Agenda of Regular Meeting and Public Hearing on the Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and 1PointFive P1, LLC, Texas Comptroller Application Number 1570, Pursuant to Chapter 313 of the Texas Tax Code and Public Hearing for Adoption on 2022-2023 Official Budget

The Board of Trustees
Ector County Independent School District

A Regular Meeting and Public Hearing on the Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and 1PointFive P1, LLC, Texas Comptroller Application Number 1570, Pursuant to Chapter 313 of the Texas Tax Code and Public Hearing for Adoption on 2022-2023 Official Budget of the Board of Trustees of Ector County Independent School District will be held June 21, 2022, beginning at 5:00 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. 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.] (Level III Grievance Hearing - Sheena Salcido)
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. Possible Action Concerning Level III Grievance Hearing - Sheena Salcido 4
5. Pledge Allegiance to US and Texas Flags:
Camp SIP Students
Amaralis Gomez - 4th Grade Reagan Elementary Student
Emmanual Afolabi - 7th Grade Nimitz Middle School Student
6. Invocation: Reverend Mike Atkins, Kingston Avenue Baptist Church

7. Special Presentations:
Presentation of Extra Mile Award to Lorraine Perryman, Lisa Wyman and Chris Cole
Presentation of State Board of Education Student Hero Award to OCTECHS Ashley Manquero
Introduction of Visual Arts Scholastic Event (VASE) State Qualifiers
Recognition of Shijay Sivakumar for Placing in a tie for 9th at the Scripps National Spelling Bee May 31-June 2 in Washington, D.C.
8. Opening Remarks by Superintendent
9. Public Comment
10. Board Policy
A. Discussion of and Request for Approval of Revisions to Local Board Policies for the District of Innovation Renewal Plan 5
11. Public Hearing
A. Public Hearing, Discussion and Possible Action on the Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and 1PointFive P1, LLC, Texas Comptroller Application Number 1570, Pursuant to Chapter 313 of the Texas Tax Code 12
12. Public Hearing
A. Public Hearing for Adoption of 2022-2023 Official Budget 20
13. Action Items
A. Discussion of and Request for Approval of Adoption of 2022-2023 Official Budget 43
B. Discussion of and Request for Approval of Resolution to Calculate the Property Tax Rates 49
C. Discussion of and Request for Approval of Purchases over $50,000 51
D. Discussion of and Request for Approval of Resolution Committing Fund Balance in Accordance with GASB 54 73
E. Discussion of and Request for Approval of 2021-2022 Final Budget Amendment #7 75
F. Discussion of and Request for Approval of 2022-2023 District Improvement Plan 76
G. Discussion of and Request for Approval of the 2022-2023 Student Code of Conduct and Revisions to the Student Handbook Fees 194
H. Discussion of and Request for Approval to Delegate Hiring Authority to the Superintendent for Contractual Personnel Stipulated in Policy DC(LOCAL) Through the End of August 2022 348
I. Discussion of and Request for Approval to Adopt Resolution Regarding Wage Payments During Disruption of Normal District Operations 351
14. Consent Agenda 352
A. Request for Approval of Minutes of Meetings 353
B. Request for Approval of Bills for Payment 374
C. Request for Approval of Innovative Services for Students with Autism Grant Award Program Shared Services Agreement 404
D. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - OCTECHS 415

E. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - Odessa Collegiate Academy 425
F. Request for Approval of Memorandum of Understanding between Ector County ISD and The University of Texas Permian Basin for Academic Dual Credit 435
G. Request for Approval of Memorandum of Understanding and Articulation Agreement between Ector County ISD and Odessa College - Continuing Education Class Offerings 454
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Angelo State University - School Counseling Pathway 460
I. Request for Approval of Interlocal Agreement between Ector County ISD and The University of Texas at Austin for 2022-2023 OnRamps Program 471
J. Request for Approval of Odessa High School Future Teachers of Odessa Students Out-of-State Travel to Washington, D.C. 491
K. Request for Approval of UIL Exemption List for the 2022-2023 School Year 496
L. Request for Approval of Resolution of the Board to Designate Investment Officer(s) 507
M. Request for Approval of Resolution Amending Authorized Representatives 509
N. Request for Approval of the Principal Fellowship Agreement Between ECISD and Texas Tech University 525
O. Request for Approval to Enter Into Interlocal Agreements between Various Purchasing Cooperatives (COOPS) and Ector County ISD 537
15. Report/Discussion Items
A. Discussion of STAAR/EOC Data 544
16. 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 the principal at Barbara Jordan Elementary) and (The Board of Trustees will deliberate the Appointment of a Citizen to Fill Board of Trustee Single Member District-Position 7).
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. Discussion of and Request for Approval of Personnel Recommendation for Barbara Jordan Elementary Principal 545
B. Possible Action to Appoint a Citizen to Fill Board of Trustee Single Member District-Position 7 546
17. Information Items 547
A. Financials 548
B. Purchasing Report 556
C. Routine Personnel Report 558
18. Closing Remarks by Superintendent
19. Adjournment

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital and Operations

SUBJECT: **POSSIBLE ACTION CONCERNING LEVEL III GRIEVANCE HEARING - SHEENA SALCIDO**

DATE: June 21, 2022

As stated in Board Policy DGBA (Local), Level Three: If the employee did not receive the relief requested at the Level II or if the time for a response has expired, the employee may appeal the decision to the Board.

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Administrative Recommendation:

Possible action concerning Level III Grievance Appeal Hearing filed by Sheena Salcido.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital, and Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO LOCAL BOARD POLICIES FOR THE DISTRICT OF INNOVATION RENEWAL PLAN**

DATE: June 21, 2022

The Board of Trustees recently approved the ECISD District of Innovation Plan and the related exemptions from state statutes. Before exemptions from statutes can be implemented, the administration must revise the impacted local board policies and provide a roll-out plan that ensures appropriate implementation parameters.

This report reflects the revisions and updates to local policies that are most pressing due to their impact on staffing and the start of school in 2022-2023. The Texas Association of School Board Policy Service assisted the District in proposing revisions and additions to ECISD board policy. Implementation parameters were developed by the appropriate ECISD leaders.

The following policies have been recommended for revision or inclusion in the Ector County ISD policy manual:

- CL(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
- EC(LOCAL): SCHOOL DAY

In addition to the redlined policy revisions, a roll-out plan that outlines the implementation parameters has been included. The Board can anticipate seeing additional policy revisions related to the District of Innovation Plan in the future.

Administrative Recommendation:

The Administration Requests Approval of Revisions to Local Board Policies and the corresponding implementation parameters.

Policy Revised	TEC Exemption Activated	Change to Local Policy	Parameters
CL (LOCAL): Buildings, Grounds, and Equipment Management	44.901 44.902 44.903	(Revise Policy) Most of the policy is recommended for deletion, however new text has been added: "The District is exempt from the state law requiring the development of a long-range energy plan to reduce the consumption of electricity energy."	ECISD Energy Management Plan will continue to save money and energy through the conservation and efficient use of natural gas, water, and electricity while maintaining a safe and comfortable learning environment. New text has been added to the Energy Management Plan to address statute 44.903- Energy efficient Light Bulbs in Instructional Facilities.
EC (LOCAL): School Day	25.083	(Revise Policy) New text has been added: "The District is exempt from the state law that prohibits the announcement, other than an emergency announcement, to be made over the public address system only once during the school day.	Campus administrators will have the discretion to utilize the public announcement system as deemed necessary. Other than emergency announcements, announcements shall be made over the public address system only for academic purposes during the school day.

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

In accordance with the District's innovation plan, the District is exempt from the state law requiring the development of a long-range energy plan to reduce consumption of electric energy.

~~**Energy Conservation Management Statement**~~

~~The Board embraces energy conservation and believes it to be the District's responsibility to ensure that every reasonable effort is made to conserve energy and natural resources while exercising sound financial management.~~

~~We recognize the importance of adopting an energy conservation policy to govern this program. The District affirms the implementation of this policy shall be the joint responsibility of the Board, administration, faculty, staff, students, support personnel, and energy education. Success is based on cooperation amid all groups.~~

~~**Energy Conservation**~~

~~The fulfillment of this policy is the joint responsibility of the Board members, administrators, teachers, students, and support personnel. Cooperation shall be required at all levels for the implementation of this policy.~~

~~The District shall maintain accurate records of energy consumption and cost of energy on a monthly basis. An energy audit shall be conducted annually at each campus and recommendations shall be made for updating the energy management conservation program. Information shall be furnished to the media on goals and progress of the energy conservation program.~~

~~**Guidelines**~~

~~To ensure the overall success of the behavior-based energy conservation program, the specific areas of emphasis shall include:~~

~~1. A designated campus administrator shall be accountable for energy conservation on his or her campus with energy education specialist teams conducting energy audits and providing timely feedback.~~

~~2. Every student and employee shall be expected to make a positive contribution to maximize energy conservation and produce real energy savings in the District. Every person shall be expected to be an "energy saver" as well as an "energy consumer."~~

~~3. Energy education shall implement its energy conservation program primarily through an energy management team led by the energy education specialists.~~

4. The energy conservation program shall be in accordance with "energy conservation and building management guidelines" adopted by the administration. This program shall define the specifics regarding the comprehensive energy program. The guideline shall be published on the District's Web site.

5. Accurate records of energy consumption and cost shall be maintained by the energy education specialist for each campus to provide verifiable performance results on the goals and progress of the energy conservation program.

6. To promote a safe, healthy learning environment and to complement the energy conservation program, each campus shall review and adhere to the preventive maintenance and monitoring plan administered by the District operations for its facilities and systems, including HVAC, building envelope, and moisture management.

Board Responsibility

The Board is responsible for overseeing the operations and fiscal accountability of each institution under its governance.

The Board embraces energy conservation and desires the District to become a nationwide institutional leader in energy conservation as part of our social responsibility to respect our natural resources.

The Board has engaged energy education to use its expertise to develop and implement a comprehensive, behavior-based energy conservation program across the District.

The Board shall direct the Superintendent and his or her staff to develop and implement short- and long-range strategies to maximize energy conservation.

Information Center on Plant Facilities

There shall be developed and maintained in the District a school plant information center. This center shall contain data and information about the school plant and all properties of the District for constant reference in the management of the school plant. The center should provide such data and information as the following:

1. Inventory records.

2. Blueprints and specifications.

3. Plants and layouts.

4. Photographs and maps.

5. Work and shop drawings.

6. Utilization records.

7. School plant design/standards information.

~~8. Other data/information.~~

~~All essential information relative to plant facilities shall be micro-filmed and secured in an area separate from the primary facility information center.~~

~~Facilities Management~~

~~The operation and management of athletic facilities, auditoriums, and swimming pools shall be in accordance with written operational plans.~~

[1] Innovation Plan: https://www.ectorcountyisd.org/

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Loss of Class Time

The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent's written consent.

Interruptions

In accordance with the District's innovation plan, the district is exempt from state law that prohibits the announcement, other than emergency announcement, to be made over the public address system only once during the school day.

The District shall limit nonacademic activities that interrupt and distract from the academic process and shall ~~enforce the following restrictions:~~ not permit

~~1. Announcements, other than emergency announcements, shall be made over the public address system only once during the school day.~~

2. s~~S~~elling or solicitation ~~shall not be permitted~~ during class time. [For fundraising activities, see FJ]

[1] Innovation Plan: https://www.ectorcountyisd.org/

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PUBLIC HEARING, DISCUSSION AND POSSIBLE ACTION ON THE AMENDMENT NO. 1 TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE BETWEEN THE DISTRICT AND 1POINTFIVE P1, LLC, TEXAS COMPTROLLER APPLICATION NUMBER 1570, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE**

DATE: June 21, 2022

A Public Hearing, discussion and possible action on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and 1PointFive P1, LLC, pursuant to Chapter 313 of the Texas Tax Code.

****

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GLENN HEGAR TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

P.O. Box 13528 • Austin, TX 78711-3528

May 23, 2022

AMENDED COMPLETENESS, CERTIFICATE & AGREEMENT APPROVAL

Scott Muri
Superintendent
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760

Re: Amendment Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1PointFive P1, LLC, Application 1570

Dear Superintendent Muri:

This application (Application 1570) was originally submitted on February 16, 2021, to the Ector County Independent School District (school district) by 1PointFive P1, LLC (applicant) for a limitation on appraised value under the provisions of Tax Code Chapter 313.[1] On April 12, 2021, the Comptroller issued written notice that the applicant submitted a completed application; and later issued a certificate for a limitation on appraised value on June 21, 2021. The applicant and school district executed an agreement for a limitation on appraised value (agreement) on September 21, 2021.

On May 18, 2022, the Comptroller received an amendment to the agreement to reduce the size of the project boundary and, subsequently, determined that it includes the information necessary to be determined as complete. This presents the Comptroller's review of that amendment per Section 10.2 of the agreement and determinations required:

1) under Section 313.025(h) to determine if the property meets the requirements of Section 313.024 for eligibility for a limitation on appraised value under Chapter 313, Subchapter C; and
2) under Section 313.025(d), to issue a certificate for a limitation on appraised value of the property and provide the certificate to the governing body of the school district or provide the governing body a written explanation of the Comptroller's decision not to issue a certificate, using the criteria set out in Section 313.026.

Determination required by 313.025(h)

The information provided by the applicant related to eligibility has not changed and therefore, the Comptroller has determined that the property meets the requirements of Section 313.024 for eligibility for a limitation on appraised value under Chapter 313, Subchapter C.

[1] All statutory references are to the Texas Tax Code, unless otherwise noted.

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Certificate decision required by 313.025(d)

Determination required by 313.026(c)(1)

Based on the amended information provided by the applicant, the Comptroller has determined that the project proposed by the applicant is reasonably likely to generate tax revenue in an amount sufficient to offset the school district's maintenance and operations *ad valorem tax* revenue lost as a result of the agreement before the 25th anniversary of the beginning of the limitation period.

Determination required by 313.026(c)(2)

The Comptroller previously determined that the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in this state.

Based on these determinations, the Comptroller approves changes to the certificate for a limitation on appraised value for the amendment.

The Comptroller's review of the amended application and amended agreement assumes the accuracy and completeness of the statements in the amendment. If the amendment is approved by the school district, the applicant shall perform according to the provisions of the Texas Economic Development Act Agreement (Form 50-826) and all amendments, executed with the school district. The school district shall comply with and enforce the stipulations, provisions, terms, and conditions of the agreement, applicable Texas Administrative Code and Chapter 313, per TAC 9.1054(i)(3).

This approval is no longer valid if the information presented in the amendment changes, or the amended limitation agreement does not conform to the amended application. Additionally, this approval is contingent on the school district approving and executing the amendment to the agreement by **December 31, 2022.**

This office has also been provided with the Amended Agreement for Limitation on Appraised Value. As requested, the amendment to the Agreement has been reviewed pursuant to 34 TAC 9.1055(e)(1). Based on our review, this office concludes that the agreement complies with the provisions of Tax Code, Chapter 313 and 34 TAC Chapter 9, Subchapter F.

Should you have any questions, please contact John Villarreal, Manager, Data Analysis & Transparency, by email at john.villarreal@cpa.texas.gov or by phone toll-free at 1-800-531-5441, ext. 3-5241, or at 512-463-5241.

Sincerely,

DocuSigned by:
8FDFC70F5753487...

