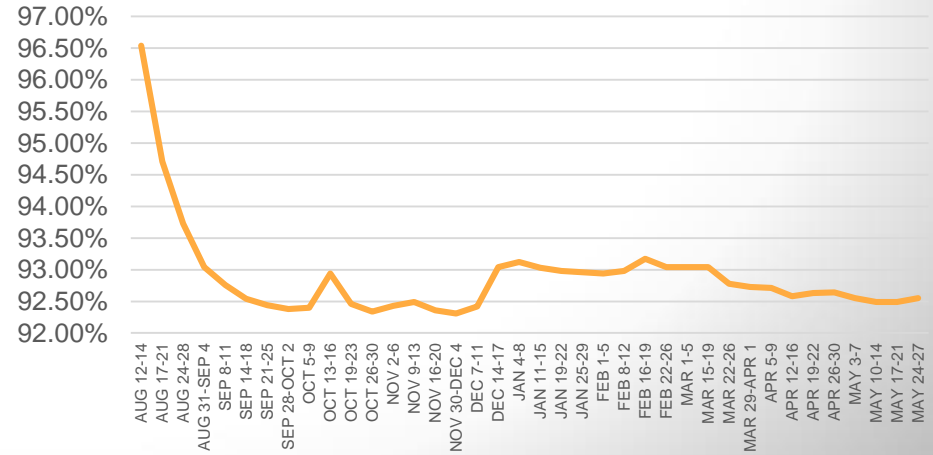
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## 2019-2020 Attendance %



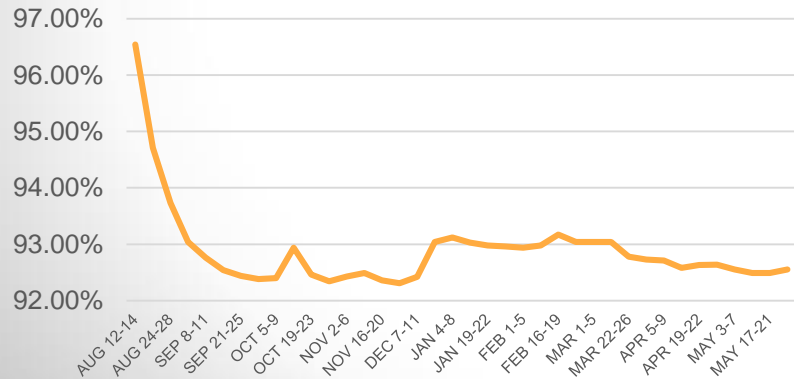
## 2020-2021 Attendance %



# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% <sup>1</sup>	94%	92.6%	94.5%	94.7%	95%

2020-2021 Attendance %



- Attendance Communication Software: KiINVOLVED
- Added 4 more social workers<sup>60</sup>
- Optional Flex School Day Program
- Added 3 Specialists focused on homeless students
- National Board Certified Teachers
- Opportunity Culture to extend the reach of great teachers

# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% <sup>1</sup>	63%	N/A	66%	69%	75%



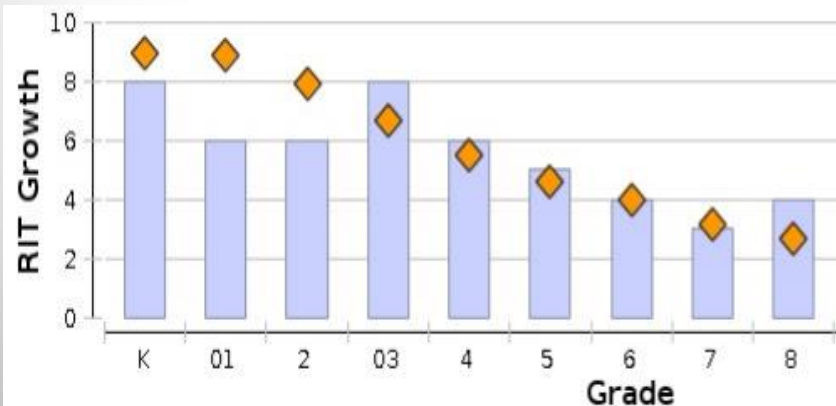
61

The Growth (STAAR) indicator did not receive a rating for the 2021 school year.