Will Counihan
Director
Data Analysis & Transparency

cc: Fred Stormer, Underwood Law Firm, P.C.
Derek Willis, 1PointFive P1, LLC
Josh Barvin, 1PointFive P1, LLC
Michael Lateur, Duff & Phelps

AMENDMENT NO. 1
TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES
BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND 1POINTFIVE P1, LLC
(*Comptroller Application No. 1570*)

This **AMENDMENT NO. 1 TO THE AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES** (this "**Amendment No. 1**") is entered into by and between **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT** (the "**District**"), a lawfully created independent school district of the State of Texas operating under and subject to the TEXAS EDUCATION CODE, and **1POINTFIVE P1, LLC**, a limited liability company, Texas Taxpayer Identification Number *32076631608* ("**Applicant**" or "**Applicant Parties**"). The Applicant and the District may hereafter be referred together as the "**Parties**" and individually as a "**Party**." Undefined capitalized terms herein shall have the meaning given to them in the Agreement (as defined below).

WHEREAS, on or about September 21, 2021, pursuant to Chapter 313 of the TEXAS TAX CODE, after conducting a public hearing on the matter, the District made factual findings (the "**Findings of Fact**"), and passed, approved, and executed that certain Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, dated September 21, 2021, by and between the District and Applicant (the "**Agreement**");

WHEREAS, pursuant to Section 10.2 of the Agreement, Applicant has requested to (i) reduce the size of the project boundary and (ii) amend Exhibits 3 and 4, accordingly, to reflect the foregoing change;

WHEREAS, the Parties agree to modify the Agreement to the extent necessary to comport with the foregoing requested change;

WHEREAS, the Parties notified the Texas Comptroller of Public Accounts (the **"Comptroller"**) of the Application Amendment No. 2 and the request for this Amendment No. 1 on May 18, 2022, and the Comptroller issued its notice of amended completeness, certificate and agreement approval on May 23, 2022; and

WHEREAS, on June 21, 2022, after conducting a public hearing and providing interested persons an opportunity to be heard on the matter, the Board of Trustees determined that this Amendment No. 1 is in the best interest of the District and the State of Texas and is consistent with and authorized by Chapter 313 of the TEXAS TAX CODE, and hereby approves this Amendment No. 1 and authorizes the District's representative, whose signature appears below, to execute and deliver such Amendment No. 1 to the Applicant.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual benefits to be derived by the Parties and other good and valuable considerations, the receipt and adequacy of which are hereby acknowledged, and in compliance with Section 10.2 of the Agreement, the undersigned Parties intending to be legally bound, do hereby covenant and agree as follows:

1. **Amendment.** The Agreement is hereby amended as follows:

   a. **Exhibit 3 Map.** The map attached to Exhibit 3 is deleted in its entirety and replaced with the attached Exhibit 3 Map of Qualified Investment.

   b. **Exhibit 4 Map.** The map attached to Exhibit 4 is deleted in its entirety and replaced with the attached Exhibit 4 Map of Qualified Property.

2. **Effect.** Except as modified and amended by the terms of this Amendment No. 1, all of the terms, conditions, provisions and covenants of the Agreement are ratified and shall remain in full force and effect, and the Agreement and this Amendment No. 1 shall be deemed to constitute a single instrument or document. Should there be any inconsistency between the terms of this Amendment No. 1 and the Agreement; the terms of this Amendment No. 1 shall prevail. A copy of this Amendment No. 1 shall be delivered to the Texas Comptroller to be posted to the Texas Comptroller's internet website. A copy of this Amendment No. 1 shall be recorded with the official Minutes of the meeting at which it has been approved and a copy of this Amendment No. 1 shall also be recorded with the Findings of Fact in the official Minutes of the meeting of September 21, 2021.

3. **Binding on Successors and Assigns.** The Agreement, as amended by this Amendment No. 1, shall be binding upon and inure to the benefit of the Parties and each other person and entity having any interest therein during their ownership thereof, and their respective successors and assigns.

4. **Counterparts.** This Amendment No. 1 may be executed in counterparts, each of which shall be deemed an original and all of which when taken together shall constitute one and the same document.

5. **Electronic Delivery.** This Amendment No. 1 may be duly executed and delivered in person, by mail, or by facsimile or other electronic format (including portable document format (pdf) transmitted by email). The executing Party agrees to promptly deliver a complete, executed original or counterpart of this Amendment No. 1 to the other executing Parties. This Amendment No. 1 shall be binding on and enforceable against the executing Party whether or not it delivers such original or counterpart.

[Signature Page Follows]

IN WITNESS HEREOF, the District and Applicant have caused this Amendment No. 1 to be executed and delivered by their duly authorized representatives as of the Effective Date below.

APPROVED AND EFFECTIVE as of the ____ day of _____, 2022.

1POINTFIVE P1, LLC

BY:_____

NAME:_____
TITLE:_____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY:_____

NAME:_____
TITLE:_____

DISTRICT ATTEST:

BY:_____

NAME:_____
TITLE:_____

EXHIBIT 3

MAP OF QUALIFIED INVESTMENT

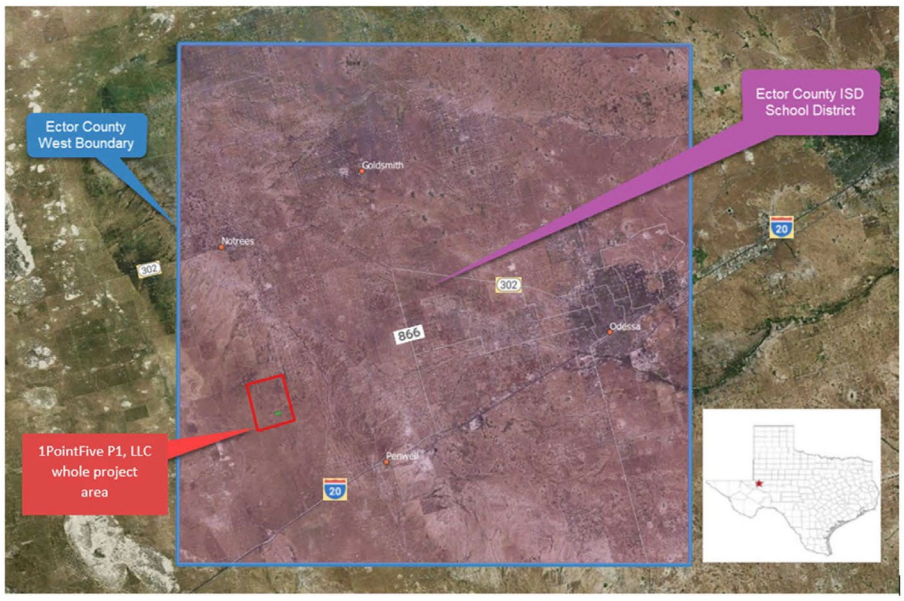
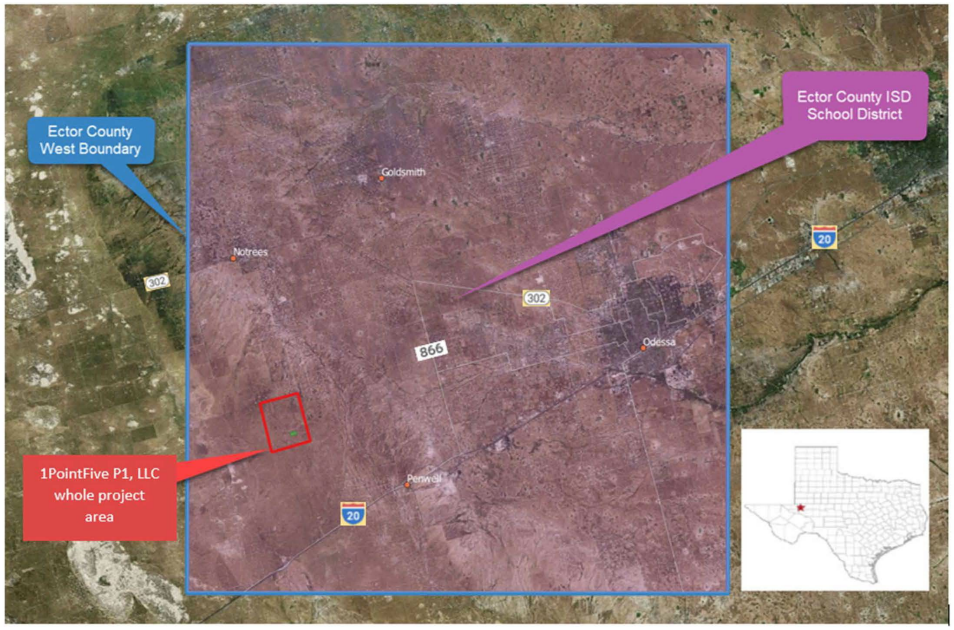




EXHIBIT 4

MAP OF QUALIFIED PROPERTY





ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PUBLIC HEARING FOR ADOPTION OF 2022-2023 OFFICIAL BUDGET**

DATE: June 21, 2022

A Public Hearing on the Adoption of 2022-2023 Official Budget.

****

Ector County ISD

Budget & Tax Rate Hearing

2022 – 2023

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

6/15/2021

Our Mission

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.

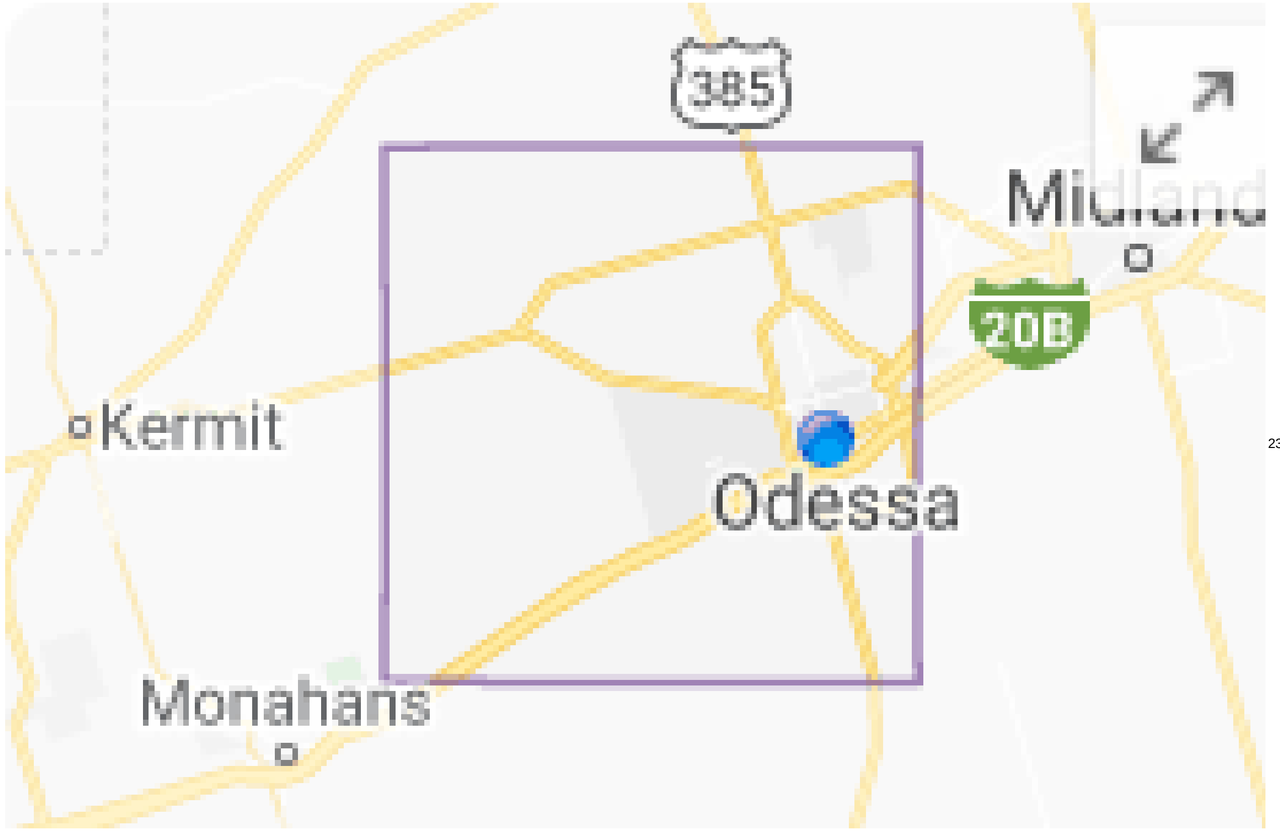
22

Our Vision



Serving….

- 33,500 students
- In 44 schools
- Over 945 square miles
- With approximately 4,200 staff



23

Ector County ISD
Current and Proposed Budget Comparisons
FY 2021-2022 and 2022-2023



Budget Summary Report for ECTOR COUNTY ISD

	2021 - 2022 Budget		32,730	Proposed	2022 - 2023 Budget		33,500	% change
		Aggregate Expenditures	Per Pupil Expenditures			Aggregate Expenditures	Per Pupil Expenditures	
Instruction	functions 11, 12, 13, 95	$196,748,596	$6,011	Instruction	functions 11, 12, 13, 95	$215,513,194	$6,433	7%
Instructional Support	functions 21, 23, 31, 32, 33, 36	$53,415,948	$1,632	Instructional Support	functions 21, 23, 31, 32, 33, 36	$52,939,215	$1,580	-3%
							$0	
Central Administration	function 41	$9,481,493	$290	Central Administration	function 41	$8,657,848	$258	
	Public Notices	$20,600	$1		Public Notices	$16,675	$0	
	Influencing Legislation	$1,500	$0		Influencing Legislation	$2,500	$0	
	Total:	$9,503,593	$290		Total:	$8,677,023	$259	-11%
District Operations	functions 51, 52, 53, 54, 35	$69,596,715	$2,126	District Operations	functions 51, 52, 53, 54, 35	$74,920,027	$2,236	5%
Debt Service	function 7x	$19,250,666	$588	Debt Service	function 7x	$28,597,576	$854	45%
Other	functions 61-99	$3,446,252	$105	Other	functions 61-99	$3,735,606	$112	6%
00	Other Uses	$550,000	n/a	00	Other Uses	$550,000	$16	n/a
	GRAND TOTALS	$352,511,770	100%		GRAND TOTALS	$384,932,641	100%	

Fund 199	General Fund	314,555,610	89%	Fund 199	General Fund	339,270,000	88%
Fund 240	School Nutrition Fund	18,705,494	5%	Fund 240	School Nutrition Fund	18,115,065	5%
Fund 599	Debt Service Fund	19,250,666	5%	Fund 599	Debt Service Fund	27,547,576	7%

24

50-280 (Rev -10/5)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, June 21, 2022 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .99840	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .17952	/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	10.05 %	increase
Debt service	54.99 %	increase
Total expenditures	12.50 %	increase

Total Appraised Value and Total Taxable Value
(as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 19,238,355,839	$ 20,592,082,595
Total appraised value* of new property**	$ 250,092,196	$ 299,728,670
Total taxable value*** of all property	$ 14,992,297,409	$ 15,733,506,416
Total taxable value*** of new property**	$ 223,039,996	$ 265,489,607

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04 (8), Tax Code
** "New property" is defined by Section 26.012 (17), Tax Code
*** "Taxable value" is defined by Section 1.04 (10), Tax Code

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 155,000,000

* Outstanding Principal for 2022/23

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,661	$ 4,279
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.05178	$ .17583	$ 1.22761	$ 6,058	$ 4,145
Proposed Rate	$ .99840	$ .17952	$ 1.17792	$ 5,687	$ 4,262

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.
** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 226,046
Average Taxable Value of Residences	$ 148,452	$ 144,345
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 54,722,333
Interest & Sinking Fund Balance(s)	$ 14,314,999

Property Tax

Based on estimated property values in April 2022

Published in Newspaper on 6/11/22

Let's look closer….

50-280 (Rev -19/5)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, June 21, 2022 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .99840	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .17952	/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	10.05	%	increase
Debt service	54.99	%	increase
Total expenditures	12.50	%	increase

Total Appraised Value and Total Taxable Value
(as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 19,238,355,839	$ 20,592,082,595
Total appraised value* of new property**	$ 250,092,196	$ 299,728,670
Total taxable value*** of all property	$ 14,992,297,409	$ 15,733,506,416
Total taxable value*** of new property**	$ 223,039,996	$ 265,489,607

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04 (8), Tax Code
** "New property" is defined by Section 26.012 (17), Tax Code
*** "Taxable value" is defined by Section 1.04 (10), Tax Code

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 155,000,000

* Outstanding Principal for 2022/23

Approximate increase in total value: 7%

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,661	$ 4,279
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.05178	$ .17583	$ 1.22761	$ 6,058	$ 4,145
Proposed Rate	$ .99840	$ .17952	$ 1.17792	$ 5,687	$ 4,262

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.

** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Gross revenue per penny of tax: $1.5 million

27

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 226,046
Average Taxable Value of Residences	$ 148,452	$ 144,345
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Approximate decrease in average homestead taxes: $49

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Tax Rate compared to prior year

- The total tax rate is the same as the prior year. ✓
- The M&O tax rate is compressed down from 1.0517 to .9984 ✓
- The I&S tax rate is increased from .12622 to .17952 ✓
- The I&S tax rate is not higher than the allowable to cover bond costs. ✓
- The total tax rate is not higher than the effective tax rate. ✓
- The total tax rate is not higher than the voter approval rate. ✓
- The M&O tax rate is not higher than the effective tax rate. ✓

28

Budget to Adopt

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REVENUES, APPROPRIATIONS AND OTHER FINANCING SOURCES
REQUIRED BUDGETS TO ADOPT
2022-2023

Codes		GENERAL FUND 2022-2023 PROPOSED BUDGET	SCHOOL NUTRITION FUND 2022-2023 PROPOSED BUDGET	DEBT SERVICE FUND 2022-2023 PROPOSED BUDGET
REVENUES				
5700	Local and Intermediate	159,675,056	1,503,000	27,547,576
5800	State	165,524,944	413,000	-
5900	Federal	9,000,000	16,199,065	-
	Total - All Revenues	334,200,000	18,115,065	27,547,576
APPROPRIATIONS				
11	Instruction	199,161,373	-	-
12	Instructional Resources and Media Services	2,544,863	-	-
13	Curriculum and Staff Development	10,826,491	-	-
21	Instructional Leadership	5,773,284	-	-
23	School Leadership	21,138,981	-	-
31	Guidance, Counseling and Evaluation Services	14,590,680	-	-
32	Social Work Services	1,842,053	-	-
33	Health Services	3,287,501	-	-
34	Student Transportation	8,980,199	-	-
35	Food Services		18,115,065	-
36	Co/Extra Curricular Activities	6,311,824	-	-
41	General Administration	8,521,293	-	-
51	Plant Maintenance and Operations	32,429,668		-
52	Security and Monitoring Services	3,533,494	-	-
53	Data Processing Services	11,054,420	-	-
61	Community Services	1,713,876	-	-
71	Debt Services	5,000,000	-	27,547,576
81	Facilities Acquisition and Construction		-	-
91	Contracted Instructional Services		-	-
99	Intergovernmental Charges	2,010,000	-	-
	Total - All Appropriations	338,720,000	18,115,065	27,547,576
OTHER FINANCING SOURCES/(USES)				
7000	Other Financing Sources	(5,070,000)	-	-
8000	Other Financing Uses	550,000		
	Total - Other Financing Sources (Uses)	(4,520,000)	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	-	-
	Fund Balance Beginning (Estimated)	107,554,000	5,250,000	15,810,000
	One Time Expenditures	4,897,000		
3000	Fund Balance Ending (Estimated)	102,657,000	5,250,000	15,810,000



29

Ector County Independent School District
General Operating Fund 199
Adopted Budget by Function and Object
for Fiscal Year 2022 - 2023
at June 21, 2022



ECISD Finance Division

Object Code	Estimated Revenue	Per Enrolled 33,500	2022- 2023 Budget	
5700	Local Revenue	$ 4,745	$158,953,780	(Includes property tax collections which are based on CURRENT YEAR estimated valuations)
5800	State Revenue	$ 5,005	167,676,531	
5900	Federal Revenue	$ 226	7,569,689	
	Total Estimated Revenue	$ 9,976	$334,200,000	

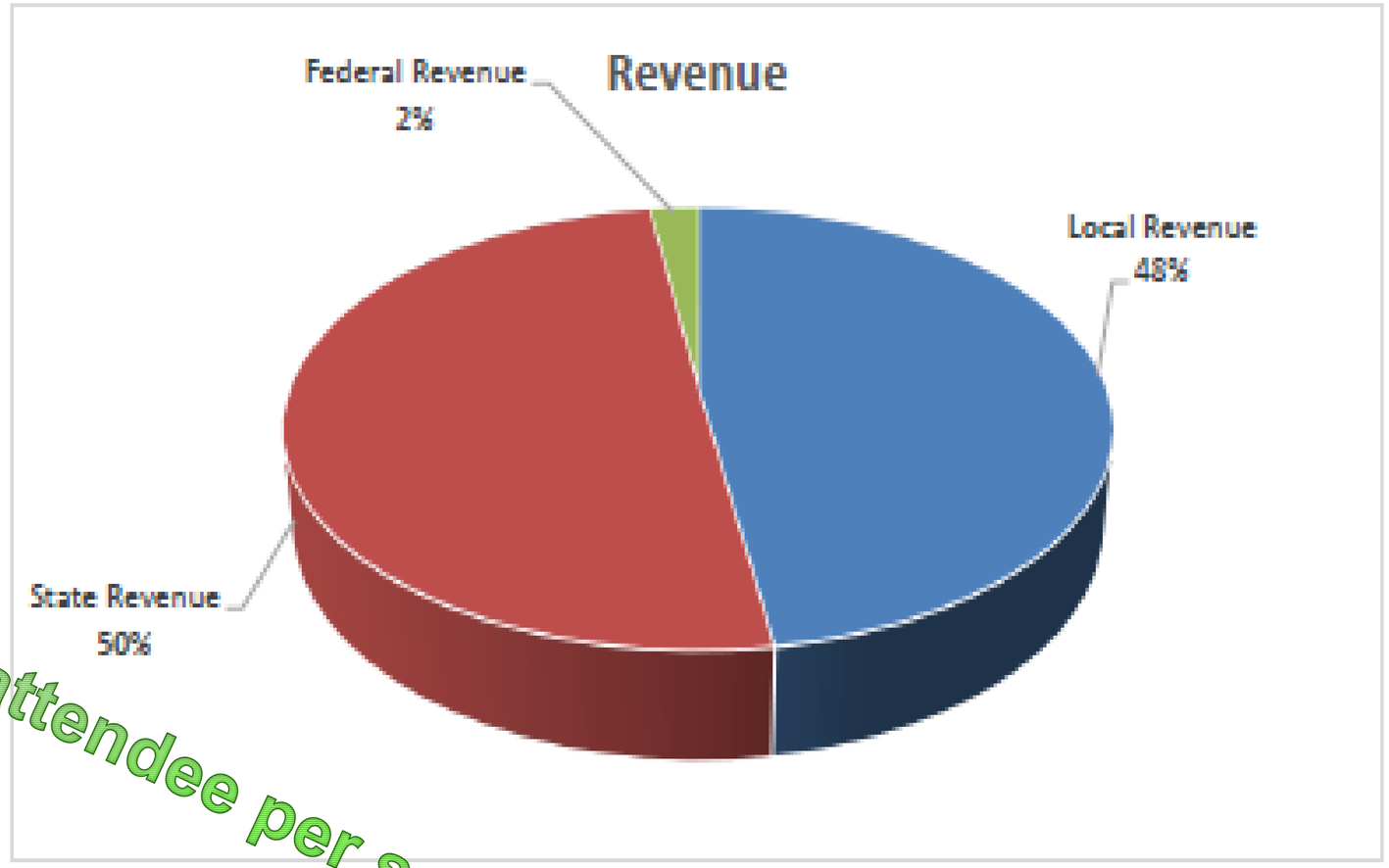
Function Code	Budgeted Expenditures	%	Per Enrolled 33,500	Totals	6100	6200	6300	6400	6500	6600
11	Instruction	60%	$ 6,025	$201,846,932	$ 163,943,253	$20,881,902	$ 12,965,697	$ 1,347,110	$ -	$ 2,708,970
12	Instructional Resources & M	1%	$ 83	2,779,013	$ 2,286,585	$ 33,695	$ 110,683	$ 60,000	$ -	$ 288,050
13	Curr & Instructional Staff De	3%	$ 325	10,887,249	$ 8,238,947	$ 1,085,891	$ 430,456	$ 1,049,385	$ -	$ 82,570
21	Instructional Leadership	2%	$ 168	5,637,274	$ 4,661,928	$ 158,245	$ 345,832	$ 382,849	$ -	$ 88,420
23	School Leadership	6%	$ 633	21,203,091	$ 19,249,858	$ 151,692	$ 1,041,888	$ 729,993	$ -	$ 29,660
31	Guidance & Counseling Ser	4%	$ 436	14,600,113	$ 12,875,651	$ 218,220	$ 1,332,490	$ 160,122	$ -	$ 13,630
32	Social Services	1%	$ 55	1,829,748	$ 881,863	$ 472,980	$ 423,685	$ 23,300	$ -	$ 27,920
33	Health Services	1%	$ 98	3,292,711	$ 3,155,811	$ 14,100	$ 74,265	$ 42,125	$ -	$ 6,410
34	Pupil Transportation	3%	$ 262	8,788,644	$ 6,751,614	$ 180,000	$ 1,271,500	$ 524,070	$ -	$ 61,460
36	Co-Curricular Activities	2%	$ 190	6,376,278	$ 2,719,858	$ 801,350	$ 555,430	$ 2,227,490	$ -	$ 72,150
41	General Administration	3%	$ 259	8,677,023	$ 5,735,240	$ 1,632,624	$ 223,135	$ 922,894	$ -	$ 163,130
51	Plant Maintenance	10%	$ 996	33,381,540	$ 16,203,464	$10,239,506	$ 2,798,750	$ 3,030,900	$ -	$ 1,108,920
52	Security & Monitoring Servi	1%	$ 99	3,319,708	$ 2,727,139	$ 336,445	$ 174,075	$ 68,419	$ -	$ 13,630
53	Data Processing Services	3%	$ 338	11,315,070	$ 4,753,674	$ 4,881,881	$ 1,086,265	$ 272,800	$ -	$ 320,650
61	Community Services	1%	$ 52	1,725,606	$ 1,279,191	$ 119,110	$ 66,650	$ 246,225	$ -	$ 14,430
71	Debt Service	0%	$ 31	1,050,000	$ -	$ -	$ -	$ -	$ 1,050,000	$ -
81	Facilities Acquisition and Co	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
91	Recapture Payment to state	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
92	Recapture Incremental Cos	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
93	Shared Service Arrangeme	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
99	Inter-Governmental Charge	1%	$ 60	2,010,000	$ -	$ 2,010,000	$ -	$ -	$ -	$ -
	Total Budgeted Expenditu	100%	10,111	$338,720,000	$ 255,464,076	$43,217,641	$ 22,900,801	$11,087,482	$ 1,050,000	$ 5,000,000
	Totals			$338,720,000	$ 255,464,076	$43,217,641	$ 22,900,801	$11,087,482	$ 1,050,000	$ 5,000,000
	Diff			$ -	$ -	$ -	$ -	$ -	$ -	$ -
					75.4%	12.8%	6.8%	3.3%	0.3%	1.5%
00-7XXX	Other Sources		$ (151)	(5,070,000)						
00-8XXX	Other Uses		$ 16	550,000						
	Total Other Sources/Uses		$ (135)	(4,520,000)						
	Total Exp & Operating Transfer Out			334,200,000						
Estimated Increase (Decrease) to Fund Balan			$ (0)	$ -						

	Expenditure Object Code Summary				
6100	Salaries and Benefits	$ 7,626	$255,464,076		
6200	Contracted Services	$ 1,290	$ 43,217,641	(includes recapture obj 6224 if any and lobbying obj 6214)	$ 2,500
6300	Supplies and Materials	$ 684	$ 22,900,801		
6400	Other Operating Expenses	$ 331	$ 11,087,482	(includes statutorily required postings in newspaper obj 6491)	$ 16,675
6500	Debt Service	$ 31	$ 1,050,000		
6600	Capital Outlay	$ 149	$ 5,000,000		
7xxx	Other Sources	$ (151)	$ (5,070,000)		
8xxx	Other Uses	$ 16	$ 550,000		
	Total Other Sources/Uses	$ 9,976	$334,200,000		
			$ -		
Estimated Fund Balance at of 6/30/22			$107,554,000		
Estimated Fund Balance at of 6/30/23			$102,657,000		
			$ 4,897,000	One Time Expenditures	

30

General Fund

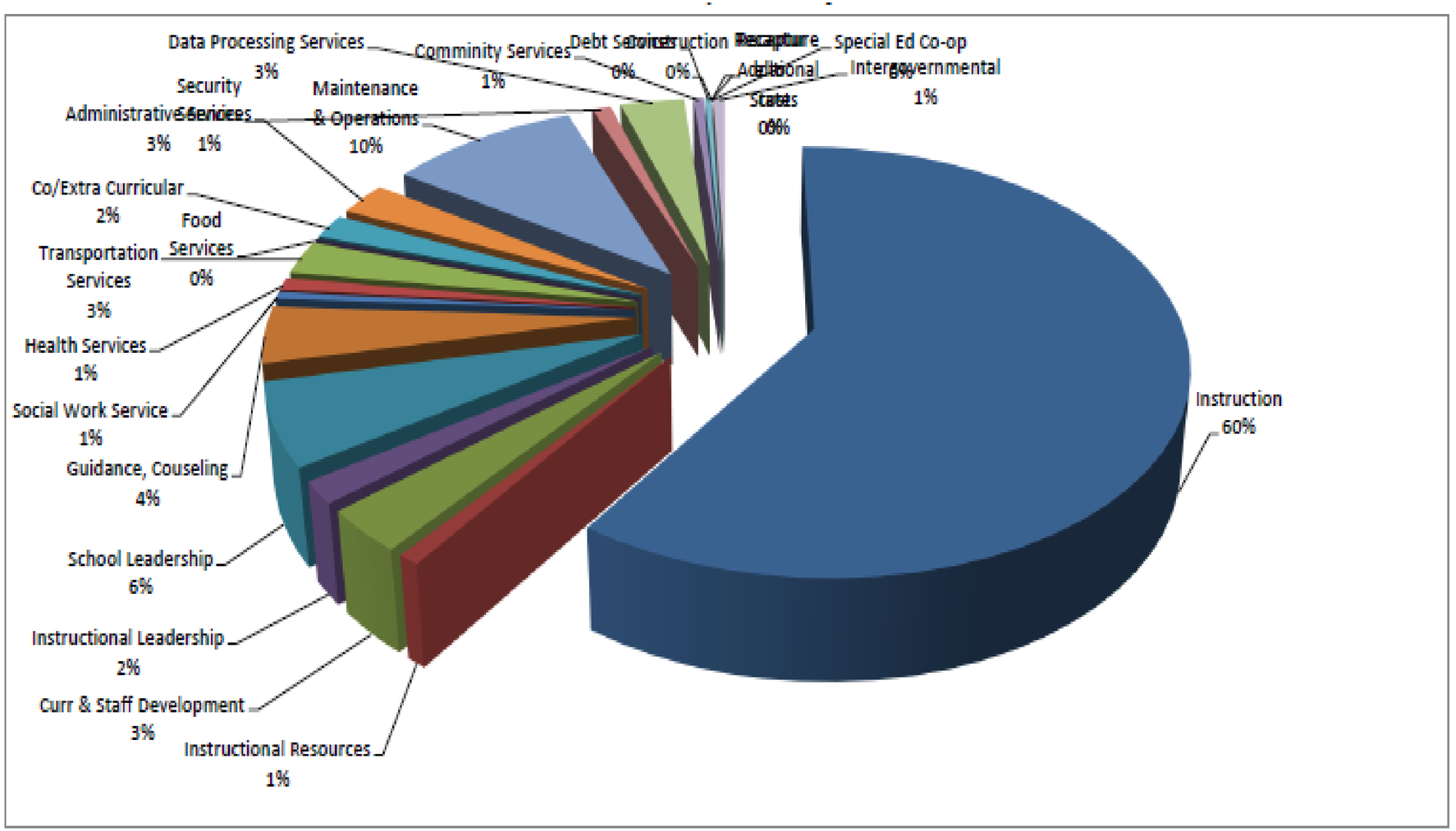
Revenue



Object Code	Estimated Revenue	Per Enrolled 33,500	2022-2023 Budget
5700	Local Revenue	$ 4,745	$158,953,780
5800	State Revenue	$ 5,005	167,676,531
5900	Federal Revenue	$ 226	7,569,689
	Total Estimated Revenue	$ 9,978	$334,200,000