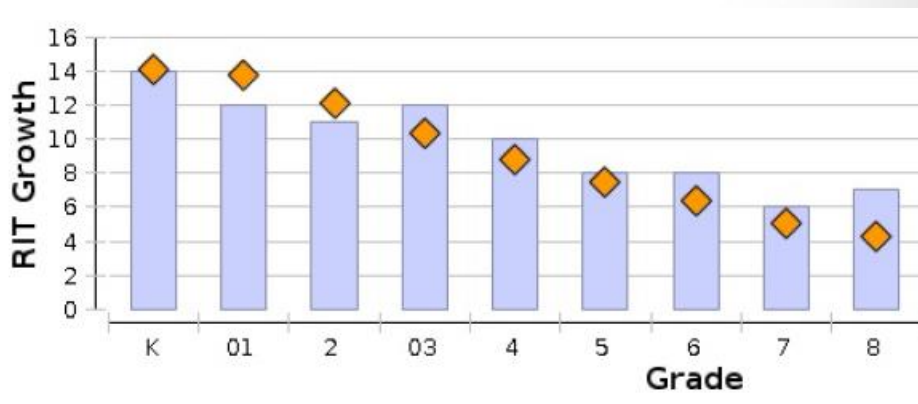
# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	50%	54%	56%	58%

## Math Middle of the Year



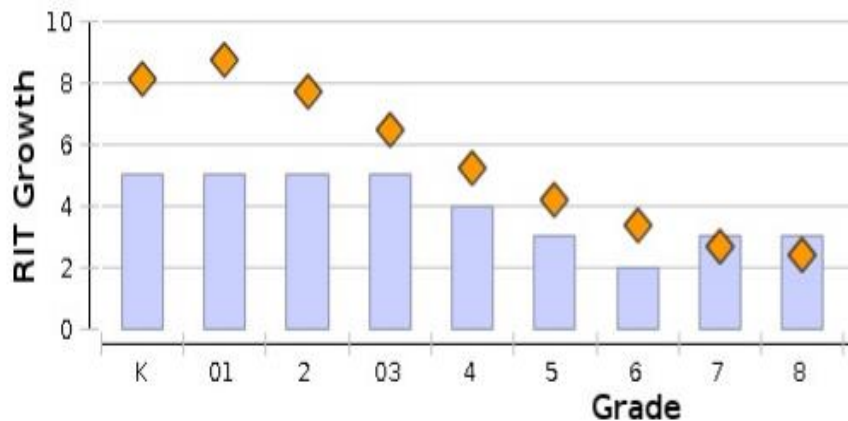
## Math End of the Year



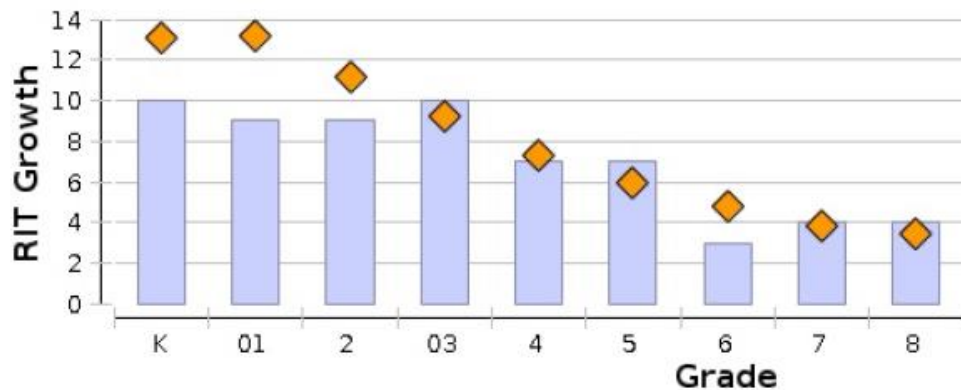
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Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
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## Reading Middle of the Year