$55 per attendee per school day

General Fund

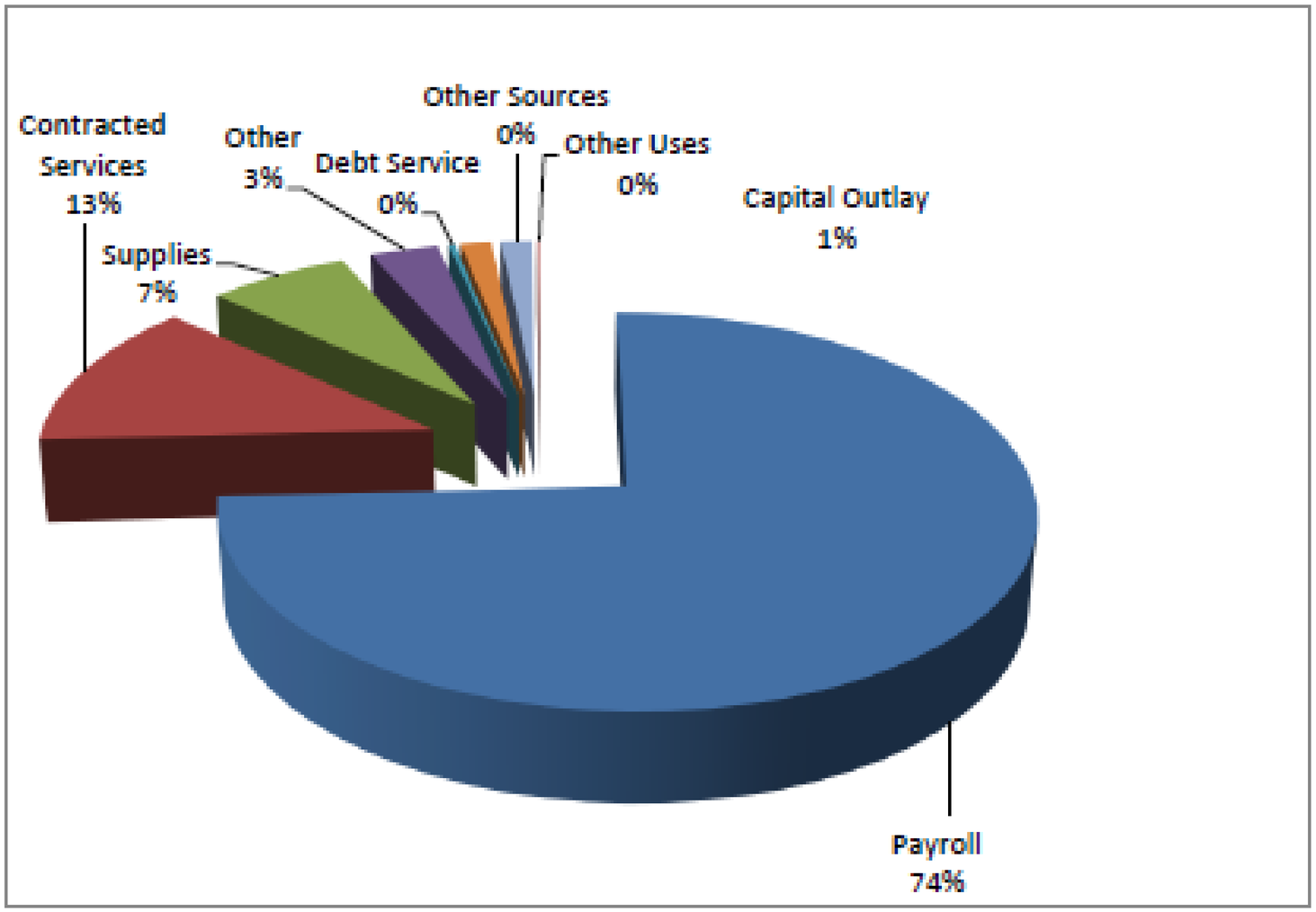


Expenditures by Function

Function Code	Budgeted Expenditure	%	Per Enrolled 33,500	Totals
11	Instruction	60%	$ 6,025	$201,846,932
12	Instructional Resources & M	1%	$ 83	2,779,013
13	Curr & Instructional Staff De	3%	$ 325	10,887,249
21	Instructional Leadership	2%	$ 168	5,637,274
23	School Leadership	6%	$ 633	21,203,091
31	Guidance & Counseling Ser	4%	$ 436	14,600,113
32	Social Services	1%	$ 55	1,829,748
33	Health Services	1%	$ 98	3,292,711
34	Pupil Transportation	3%	$ 262	8,788,644
36	Co-Curricular Activities	2%	$ 190	6,376,278
41	General Administration	3%	$ 259	8,677,023
51	Plant Maintenance	10%	$ 996	33,381,540
52	Security & Monitoring Servi	1%	$ 99	3,319,708
53	Data Processing Services	3%	$ 338	11,315,070
61	Community Services	1%	$ 52	1,725,606
71	Debt Service	0%	$ 31	1,050,000
81	Facilities Acquisition and Co	0%	$ -	-
91	Recapture Payment to state	0%	$ -	-
92	Recapture Incremental Cos	0%	$ -	-
93	Shared Service Arrangeme	0%	$ -	-
99	Inter-Governmental Charge	1%	$ 60	2,010,000
	Total Budgeted Expenditu	100%	10,111	**$338,720,000**
	Totals			$338,720,000
	Diff			$ -
00-7XXX	Other Sources		$ (151)	(5,070,000)
00-8XXX	Other Uses		$ 16	550,000
	Total Other Sources/Uses		$ (135)	(4,520,000)
	Total Exp & Operating Transfer Out			334,200,000
	Estimated Increase (Decrease) to Fund Balan		$ (0)	$ -

32

General Fund



Expenditures By Object

Expenditure Object Code Summary				
6100	Salaries and Benefits	$	7,626	$255,464,076
6200	Contracted Services	$	1,290	$ 43,217,641
6300	Supplies and Materials	$	684	$ 22,900,801
6400	Other Operating Expenses	$	331	$ 11,087,482
6500	Debt Service	$	31	$ 1,050,000
6600	Capital Outlay	$	149	$ 5,000,000
7xxx	Other Sources	$	(151)	$ (5,070,000)
8xxx	Other Uses	$	16	$ 550,000
	Total Other Sources/Uses	$	9,976	**$334,200,000**

33

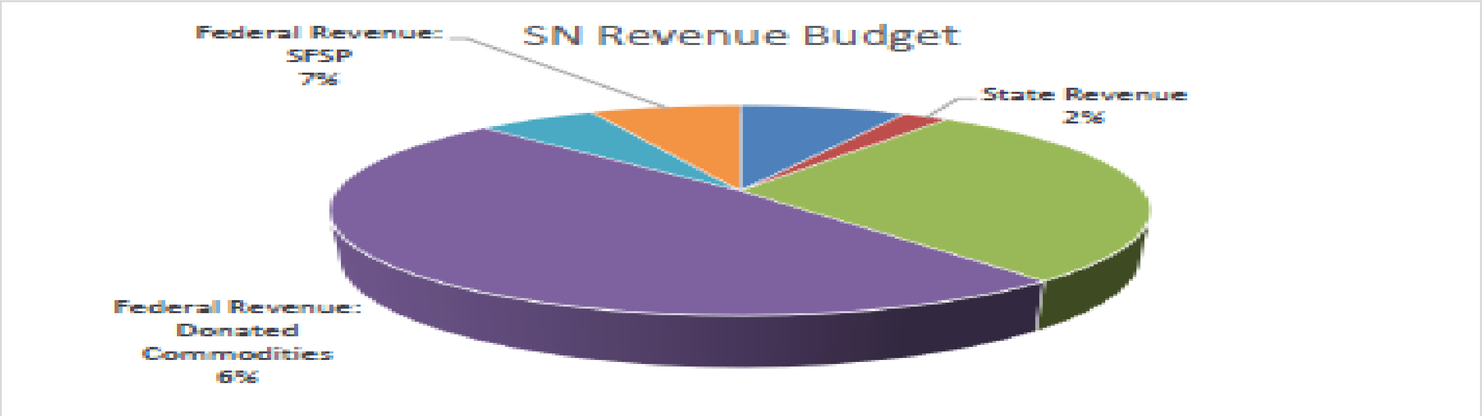
School Nutrition

Ector County Independent School District
School Nutrition Fund 240
Statement of Revenues and Expenditures
Budget 2022/2023
as of 6/21/22

Finance Division

REVENUE

Object Code	Revenue		Beginning/ Original Budget	%	Per Enrolled 33,500
5700	Local Sales & Interest	$	1,503,000	8%	
5800	State Revenue	$	413,000	2%	
5921	Federal Revenue: Breakfast Reimbursements	$	5,504,000	30%	
5922	Federal Revenue: Lunch Reimbursements	$	9,262,500	51%	
5923	Federal Revenue: Donated Commodities	$	1,083,050	6%	
5939	Federal Revenue: SFSP	$	1,349,515	7%	
5929-01	Indirect Cost	$	(1,000,000)	-6%	
Total Revenue		**$**	**18,115,065**	100%	$ 541



School Nutrition

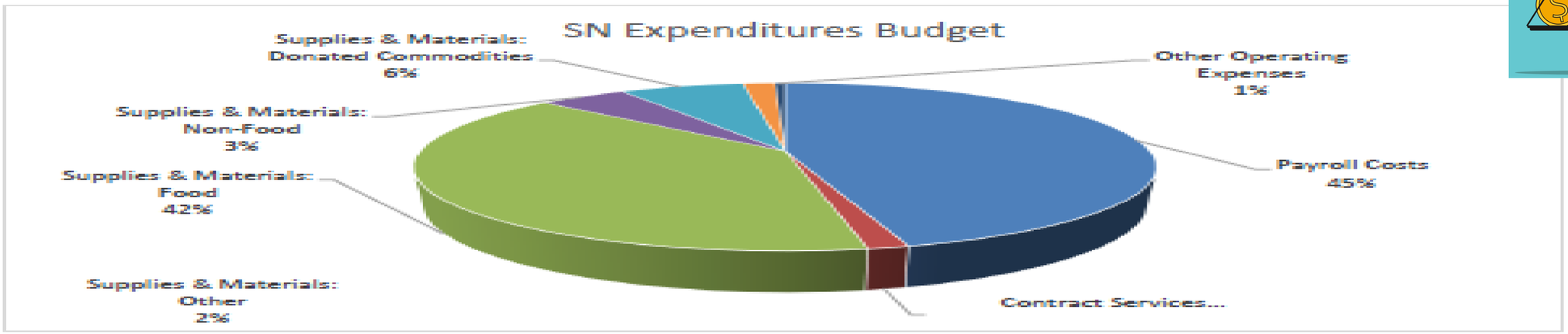
EXPENDITURES

Object Code	Fn Code	Expenditure		Beginning/ Original Budget	%		Per Enrolled 33,500
6100	35	Payroll Costs	$	8,014,053	44%		
6200	35	Contracted Services	$	136,800	1%		
6341	35	Supplies & Materials: Food	$	7,907,718	44%		
6342	35	Supplies & Materials: Non-Food	$	750,444	4%		
6344	35	Supplies & Materials: Donated Commodities	$	1,083,050	6%		
63xx	35	Supplies & Materials: Other	$	170,000	1%		
6400	35	Other Operating Expenses	$	53,000	0%		
			$	18,115,065	100%	$	541
6600		Capital Outlay	$	-			
Total Expenditures			$	18,115,065		$	541

	$	-
Fund Balance estimated at 6/30/22	$	5,250,000
Change estimated during 2022/23	$	-
Fund Balance estimated 6/30/23	$	5,250,000

35

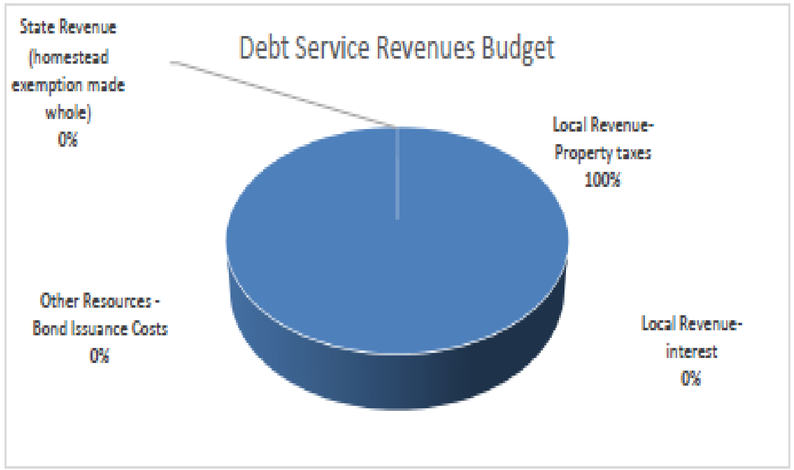




Debt Service

REVENUE

Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 33,500
571x	Local Revenue-Property taxes	$ 27,547,576	100%	
574x	Local Revenue-interest	$ -	0%	
5800	State Revenue (homestead exemption made whole)	$ -	0%	
7900	Other Resources - Bond Issuance Costs	$ -	0%	
Total Revenue		$ 27,547,576	100%	$ 822