## Reading End of the Year



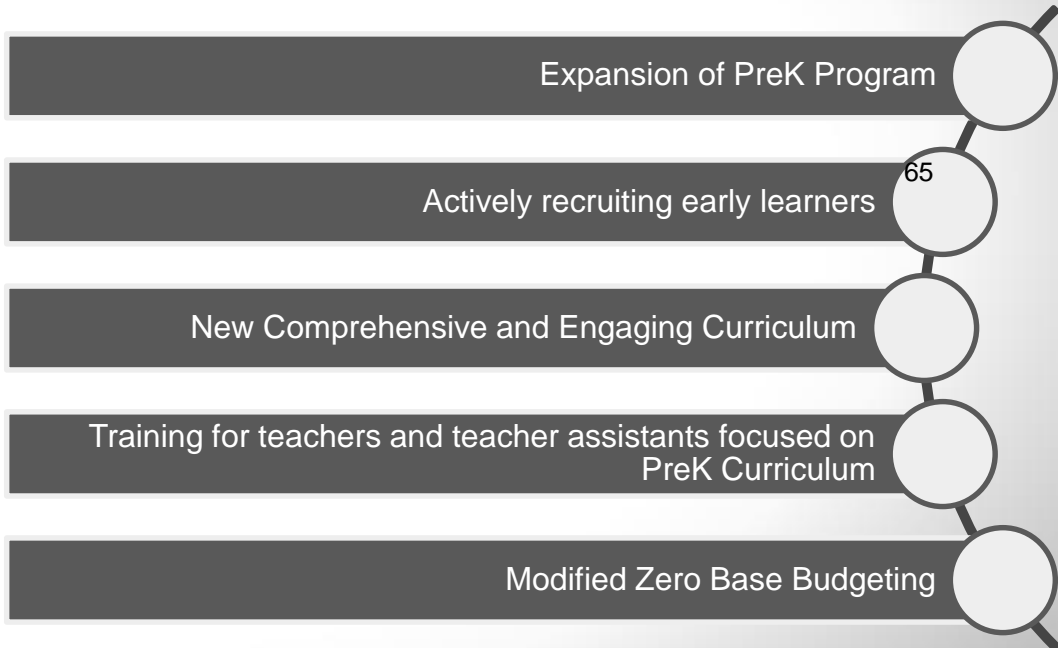
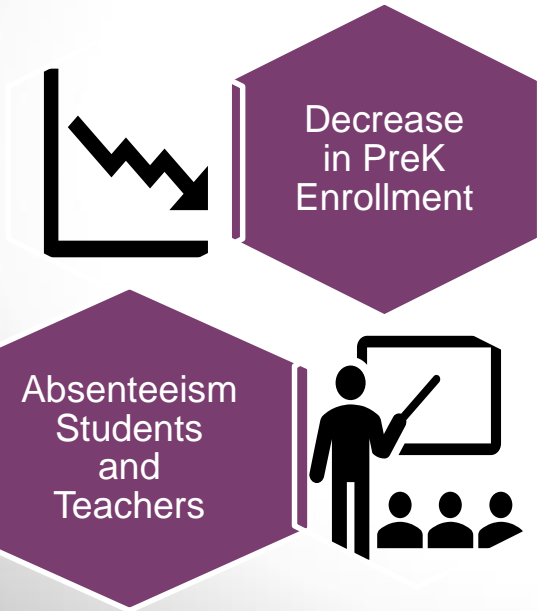
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1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	50%	54%	56%	58%

- High-Dosage Tutoring
- Professional Learning Communities
- Strategic Staffing and Compensation
- Family Data Meetings
- Learning Management System

# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% <sup>1</sup>	40%	33.2%	45%	60%	65%



# 2021 Indicators of Success Results

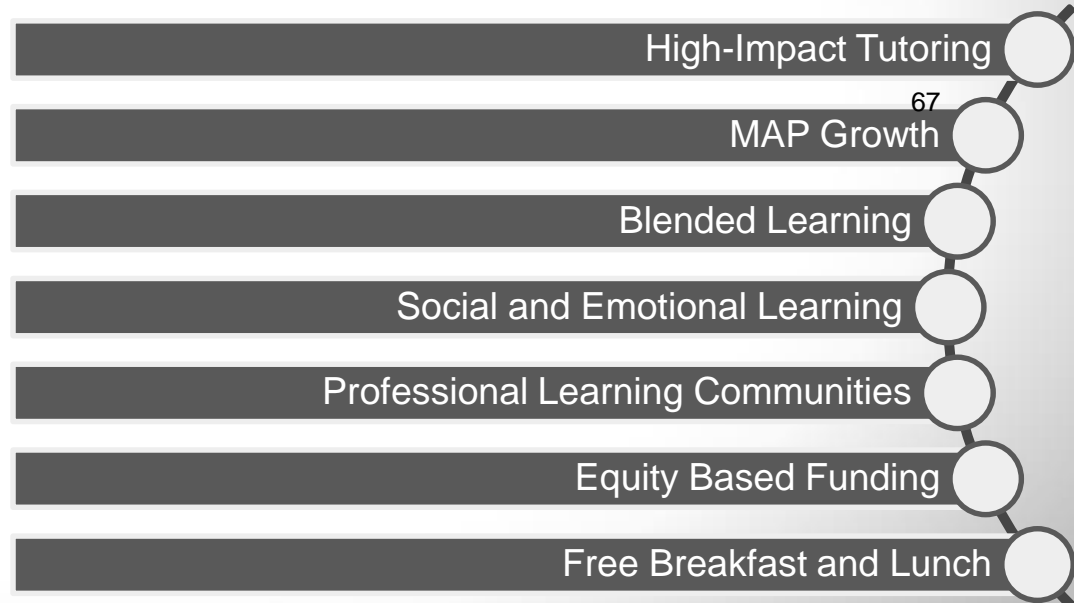
Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) <sup>5</sup>	13 out of 47 (28%)	15 out of 46 (33%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement Status: ELA/Reading	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Academic Achievement Status: Math	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Graduation Rate Status	Y	Y	Y	N					Y	Y	N			
English Language Proficiency Status										Y				
School Quality Status	Y	Y	Y	Y		N			Y	Y	Y		Y	Y
													Y (Met)	15
													N (Did not Meet)	31

# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
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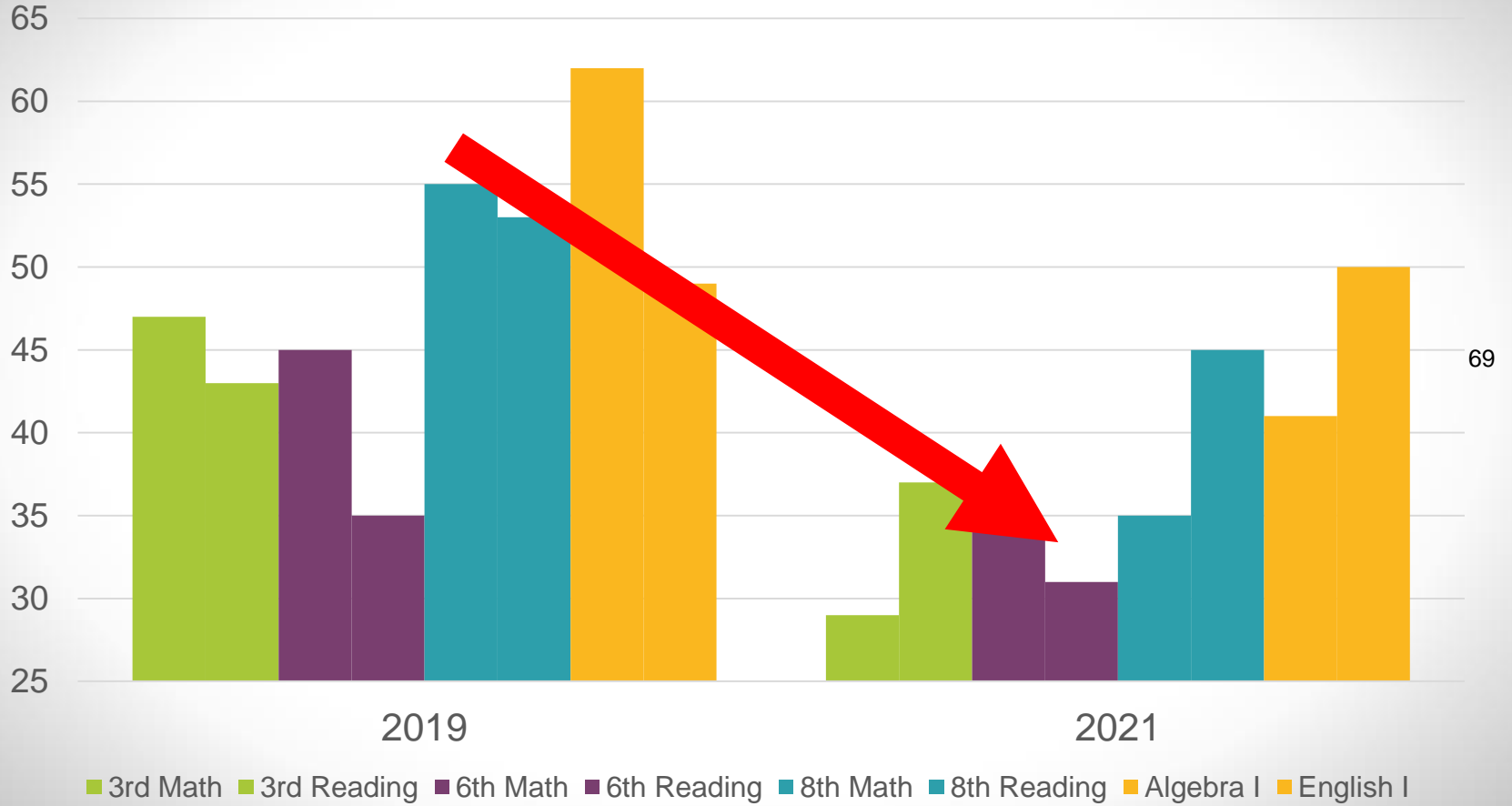
Y (Met)	15
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# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	3 <sup>rd</sup> Grade Composite (reading and math)	% of 3 <sup>rd</sup> grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% <sup>3</sup>	26%	15%	28%	31%	35%
1,3	6 <sup>th</sup> grade reading or math on grade level	% of 6 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% <sup>1</sup> M - 26% <sup>1</sup>	R – 22% M – 28%	R – 18% M – 20%	R – 25% M – 33%	R – 30% M – 39%	R-37% M-47% 68
1,3	8 <sup>th</sup> grade reading or math on grade level	% of 8 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% <sup>1</sup> M - 24% <sup>1</sup>	R – 36% M – 26%	R – 27% M – 16%	R – 41% M – 35%	R – 47% M – 45%	R-55% M-57%
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% <sup>1</sup> Alg I - 42% <sup>1</sup>	Eng I – 38% Alg I – 44%	Eng I – 28% Alg I – 22%	Eng I – 41% Alg I – 49%	Eng I – 45% Alg I – 55%	Eng I – 50% Alg I – 61%