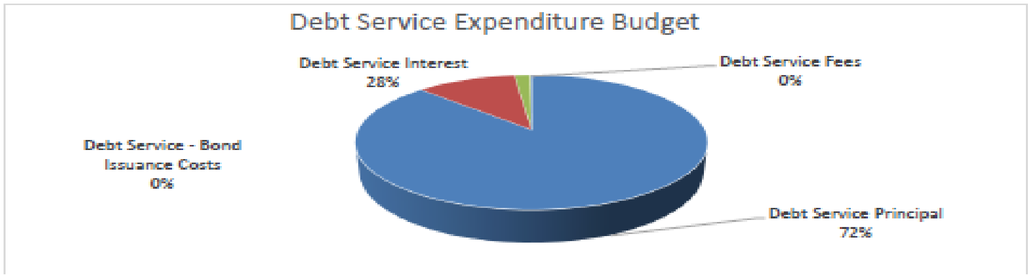
EXPENDITURES

Object Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 33,500
6511	Debt Service Principal	$ 22,621,683	82%	
6521	Debt Service Interest	$ 4,910,893	18%	
6524	Debt Service - Bond Issuance Costs	$ -	0%	
6599	Debt Service Fees	$ 15,000	0%	
8900	Debt Service - Bond Issuance Costs		0%	
Total Expenditures - Function 71		$ 27,547,576	100%	$ 822
		$ -		

Net Change in Fund Balance

Fund Balance estimated at 6/30/22	$ 15,810,000
Change estimated during 2022/23	$ -
Fund Balance estimated 6/30/23	$ 15,810,000

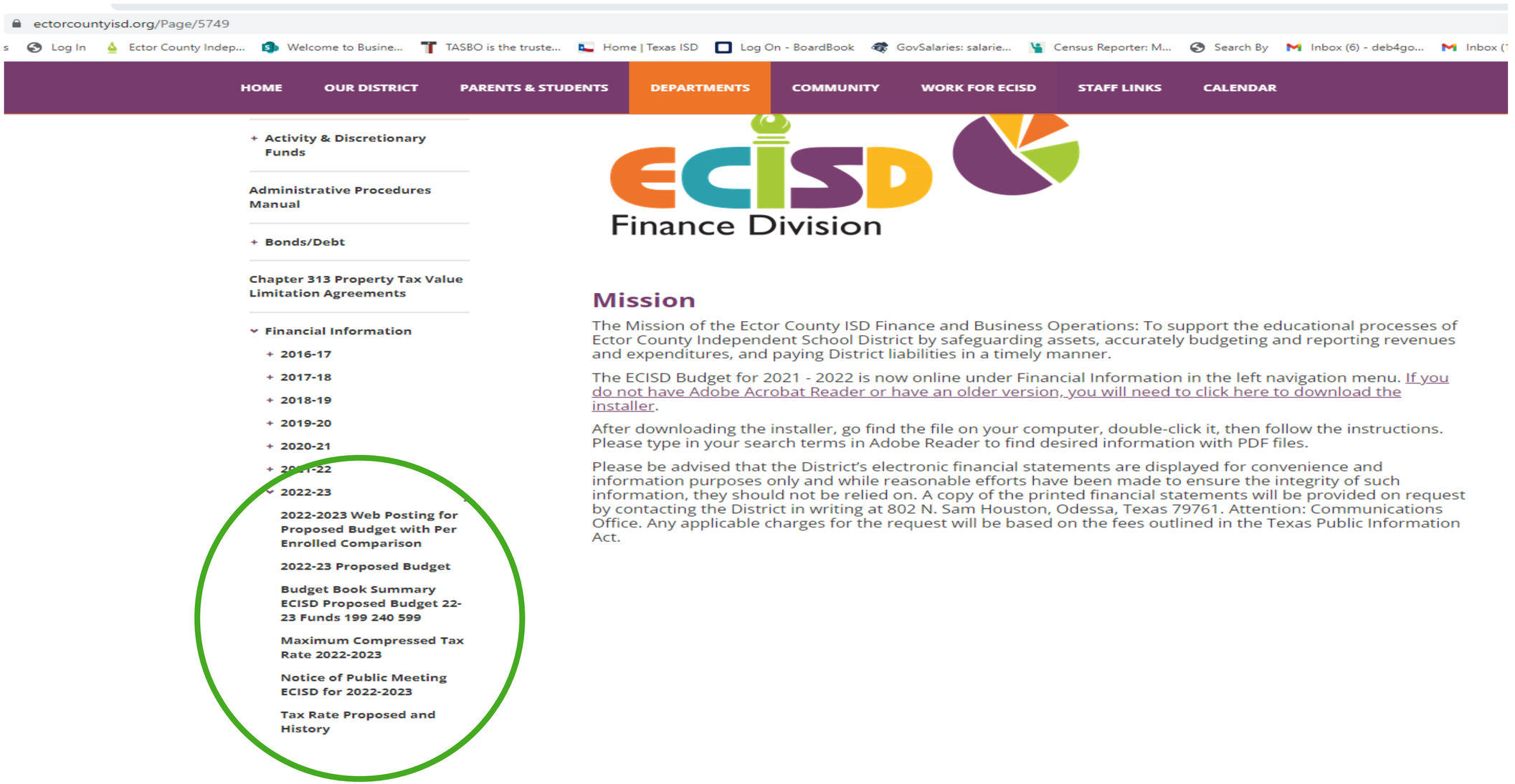
Notes Debt Service payments are due in Feb and August of each year.



36

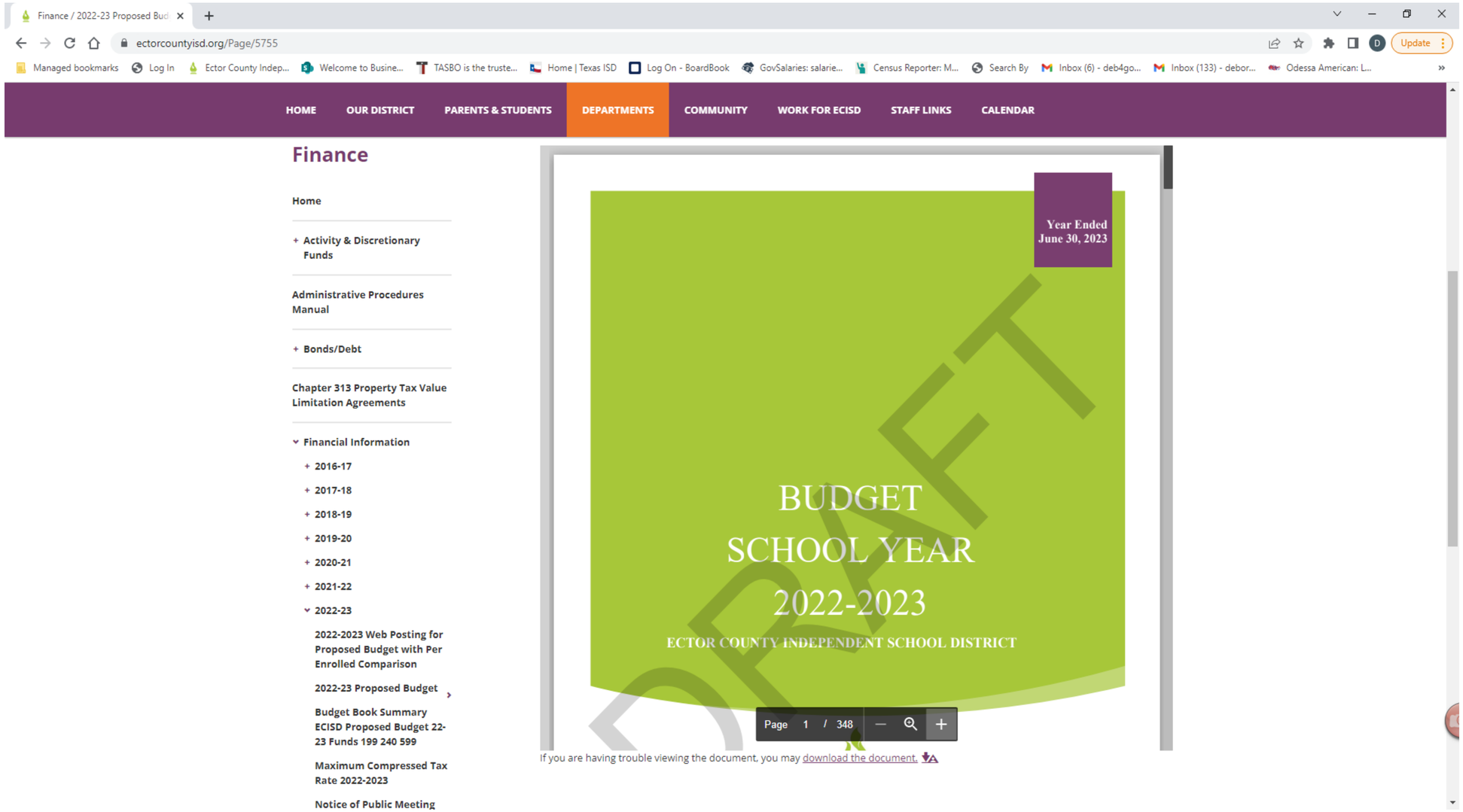
Additional revenues/expenditures of $17.375 million is included to defease (pre-pay) some of the Series 2013 Bonds and to save $6.5 million in future interest costs.

ECISD Website - Finance Division



37

ECISD Website - Finance Division



Maximum Compressed Rate (MCR)

Texas Education Agency

Appendix

TEA preliminary rate as of 5/11/22. TEA final calculated rate will be available 8/5/22 prior to adoption of tax rate in September.

Enter CDN=>	68901	ECTOR COUNTY ISD
TY 2021 Value Lost to the Local Optional Homestead Exemption		$1,062,118,094
TY 2021 Comptroller Certified School District Taxable Value for M&O Purposes (T2)		$15,245,722,555
TY 2021 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll		$14,448,009,937
TY 2022 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll		$15,733,506,416
CAD Value Growth (calculated)		8.90%
TY 2022 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 313, Tax Code		$0
TY 2022 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 311, Tax Code		$0
Total Exemption expiry (E) (per TEC §48.2551 (a))		$0
Growth Net of Expiring Chapter 313 or 311 Agreements (calculated)		8.90%
TY 2022 Local Optional Homestead Exemption Value Loss		$1,149,142,709
Local Optional Homestead Exemption Value Change (calculated)		$87,024,615
Estimated TY 2022 Comptroller Certified School District Value for M&O purposes (T2)		$16,594,718,450
Prior Year (TY 2021) Maximum Compressed Tax Rate (MCR)		0.9134
Local Preliminary MCR = (1.025((TY 2021 DPV+E) * PYMCR)) / TY 2022 T2		0.8601
TY 2022 State Compression Percentage (lesser of PY State MCR or (0.9134 * (1.025/1.0436))-0.003		0.8941
TEC §48.2552 TY 2022 Limitation on Maximum Compressed Tax Rate (0.8941* 0.9)		0.8046
MCR (lesser of state or local compression) (greater of local compression limitation under TEC §48.2552)		**0.8601**

39

No New Revenue (NNR) and Voter Approved Tax Rate (VATR)

Texas Education Agency

Appendix

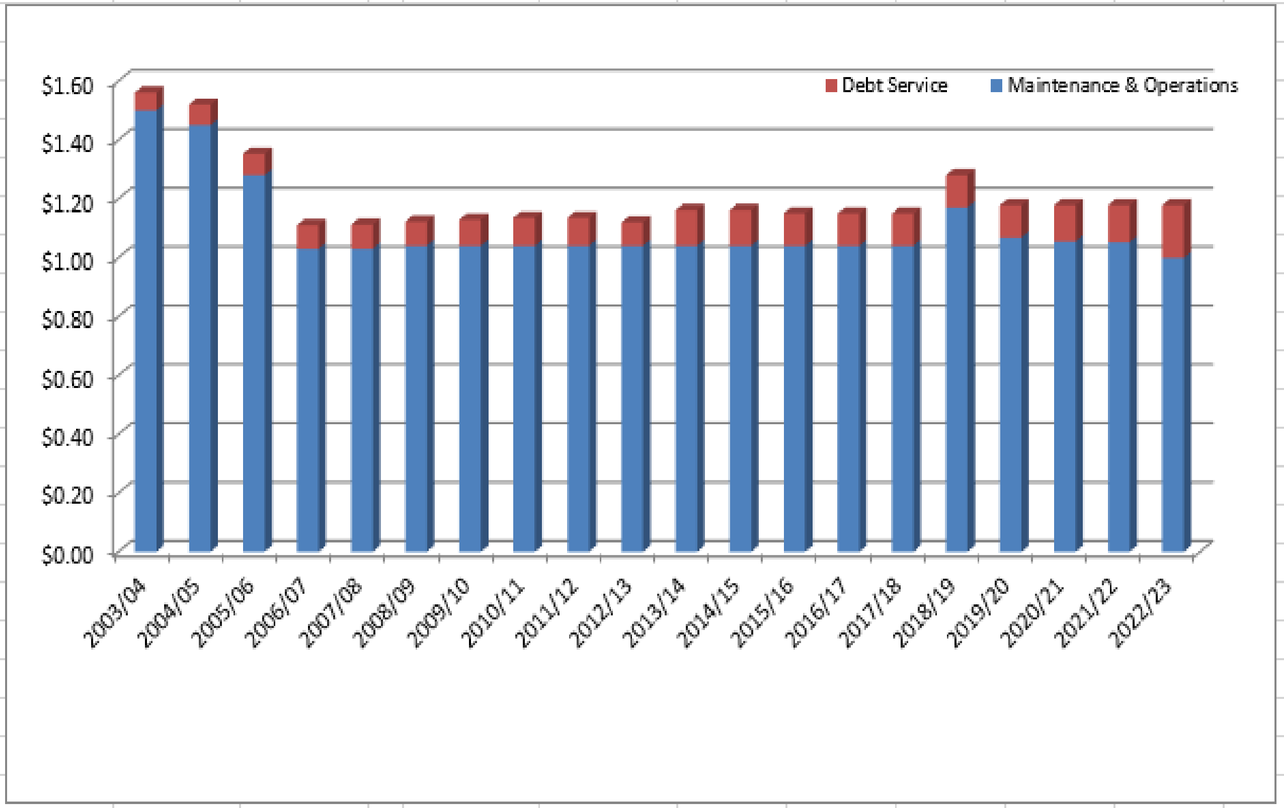
These numbers are illustrative only and do not constitute a legal opinion of the TEA.		
Districts should in all cases consult with their tax attorney before adopting a tax rate.		
Data entry cells are highlighted in yellow in column B. Do not enter data in other cells containing formulas.		
ECTOR COUNTY ISD		
District's total adopted (**allowed**) TY 2021 M&O tax rate		$1.0517
Enter TY 2021 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$	-
District's total adopted (**allowed**) TY 2021 M&O tax rate net of pennies adopted to respond to disaster		$1.0517
Maximum Tier one tax rate (limited to 90% of highest taxing district)		***$0.8601***
Golden Pennies		$0.0800
Copper Pennies		$0.0583
Unequalized pennies for certain Harris County districts under special law		$0.0000
TY 2022 Total M&O tax rate with no increase		**$0.9984**
Voter Approval (Rollback) Tax Rate for TY 2022		
Section 26.08 (n) (A) District Maximum Compressed Tax Rate (MCR)		$0.8601
(B) (i) Districts TY 2021 enrichment Tax rate		$0.1383
(B) (ii) 5 cents if applicable		$0.0000
Enter TY 2022 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$	-
TY 2022 I&S Tax Rate		
Voter Approval Tax Rate / No New Revenue Tax Rate		**$0.9984**
Maintenance & Operations (M&O)		$0.99840
Interest & Sinking (I&S)		0.17952
Total Tax Rate		$1.17792
Texas Tax Code 26.04 (c) dictates after the appriasal roll is received, an officer or employee designed by the		
governing body shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the taxing unit.		
The disigneee is the Chief Financial Officer.		