# COVID Slide: STAAR Statewide



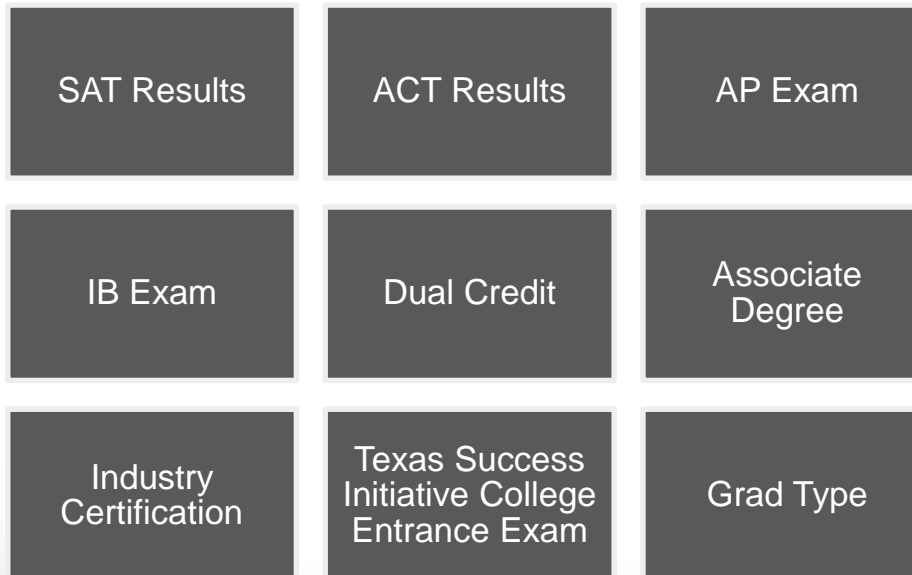
# 2021 Indicators of Success Results



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# 2021 Indicators of Success Results