40

Ector County ISD
Tax Rate History
Per $100 Valuation

Required by Section 26.16 Tax Code

Fiscal Year	(M&O) Maintenance & Operations	(I&S) Debt Service	Total Tax Rate	Change
2003/04	1.50000	0.06100	1.56100	
2004/05	1.45000	0.06920	1.51920	-0.04180
2005/06	1.28000	0.07250	1.35250	-0.16670
2006/07	1.03000	0.08000	1.11000	-0.24250
2007/08	1.03000	0.08200	1.11200	0.00200
2008/09	1.04000	0.08200	1.12200	0.01000
2009/10	1.04000	0.08860	1.12860	0.00660
2010/11	1.04000	0.09500	1.13500	0.00640
2011/12	1.04000	0.09500	1.13500	0.00000
2012/13	1.04000	0.07950	1.11950	-0.01550
2013/14	1.04000	0.12100	1.16100	0.04150
2014/15	1.04000	0.12100	1.16100	0.00000
2015/16	1.04000	0.11000	1.15000	-0.01100
2016/17	1.04000	0.11000	1.15000	0.00000
2017/18	1.04000	0.10960	1.14960	-0.00040
2018/19	1.17000	0.10960	1.27960	0.13000
2019/20	1.06835	0.10957	1.17792	-0.10168
2020/21	1.05470	0.12322	1.17792	0.00000
2021/22	1.05170	0.12622	1.17792	0.00000
2022/23	0.99840	0.17952	1.17792	0.00000



41

Ector County ISD

Budget & Tax Rate Hearing

2022 – 2023

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

6/15/2021

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ADOPTION OF 2022-2023 OFFICIAL BUDGET**

DATE: June 21, 2022

On June 21, 2022 the 2022-2023 Official Budget will be presented for Adoption.

****

Administrative Recommendation:

Adoption of the 2022-2023 Official Budget.



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REVENUES, APPROPRIATIONS AND OTHER FINANCING SOURCES
REQUIRED BUDGETS TO ADOPT
2022-2023

Codes		GENERAL FUND 2022-2023 PROPOSED BUDGET	SCHOOL NUTRITION FUND 2022-2023 PROPOSED BUDGET	DEBT SERVICE FUND 2022-2023 PROPOSED BUDGET
REVENUES				
5700	Local and Intermediate	159,675,056	1,503,000	27,547,576
5800	State	165,524,944	413,000	-
5900	Federal	9,000,000	16,199,065	-
	Total - All Revenues	334,200,000	18,115,065	27,547,576
APPROPRIATIONS				
11	Instruction	199,161,373	-	-
12	Instructional Resources and Media Services	2,544,863	-	-
13	Curriculum and Staff Development	10,826,491	-	-
21	Instructional Leadership	5,773,284	-	-
23	School Leadership	21,138,981	-	-
31	Guidance, Counseling and Evaluation Services	14,590,680	-	-
32	Social Work Services	1,842,053	-	-
33	Health Services	3,287,501	-	-
34	Student Transportation	8,980,199	-	-
35	Food Services		18,115,065	-
36	Co/Extra Curricular Activities	6,311,824	-	-
41	General Administration	8,521,293	-	-
51	Plant Maintenance and Operations	32,429,668		-
52	Security and Monitoring Services	3,533,494	-	-
53	Data Processing Services	11,054,420	-	-
61	Community Services	1,713,876	-	-
71	Debt Services	5,000,000	-	27,547,576
81	Facilities Acquisition and Construction		-	-
91	Contracted Instructional Services		-	-
99	Intergovernmental Charges	2,010,000	-	-
	Total - All Appropriations	338,720,000	18,115,065	27,547,576
OTHER FINANCING SOURCES/(USES)				
7000	Other Financing Sources	(5,070,000)	-	-
8000	Other Financing Uses	550,000		
	Total - Other Financing Sources (Uses)	(4,520,000)	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	-	-
	Fund Balance Beginning (Estimated)	107,554,000	5,250,000	15,810,000
	One Time Expenditures	4,897,000		
3000	Fund Balance Ending (Estimated)	102,657,000	5,250,000	15,810,000

Ector County Independent School District
General Operating Fund 199
Adopted Budget by Function and Object
for Fiscal Year 2022 - 2023
at June 21, 2022

ECISD Finance Division

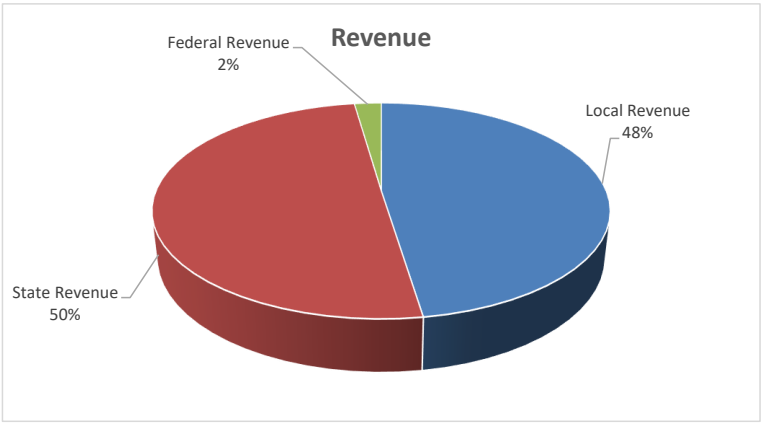
Object Code	Estimated Revenue	Per Enrolled 33,500	2022- 2023 Budget	
5700	Local Revenue	$ 4,745	$158,953,780	(Includes property tax collections which are based on CURRENT YEAR estimated valuations)
5800	State Revenue	$ 5,005	167,676,531	
5900	Federal Revenue	$ 226	7,569,689	
	Total Estimated Revenue	$ 9,976	**$334,200,000**	

Function Code	Budgeted Expenditure	%	Per Enrolled 33,500	Totals	6100	6200	6300	6400	6500	6600
11	Instruction	60%	$ 6,025	$201,846,932	$ 163,943,253	$20,881,902	$ 12,965,697	$ 1,347,110	$ -	$ 2,708,970
12	Instructional Resources & M	1%	$ 83	2,779,013	$ 2,286,585	$ 33,695	$ 110,683	$ 60,000	$ -	$ 288,050
13	Curr & Instructional Staff De	3%	$ 325	10,887,249	$ 8,238,947	$ 1,085,891	$ 430,456	$ 1,049,385	$ -	$ 82,570
21	Instructional Leadership	2%	$ 168	5,637,274	$ 4,661,928	$ 158,245	$ 345,832	$ 382,849	$ -	$ 88,420
23	School Leadership	6%	$ 633	21,203,091	$ 19,249,858	$ 151,692	$ 1,041,888	$ 729,993	$ -	$ 29,660
31	Guidance & Counseling Ser	4%	$ 436	14,600,113	$ 12,875,651	$ 218,220	$ 1,332,490	$ 160,122	$ -	$ 13,630
32	Social Services	1%	$ 55	1,829,748	$ 881,863	$ 472,980	$ 423,685	$ 23,300	$ -	$ 27,920
33	Health Services	1%	$ 98	3,292,711	$ 3,155,811	$ 14,100	$ 74,265	$ 42,125	$ -	$ 6,410
34	Pupil Transportation	3%	$ 262	8,788,644	$ 6,751,614	$ 180,000	$ 1,271,500	$ 524,070	$ -	$ 61,460
36	Co-Curricular Activities	2%	$ 190	6,376,278	$ 2,719,858	$ 801,350	$ 555,430	$ 2,227,490	$ -	$ 72,150
41	General Administration	3%	$ 259	8,677,023	$ 5,735,240	$ 1,632,624	$ 223,135	$ 922,894	$ -	$ 163,130
51	Plant Maintenance	10%	$ 996	33,381,540	$ 16,203,464	$10,239,506	$ 2,798,750	$ 3,030,900	$ -	$ 1,108,920
52	Security & Monitoring Servi	1%	$ 99	3,319,708	$ 2,727,139	$ 336,445	$ 174,075	$ 68,419	$ -	$ 13,630
53	Data Processing Services	3%	$ 338	11,315,070	$ 4,753,674	$ 4,881,881	$ 1,086,265	$ 272,600	$ -	$ 320,650
61	Community Services	1%	$ 52	1,725,606	$ 1,279,191	$ 119,110	$ 66,650	$ 246,225	$ -	$ 14,430
71	Debt Service	0%	$ 31	1,050,000	$ -	$ -	$ -	$ -	$ 1,050,000	$ -
81	Facilities Acquisition and Co	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
91	Recapture Payment to state	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
92	Recapture Incremental Cos	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
93	Shared Service Arrangeme	0%	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -
99	Inter-Governmental Charge	1%	$ 60	2,010,000	$ -	$ 2,010,000	$ -	$ -	$ -	$ -
	Total Budgeted Expenditu	100%	10,111	**$338,720,000**	**$ 255,464,076**	**$43,217,641**	**$ 22,900,801**	**$11,087,482**	**$ 1,050,000**	**$ 5,000,000**
	Totals			$338,720,000	$ 255,464,076	$43,217,641	$ 22,900,801	$11,087,482	$ 1,050,000	$ 5,000,000
	Diff			$ -	$ -	$ -	$ -	$ -	$ -	$ -
					75.4%	**12.8%**	**6.8%**	**3.3%**	**0.3%**	**1.5%**
00-7XXX	Other Sources		$ (151)	(5,070,000)						
00-8XXX	Other Uses		$ 16	550,000						
	Total Exp & Operating Transfer O		$ (135)	**(4,520,000)**						
Estimated Increase (Decrease) to Fund Balan			**$ (0)**	**$ -**						

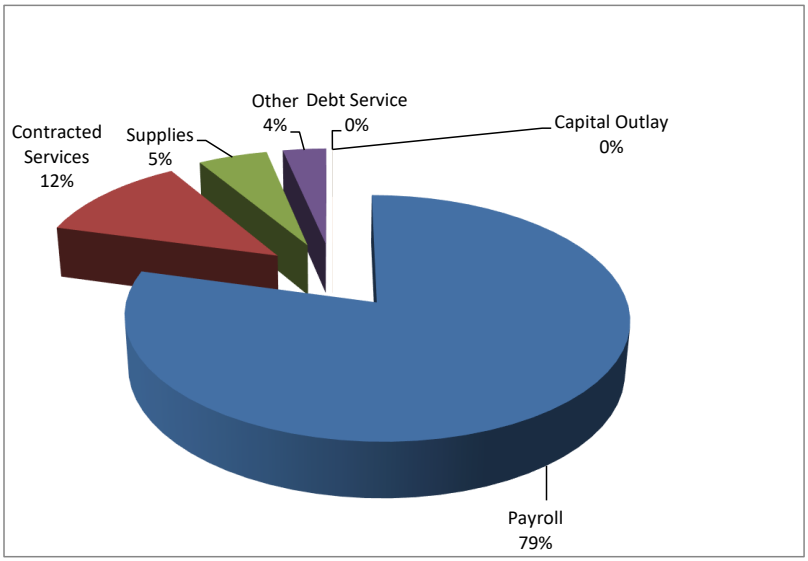
Expenditure Object Code Summary

6100	Salaries and Benefits	$ 7,626	$255,464,076	
6200	Contracted Services	$ 1,290	$ 43,217,641	(includes recapture obj 6224 if any and lobbying obj 6214) $ 2,500
6300	Supplies and Materials	$ 684	$ 22,900,801	
6400	Other Operating Expenses	$ 331	$ 11,087,482	(includes statutorily required postings in newspaper obj 6491) $ 16,675
6500	Debt Service	$ 31	$ 1,050,000	
6600	Capital Outlay	$ 149	$ 5,000,000	
7xxx	Other Sources	$ (151)	$ (5,070,000)	
8xxx	Other Uses	$ 16	$ 550,000	
	Total Exp & Operating Transfer O	$ 9,976	**$334,200,000**	
			$ -	

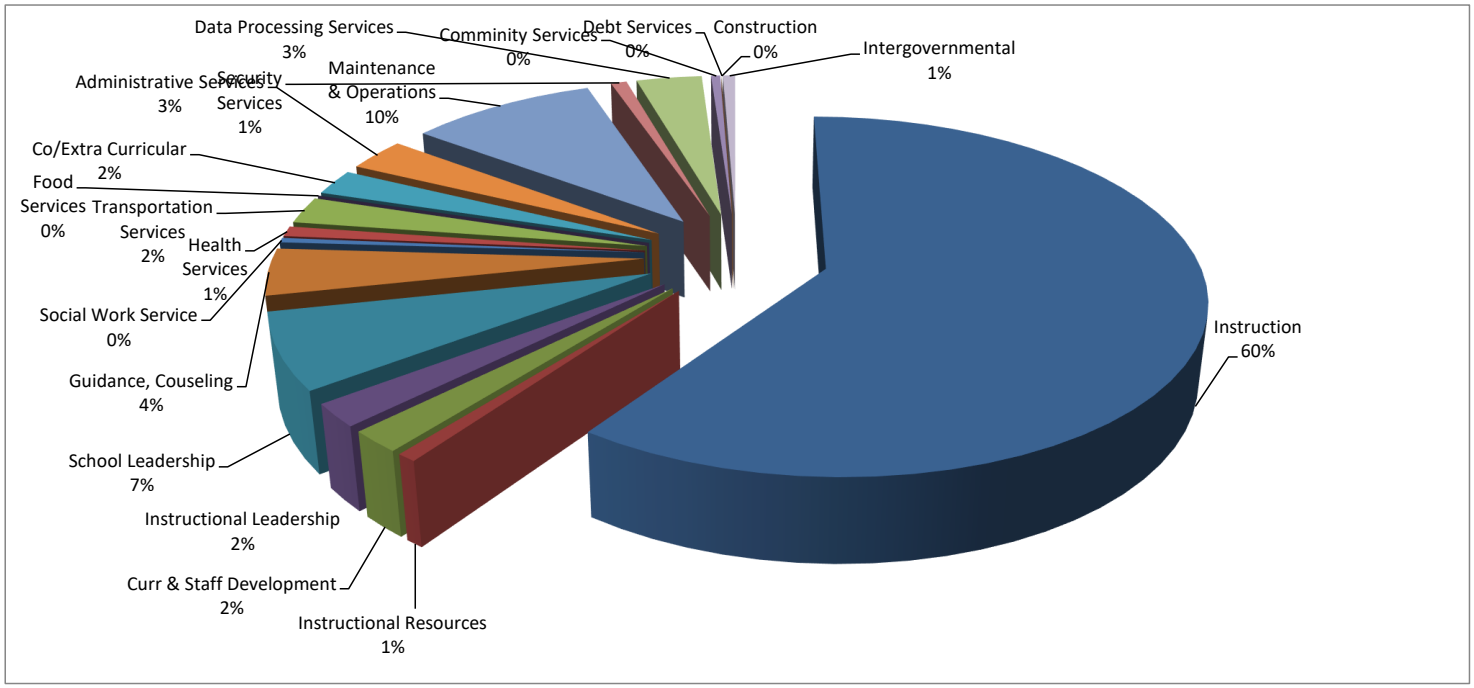
Estimated Fund Balance at of 6/30/22	**$107,554,000**	
Estimated Fund Balance at of 6/30/23	**$102,657,000**	
	$ 4,897,000	One Time Expenditures