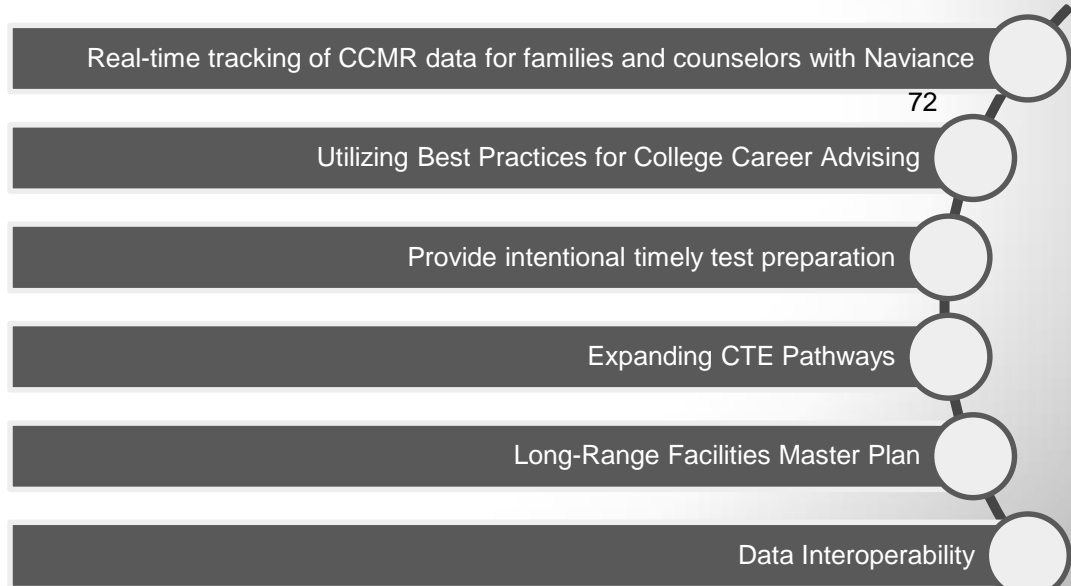
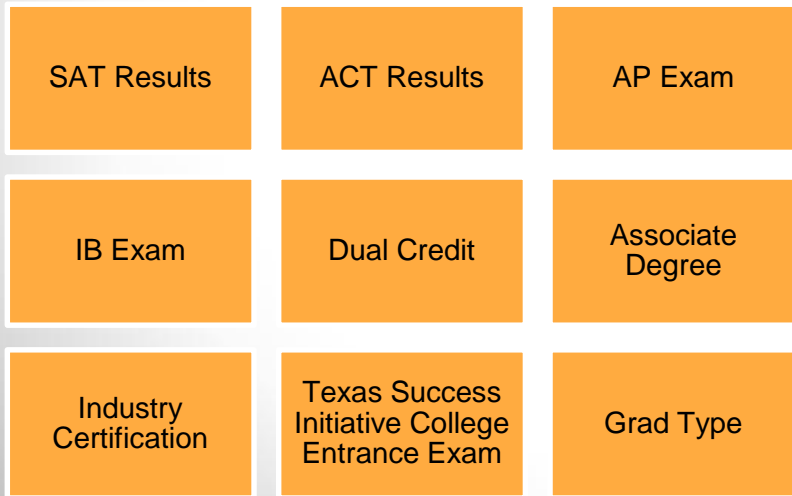
Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% <sup>8</sup>	21%	22%	23%	25%	27%



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# 2021 Indicators of Success Results

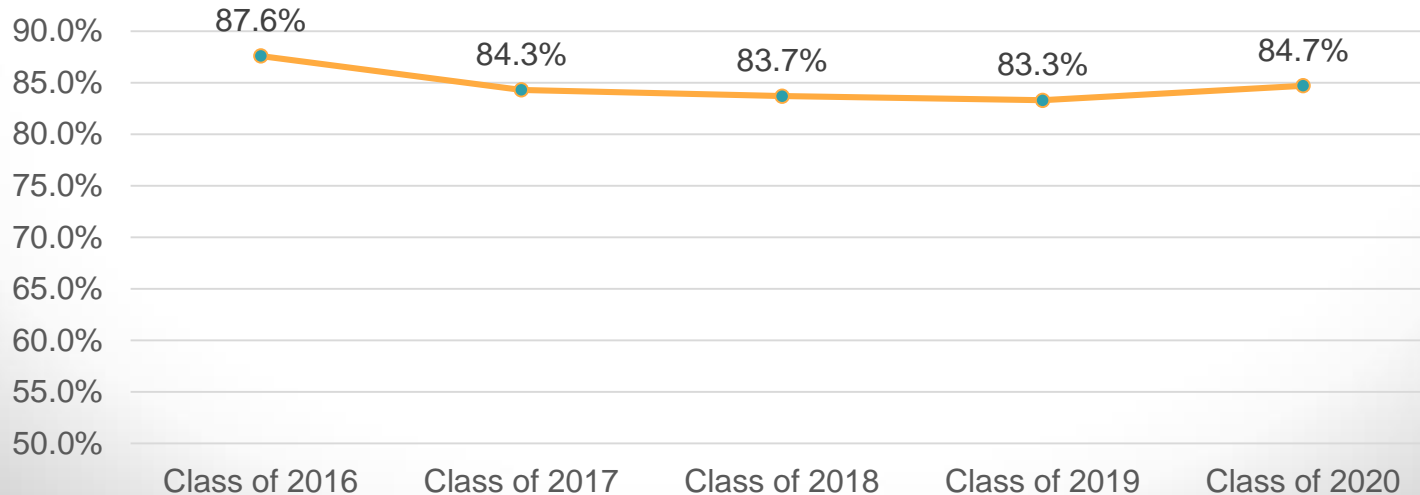
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Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% <sup>1</sup> Class of 2018	84%	84.7% Class of 2020	86%	88%	90%

## ECISD 4 Year Graduation Rate

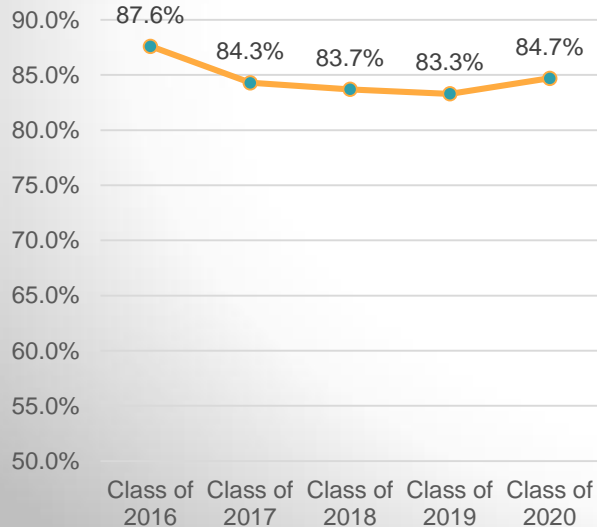


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ECISD 4 Year Graduation Rate



# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	51% <sup>4</sup> Class of 2019	51% Class of 2020	51% Class of 2020	53% Class of 2021	60% Class of 2022	65% Class of 2023