Expenditures by Object



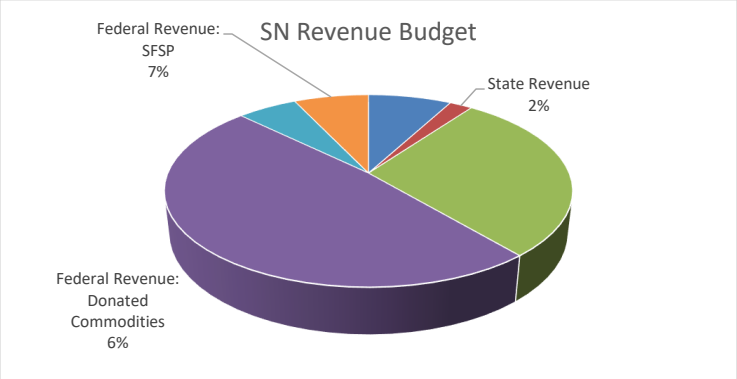
Expenditures by Function



Ector County Independent School District
School Nutrition Fund 240
Statement of Revenues and Expenditures
Budget 2022/2023
as of 6/21/22

REVENUE

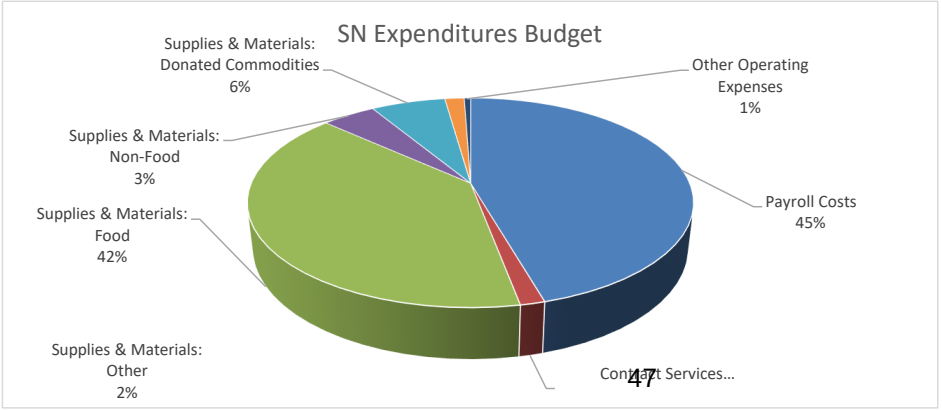
Object Code	Revenue		Beginning/ Original Budget	%	Per Enrolled 33,500
5700	Local Sales & Interest	$	1,503,000	8%	
5800	State Revenue	$	413,000	2%	
5921	Federal Revenue: Breakfast Reimbursements	$	5,504,000	30%	
5922	Federal Revenue: Lunch Reimbursements	$	9,262,500	51%	
5923	Federal Revenue: Donated Commodities	$	1,083,050	6%	
5939	Federal Revenue: SFSP	$	1,349,515	7%	
5929-01	Indirect Cost	$	(1,000,000)	-6%	
Total Revenue		**$**	**18,115,065**	100%	$ 541



EXPENDITURES

Object Code	Fn Code	Expenditure		Beginning/ Original Budget	%	Per Enrolled 33,500
6100	35	Payroll Costs	$	8,014,053	44%	
6200	35	Contracted Services	$	136,800	1%	
6341	35	Supplies & Materials: Food	$	7,907,718	44%	
6342	35	Supplies & Materials: Non-Food	$	750,444	4%	
6344	35	Supplies & Materials: Donated Commodities	$	1,083,050	6%	
63xx	35	Supplies & Materials: Other	$	170,000	1%	
6400	35	Other Operating Expenses	$	53,000	0%	
			$	**18,115,065**	100%	$ 541
6600		Capital Outlay	$	-		
Total Expenditures			**$**	**18,115,065**		$ 541

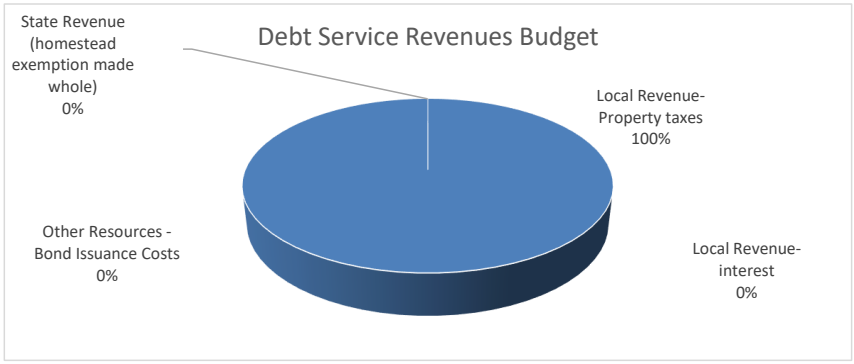
	$	-
Fund Balance estimated at 6/30/22	$	5,250,000
Change estimated during 2022/23	$	-
Fund Balance estimated 6/30/23	$	5,250,000



Ector County Independent School District
Debt Service Fund 599
Revenues and Expenditures
Budget FY 2022/23
at 6/21/22

REVENUE

Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 33,500
571x	Local Revenue-Property taxes	$ 27,547,576	100%	
574x	Local Revenue-interest	$ -	0%	
5800	State Revenue (homestead exemption made whole)	$ -	0%	
7900	Other Resources - Bond Issuance Costs	$ -	0%	
Total Revenue		**$ 27,547,576**	100%	$ 822



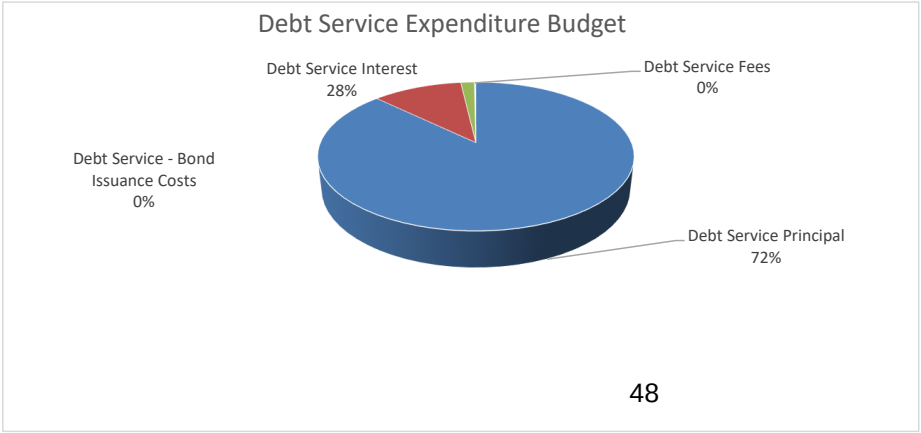
EXPENDITURES

Object Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 33,500
6511	Debt Service Principal	$ 22,621,683	82%	
6521	Debt Service Interest	$ 4,910,893	18%	
6524	Debt Service - Bond Issuance Costs	$ -	0%	
6599	Debt Service Fees	$ 15,000	0%	
8900	Debt Service - Bond Issuance Costs		0%	
Total Expenditures - Function 71		**$ 27,547,576**	100%	$ 822
		$ -		

Net Change in Fund Balance

Fund Balance estimated at 6/30/22	$ 15,810,000
Change estimated during 2022/23	$ -
Fund Balance estimated 6/30/23	$ 15,810,000

Notes Debt Service payments are due in Feb and August of each year.



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF RESOLUTION TO CALCULATE THE PROPERTY TAX RATES**

DATE: June 21, 2022

The Texas Tax Code requires that a position be named for calculating the no-new-revenue tax rate and the voter-approval tax rate.

****

Administrative Recommendation:
Approval of Resolution designating an officer to calculate the property tax rates.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

WHEREAS, the Board of Trustees ("Board") of the Ector County Independent School District ("District") is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, the Board, as authorized by Texas Education Code § 45.002, .003(a) may levy, assess, and collect annual ad valorem taxes for the maintenance of the district's schools. Taxes may not be levied unless authorized by a majority of the qualified voters of the district, voting at an election called for that purpose; and

WHEREAS, after the District's assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district utilizing the Comptroller tax rate calculation forms as prescribed in the Texas Tax Code § 5.07; and

WHEREAS, pursuant to Texas Tax Code § 26.04(c), (d-1), (d-3), as soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

RESOLVED, the Board of Trustees hereby appoints the District's Chief Financial Officer as the designated officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law.

RESOLVED, the authority granted by this resolution is effective henceforth unless the Board takes action to change the title of the appointee.

PASSED, APPROVED, AND ADOPTED this _____ day of _____, 2022.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $50,000**

DATE: June 21, 2022

As Required by Board Policy CH (Local), following is a list of contracts/projects recommended to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Purchases over $50,000

Cortney Smith
802 N. Sam Houston
Odessa, TX 79761
Office: 432-456-9659
Fax: 432-456-9658

District Operations

RFP #22-14SI for Roof Removal & Replacement 2017 Package #14 Odessa High School Project

Purpose: Comprehensive roof replacement.

Background Info: This roof was damaged during the hailstorm of 2017 and was ruled as a complete loss. The project was put out for bid and garnered bids from three roofing companies. L. Wallace Construction Company, Inc. was selected for the project due to the fact that they were the low bidder and have done quality work for the district on previous projects.

Project Cost: $10,930,419

Funding Source: Insurance Recovery Fund

Recommended Service Provider: L. Wallace Construction Company, Inc.

Board Approval _____ **Date** _____

May 26, 2022

Mr. Cortney Smith
Ector County ISD
820 N. Sam Houston
Odessa, TX 79761

Tel: 432.456.9659
EM: cortney.smith@ectorcountyisd.org

RE: Award Recommendation
ECISD – 2017 Hail Damage
Odessa High School
Package #14
Bid #22-14SI
MI: 90020

Dear Mr. Smith:

Bids were received for the referenced project on May 25, 2022. Three (3) contractors submitted bids as outlined below.

CONTRACTOR	**ODESSA HIGH SCHOOL BID AMOUNT** *(Including Owner's Contingency)*
L. Wallace Construction Co., Inc.	$10,930,419.00
F.W. Walton Dallas, LLC.	$12,604,059.00
Tri-Lam Roofing & Waterproofing, Inc.	$13,504,625.00

Exhibit No. 1 includes the completed Bid Tabulation. L. Wallace Construction Co., Inc., submitted the lowest bid. BLUEFIN, LLC a Division of Mantis Innovation recommends award to L. Wallace Construction in the amount of $10,930,419.00 (including Owner's Contingency). Upon approval, BLUEFIN will prepare contracts between ECISD and L. Wallace Construction Co., Inc.

If you have any questions, please let me know. Thank you.

Sincerely,

E.J. Sandquist, RRC, RRO, CDT

ES/ds

Enclosure

cc: Diana Ornelas, ECISD, diana.ornelas@ectorcountyisd.org
Jesse Flores, ECISD, jesus.flores@ectorcountyisd.org

EXHIBIT 1

ROOF REMOVAL REPLACEMENT & MISC. REPAIRS
ODESSA HS, CLASSROOMS & STORAGE, FOOD SERVICES BLDG
BID #22-14SI

	CONTRACTOR NAME: *L. Wallace Construction Co., Inc.*		CONTRACTOR NAME: *F.W. Walton Dallas, LLC.*		CONTRACTOR NAME: *Tri-Lam Roofing & Waterproofing, Inc.*	
AREA / SCOPE	**QTY**	**COST**	**QTY**	**COST**	**QTY**	**COST**
Roof Removal and Replacement & Misc. Repairs 2017 Hail Damage - Package #14						
Remove & Replace Roof - Odessa HS	271,284 SF	$ 6,041,251.00	227,800 SF	$ 7,751,351.00	27,500 SF	$ 7,500,250.00
Remove & Replace Roof - Classrooms & Storage 1111 W. 12th St.	11,986 SF	$ 275,915.00	12,100 SF	$ 399,755.00	1,150 SF	$ 402,500.00
Remove & Replace Roof - Classrooms & Storage 1118 W. 12th St.	19,810 SF	$ 460,695.00	18,800 SF	$ 654,925.00	2,250 SF	$ 600,875.00
Remove & Replace Roof at Food Services Building	27,586 SF	$ 675,049.00	25,700 SF	$ 839,471.00	3,150 SF	$ 1,150,500.00
HVAC for Scope of Work Shown on Sheets A-123 Through A-128		$ 1,451,421.00		$ 1,407,000.00		$ 2,200,000.00
Misc. Exterior Work Shown on Sheets A-129 Through A-137		$ 1,026,088.00		$ 551,557.00		$ 650,500.00
Subtotal		$ 9,930,419.00		$ 11,604,059.00		$ 12,504,625.00
Owner's Contingency		$ 1,000,000.00		$ 1,000,000.00		$ 1,000,000.00
TOTAL		**$ 10,930,419.00**		**$ 12,604,059.00**		**$ 13,504,625.00**
CONSTRUCTION DURATION ACKNOWLEDGEMENT		YES		YES		YES
UNIT PRICES						
Metal Deck Replacement (Corrugated)		$ 15.00 /sq. ft.		$ 12.50 /sq. ft.		$ 8.50 /sq. ft.
Metal Deck Replacement (Type B)		$ 20.00 /sq. ft.		$ 15.00 /sq. ft.		$ 12.00 /sq. ft.
Metal Deck Rust Prep & Inhibitor		$ 7.00 /sq. ft.		$ 5.50 /sq. ft.		$ 6.50 /sq. ft.
Gypsum Deck Repair		$ 8.00 /sq. ft.		$ 15.00 /sq. ft.		$ 18.00 /sq. ft.
Cement Fiber (Tectum) Deck Repair		$ 8.00 /sq. ft.		$ 45.00 /sq. ft.		$ 22.00 /sq. ft.
Plywood Deck Repair		$ 6.00 /sq. ft.		$ 7.50 /sq. ft.		$ 8.50 /sq. ft.
Plywood Deck Replacement, 4 x 8		$ 125.00 /sheet		$ 240.00 /sheet		$ 120.00 /sheet
Wood Nailers, 1 x 2		$ 3.50 /lin. ft.		$ 5.00 /lin. ft.		$ 2.75 /lin. ft.
Wood Nailers, 2 x 4		$ 5.50 /lin. ft.		$ 6.00 /lin. ft.		$ 4.50 /lin. ft.
Wood Nailers, 2 x 6		$ 7.00 /lin. ft.		$ 7.00 /lin. ft.		$ 6.75 /lin. ft.
Wood Nailers, 2 x 8		$ 8.00 /lin. ft.		$ 9.00 /lin. ft.		$ 7.15 /lin. ft.
Wood Nailers, 2 x 10		$ 9.00 /lin. ft.		$ 12.00 /lin. ft.		$ 9.25 /lin. ft.
Wood Nailers, 2 x 12		$ 10.00 /lin. ft.		$ 16.00 /lin. ft.		$ 12.50 /lin. ft.
CDX Plywood, 4 x 8 x $^{3}/_{4}$"		$ 75.00 /each		$ 320.00 /each		$ 180.00 /each
ADDENDUM ACKNOWLEDGEMENT						
Addendum #1		YES		YES		YES
Addendum #2		YES		YES		YES
Addendum #3		YES		YES		YES
REQUIRED DOCUMENTS INCLUDED						
ECISD Bid Offer Form - From eBid		YES		YES		YES
Conflict of Interest Questionnaire / Form 1295 - From eBid		YES		YES		YES
Felony Conviction Notification - From eBid		YES		YES		YES
Certificate of Residency Form - From eBid		YES		YES		YES
Certification of No Boycott of Israel Form - From eBid		YES		YES		YES
Bid Form		YES		YES		YES
AIA A305 - Contractor's Qualification Stmt		YES		YES		YES
Contractor's Qualification Affidavit		YES		YES		YES
Subcontractor Listing		YES		YES		YES
Anti-Trust Form		YES		YES		YES
Bid Bond		YES		YES		YES
Completed W-9 Form		YES		YES		YES
Sample Certificate of Insurance for Prime & Subcontractors		YES		YES		YES

Keeley Simpson, Ed.D.
Chief of Schools | Ector County ISD
802 N. Sam Houston | Odessa, TX 76761
keeley.simpson@ectorcountyisd.org

RFP #22-28- Leadership Development for Campus-Level Teams

- **Purpose**: School leaders will develop their instructional leadership capacity to bring about sustainable change to improve student learning outcomes. Professional learning, coaching, and support will be customized to meet the needs of the schools and their leaders. The RFP will be for the 2022-2023, 2023-2024, and 2024-2025.