 2-Year

 4-Year

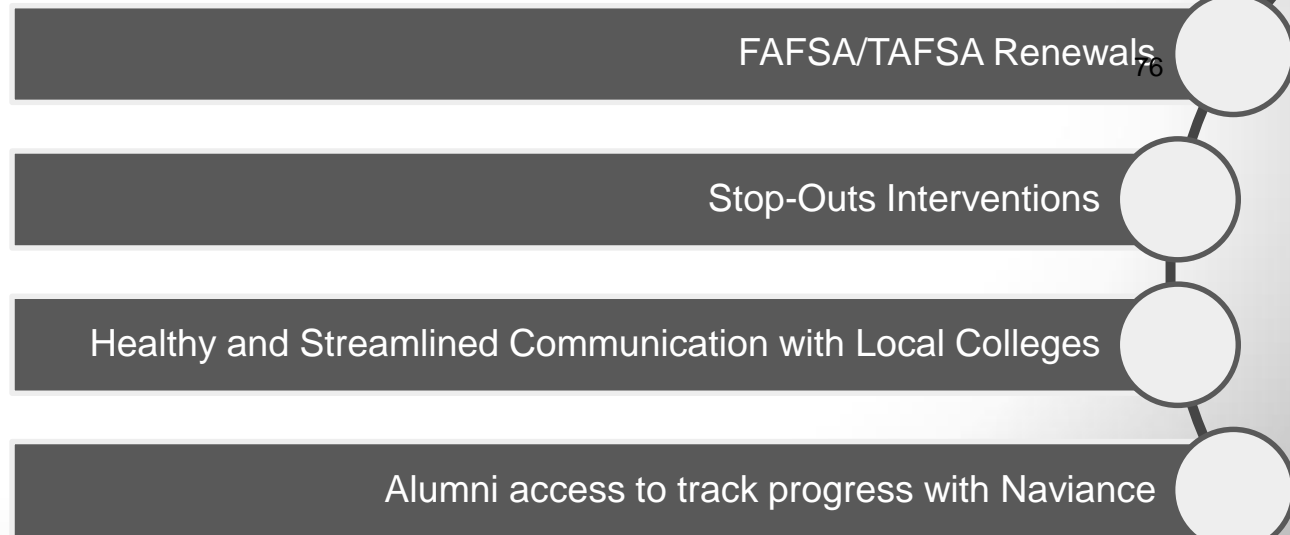
 Technical

 Military



# 2021 Indicators of Success Results

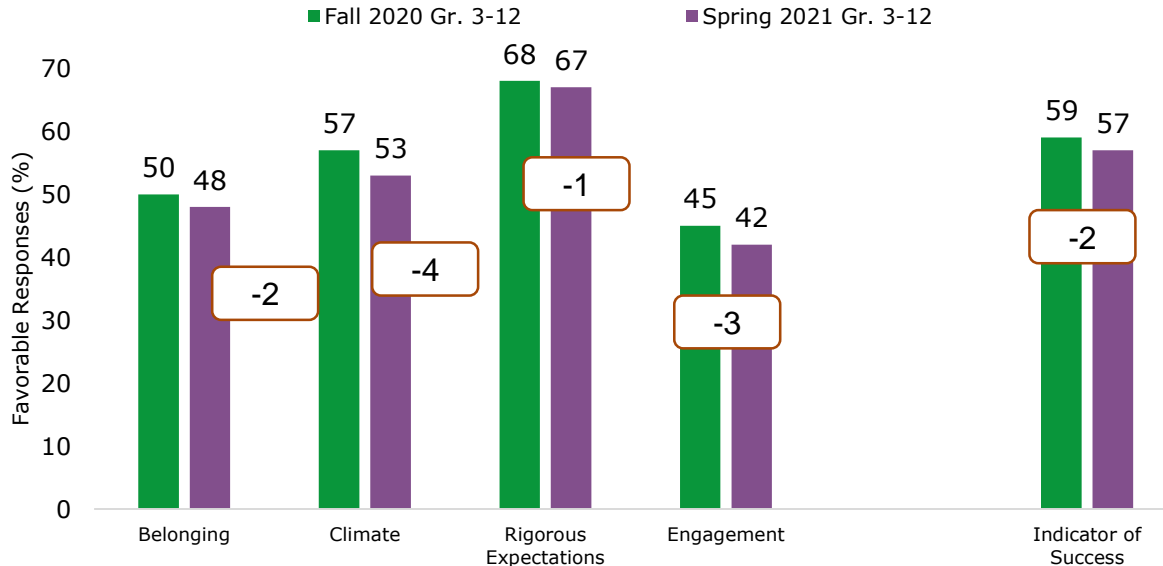
Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% <sup>4</sup> Class of 2012	31% Class of 2015	29% Class of 2015	33% class of 2016	35% class of 2017	65% <sup>7</sup> class of 2018



# 2021 Indicators of Success Results

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2021 Actuals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	59% <sup>6</sup>	60%	57%	61%	62%	63%

Percent Favorable Responses by Topic, All Grade Levels Surveyed

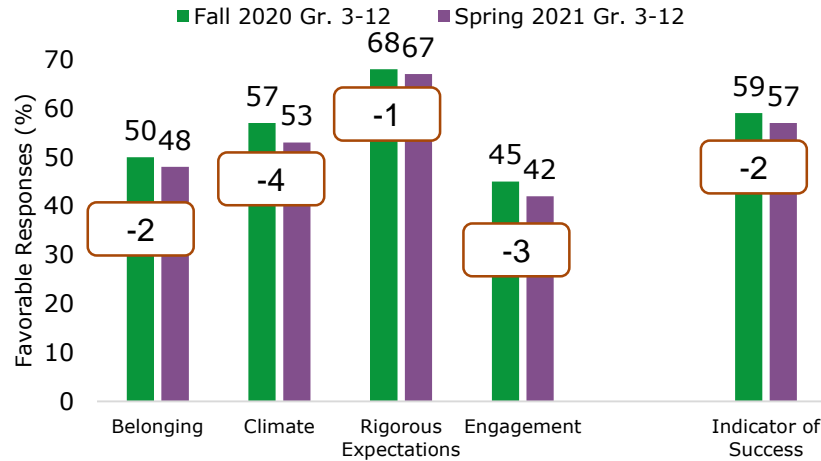


Source: Panorama Survey Data, Spring 2021

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Percent Favorable Responses by Topic, All Grade Levels Surveyed





# 14 INDICATORS OF SUCCESS

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## For the year 2020-2021



THE  
**FUTURE**  
IS  
**NOW**

Foundations • Talent • Learning

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**Strategic Plan Quarterly Update**



**TO:** Board of Trustees

**FROM:** Staci Ashley, Executive Director of Human Resources

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF  
RECOMMENDATION FOR THE EXECUTIVE DIRECTOR OF  
OPERATIONS**

**DATE:** November 9, 2021

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Recommendation to hire the Executive Director of Operations.

\*\*\*\*\*

Administrative Recommendation:  
Approval of Personnel Recommendations.