- **Background:** ECISD Leadership Department will partner with a variety of educational consultants to provide targeted professional learning and on-site coaching to further develop instructional leadership skills and capacity.

- **Cost:** $800,000

- **Funding Source:** ESSER 3

- **Recommended Supplier/Service Provide:**
  - Big Rocks Educational Services, LLC
  - Darryl Williams, Independent Consultant
  - engage2learn
  - lead4ward, LLC
  - Lead Your School
  - Solution Tree

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS

RFP #22-28 for Leadership Development for Campus-Level Teams

Closed: Wednesday, April 21, 2022 at 2:00 p.m.

BID TALLY

	SUPPLIERS										
EVALUATORS	**Agile Designs and Services, LLC**	**Big Rock Educational Services, LLC**	**Blocker Education Research, LLC**	**Darryl Williams, Independent Consultant**	**engage2learn**	**Lead Your School**	**lead4ward, LLC**	**MKJ Education and Leadership Consulting, LLC**	**Sirius Education Solutions**	**Solution Tree**	**TNTP, Inc.**
#1	30	70	57	79	72	77	70	59	54	86	64
#2	27	77	43	85	70	74	43	26	36	56	56
#3	32	60	49	85	54	93	89	30	35	86	42
#4	28	82	30	100	50	100	100	47	49	100	22
#5	27	77	43	85	60	74	36	26	36	31	56
TOTAL	144	366	222	434	306	418	338	188	210	359	240
AVERAGE SCORE	**28.8**	**73.2**	**44.4**	**86.8**	**61.2**	**83.6**	**67.6**	**37.6**	**42.0**	**71.8**	**48.0**

Leslie Wilson
Executive Director of Special Services
Ector County ISD
Phone: 432-456-8719
Fax: 432-456-8718

RFP #22-31- Virtual Speech Therapy

Purpose:
The selected company will be responsible for providing speech therapy to students who have qualified to receive speech therapy as designated by the students IEP. The estimated number of students who are currently in need of service are approximately 400 district-wide. The selected company will be responsible for assessing students, monitoring student progress, conducting ARD meetings, providing speech therapy virtually, maintaining student confidentiality, writing goals for speech, provide ongoing communication to Executive Director of Special Services and/or her designee and progress reporting. This may also include communicating with parents, families/guardians of student if deemed necessary by the Special Services Department.

Background information:
ECISD will partner with eLuma LLC. to continue to allow students to receive their speech services. eLuma has the experience in working with our district, principals, students and families. They are a stable and reliable company going into year three (3) of a partnership.

Premium Renewal Cost: $750,000

Funding Source: Federal Funds

Recommended Supplier/Service Provider: eLuma, LLC

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS
RFQ #22-31 for Virtual Speech Therapy
Closed: May 17, 2022 at 2:00 p.m.
TALLIED EVALUATIONS

	SUPPLIERS										
EVALUATORS	**Autism Behavior Education Consultants of the West LLC**	**Dotcom Therapy Inc**	**eLuma LLC**	**Enable My Child Ltd dba HelloHero**	**E-Therapy LLC**	**PresenceLearning Inc**	**RCM Health Care Services**	**Remote Speech LLC**	**Seagull Speech & Language Services LLC**	**Spoken For Speech and Language Therapy PLLC**	**Verboso LLC**
#1	2	63	**81**	22	35	16	19	20	7	0	11
#2	0	67	**77**	10	40	0	19	17	6	0	9
#3	1	34	**67**	31	45	27	21	7	8	0	10
#4	0	67	**85**	19	45	21	14	45	7	0	19
#5	0	74	**74**	8	40	21	15	26	4	1	10
TOTAL	3	305	**384**	90	205	85	88	115	32	1	59
AVERAGE SCORE	1	61	**77**	18	41	17	18	23	6	0	12

TASB Risk Management Fund • 12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301 • Austin, Texas 78767-0301 • 800.482.7276 • tasbrmf.org
Administered by the Texas Association of School Boards

Ector County ISD

Contribution & Coverage Summary (CCS)
Participation Period: 7/1/2022 through 6/30/2023

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on following pages and are part of this CCS. Please review all pages of this CCS document.

Coverage	Limit	Deductible	Contribution
Automobile Liability	$100K Person Bodily / $300K Occurrence Bodily / $100K Occurrence Property	$2,500	**$88,895**
Automobile Physical Damage	Actual Cash Value	See Automobile Coverage Summary	**$91,174**
School Liability including Professional Legal, General, and Employee Benefits Liability	See School Liability Coverage Summary	See School Liability Coverage Summary	**$96,512**
Privacy & Information Security	$1,000,000	$0	**$58,899**
Violent Acts	$250,000	$0	**No Cost**
Total Contribution			**$335,480**

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.

TASB RISK FUND

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Ector County ISD

Workers' Compensation—Administrative Services Only (ASO)
Participation Period: 7/1/2022 through 6/30/2023

The following is a summary of the charges, fees, and terms of participation in the Workers' Compensation—Administrative Services Only program.

Administrative & Other Annual Fees	Amount	
General Administrative Services	$5,100	Annually
Actuarial Services	$4,500	Annually
Loss Prevention Services	Not Selected	Annually
Document Storage	$0	Annually

Claim Fees	Amount	
New Indemnity Claim	$775	Per claim
New Medical Claim	$150	Per claim
New Record Only Claim	$20	Per claim

Allocated Claim & Cost Containment Fees	Amount	
Bill Review	$9	Per bill
Pre-Authorization (RN)	$85	Per pre-authorization
Pre-Authorization (Physician)	$85	Per pre-authorization + time/expense
External Case Management (ECM)	$90	Per hour
ECM Travel & Wait Time	$40	Per hour
Peer Review by Physician Advisor	Time & Expense	
BRC, CCH, and SOAH and other regulatory representation	Prevailing judicial rates	
Subrogation Services	Included	
Subrogation Recovery	33% of recovery plus attorney fees	
External Investigations	At cost	
Legal Fees (regulated by DWC)	Per attorney rates	

Seasonal Benefit Adjustments		
Self-insured Fund Members may elect to adjust weekly workers' compensation Temporary Income Benefits (TIBS) to zero during specific holiday periods. Benefit adjustments are always made during the summer break. You have elected to stop/reduce TIBS during the break periods noted below. Please alert the Fund if you would like to modify your seasonal benefit adjustment periods. Common break periods are Thanksgiving, Winter Break, and Spring Break.		
Thanksgiving Break	Winter Break	Spring Break

No Change
MJ Sanders

Workers' Compensation—Administrative Services Only Terms & Conditions

Claim and Cost Containment Fees: The majority of claims administrative costs are included in claims administrative fees. Fees not included are allocated to the claim file and are passed through at prevailing rates.

Indemnity Claim: An injury where the employee has experienced more than seven days of compensable lost time, reduced wages for more than one week, incurred substantial medical treatment, claim compensability is questionable, involves subrogation, or involves an occupational illness, even if the employee has not missed any time from work.

Medical Claim: An injury requiring minor medical treatment and no more than seven days of compensable lost time.

Record Only Claim: An injury or incident without lost time requiring no medical treatment.

Run-In Claims: Run-In Claims are existing claims carried over from a previous claims administrator and transferred to the Fund for administration. Allocated claim and cost containment fees apply as shown above to any claims transferred to and administered by the Fund from a previous claims administrator as "run-in" claims during this or any previous Participation Period.

Loss Prevention Services: Loss Prevention Services include a customized service plan, safety consultations and loss history reviews, safety training and presentations, hazard and exposure surveys of facilities and work areas. Annual fees for Loss Prevention Services are based on Fund member size, number of campuses, average claim levels, and estimated consultant activity.

Actuarial Services: If elected, the Fund will provide an actuarial report estimating the Fund Member's outstanding workers' compensation loss and allocated loss adjustment expense (ALAE) reserves to coincide with the Participation Period or the Fund Member's fiscal year. The report will be prepared by a Member of the American Academy of Actuaries (MAAA) qualified to issue an actuarial opinion.

Stop Loss Coverage: Fund Member will obtain its own stop loss coverage. The Fund may assist the Fund Member with stop loss placement, if requested. The Fund Member will reimburse the Fund for any stop loss premium payments made on behalf of the Fund Member within 30 days of receipt of an invoice. Stop loss premiums and coverage terms will be determined by the stop loss carrier and are not guaranteed by the Fund.

Claims Reporting: Fund Member will timely provide to the Fund all reports and filings required of an employer by the laws and regulations dealing with workers' compensation coverage as defined in the Texas Workers' Compensation Act (the Act). Any fines levied against the Fund for Fund Member's failure to comply with rules and regulations in the Act will be the sole responsibility of the Fund Member. If the Fund advances payment of any fine or penalty, Fund Member agrees to reimburse the Fund for all such costs.

Benefit Limits: Workers' Compensation benefits paid to Fund Member's employees under this Contribution & Coverage Summary (CCS) will be as defined in the Act. The Fund is responsible for claims payments as reflected in this CCS. This Agreement does not cover the defense of any suit or claim against a Fund Member except a workers' compensation claim by an eligible employee or former employee of Fund Member for the payment of statutory workers' compensation benefits.

Subrogation: The Fund will provide subrogation recovery services to Fund Member. Fund Member will be entitled to recovered amounts, less applicable attorney fees, and retains the right of final litigation-related settlement decisions, including subrogation.

Cooperation: The Fund Member designates the TASB Risk Management Fund as the Workers' Compensation claim administrator of record for all purposes. Fund Member agrees to use the Fund's contractors for services related to the administration of claims and to follow the Fund's election under Section 504.053 of the Labor Code to direct care through the Political Subdivision Workers' Compensation Alliance.

Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. In addition to the Program Coordinator, the Fund Member may designate a Claims Contact and a Billing Contact for this program. Below are the current Coordinator and Contacts associated with the Fund Member's participation in the Workers' Compensation—Administrative Services Only program. If a Coordinator's or Contact's name and e-mail address are not listed or need to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators & Contacts

Role	Name	Title	E-mail
Coordinator	Estela Vejil	Risk Benefits Manager	estela.vejil@ectorcountyisd.org
Claims Contact	Estela Vejil	Risk Benefits Manager	estela.vejil@ectorcountyisd.org
Billing Contact	Yolanda Gordon	Director	Yolanda.gordon@ectorcountyisd.org

Program Coordinator & Contact Updates

Role	Name	Title	E-mail
Coordinator	Estela Vejil	Risk Benefits Manager	estela.vejil@ectorcountyisd.org
Claims Contact	Estela Vejil	Risk Benefits Manager	estela.vejil@ectorcountyisd.org
Billing Contact	Yolanda Gordon	Director	Yolanda.gordon@ectorcountyisd.org

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide program coordinator updates.

TASB RISK FUND

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P.O. Box 301 • Austin, Texas 78767-0301 • 800.482.7276 • **tasbrmf.org**
Administered by the Texas Association of School Boards

Contribution & Coverage Summary General Conditions

Self-Insured: The Fund member self-insures its workers' compensation risk exposure. The Fund provides claims administration services only and extends no coverage for the Fund Members' workers' compensation obligations under the Act.

Payment: The Fund Member agrees to pay each month an amount equal to the actual paid workers' compensation claim amounts from the previous month. The Fund Member also agrees to pay the Fund each month claims fees and administrative charges as shown in this CCS. The claim fee is applicable to each claim reported and will be assigned based on the claim type (Indemnity, Medical, Record Only). The Fund Member agrees to pay these amounts upon receipt of an invoice. All payments by the Fund Member will be made through an ACH transfer.

Claims will only be administered while the Fund Member participates in the Workers' Compensation—Administrative Services Only program. Fund Member agrees to reimburse the Fund for all workers' compensation claims paid on the Fund Member's behalf up to the time all workers' compensation files are successfully transferred to the Fund Member or their designee with a transfer release.

Termination: The Fund will administer all claims while Fund Member participates in the Fund's Workers' Compensation—Administrative Services Only program. If Fund Member ceases to participate in the program, the Fund will transfer all claim files to the Fund Member or designee. The Fund is not responsible for any claims administration after termination.

This CCS may be terminated by either party with termination to be effective on any successive renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal in accordance with Termination provisions in the Interlocal Participation Agreement. If this CCS is not terminated, the renewal of the CCS becomes effective on the automatic renewal date and the member shall be bound by the terms of the renewal CCS.

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have and agree to this CCS and the Interlocal Participation Agreement.

Yolanda Gordon
Authorized Signature

05/09/2022
Date

Yolanda Gordon
Printed Name

Director of Benefits & Risk Man.
Title

Brandon Reyes
Executive Director of District Operations
802 N. Sam Houston
Odessa, TX 79761
432-456-9659

District Operations

RFP #22-33SI – Charter Bus Services

- **Purpose:** The Transportation Department is seeking bus charter services for SY22-23.
- **Background Info:** The Ector County Independent School District (ECISD) is seeking proposals for Charter Bus Services for student travel for athletic, band, music, and other extracurricular activities that cannot be met by the ECISD Transportation Department. This is a request for proposal to establish vendors and competitive pricing for Charter Bus Transportation Services for ECISD which will allow for the legal and safe transportation of ECISD students of all grade levels and staff.
- **Estimated Cost:** $375,000
- **Funding Source:** General Fund
- **Recommended Service Providers:** All Aboard America

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

ODESSA, TEXAS

RFP #22-33SI for Charter Bus Services

Closed: June 3, 2022 at 2:00 p.m.

TALLIED EVALUATIONS

	SUPPLIERS		
EVALUATORS	**All Aboard America!**	**Sarmiento**	**Watson Truck & Supply, Inc.**
#1	100	30	No Bid
#2	100	30	No Bid
#3	100	50	No Bid
TOTAL	300	110	No Bid
AVERAGE SCORE	100	37	No Bid

Nancy Vanley
Executive Director of Guidance & Counseling Department
432-456-8559
802 N. Sam Houston, Odessa, TX 79761
nancy.vanley@ectorcountyisd.org

SUPPORTING MEMO

Interlocal Agreement with Communities in Schools of The Permian Basin, Inc.

- **Purpose:** Provide assistance to ECISD students who are at risk of not obtaining a high school diploma and who meet the TEA "at-risk" criteria according to the Texas Education Code 29.081. They serve 11 campuses providing supportive guidance, health and human services, parent and family engagement, enrichment activities, college and career readiness, and academic support.

- **Background Information:** Communities in Schools has served the district for 22 years. Communities in Schools is a vital part of ECISD services to students.

- **Cost of the Project:** $350,000

- **The funding source:** General Funds Compensatory Education

- **The recommended supplier:** Communities in Schools of The Permian Basin, Inc.

Board Approval **Date**

Alicia Syverson
Assistant Superintendent, Student and School Support (432) 456.0008
alicia.syverson@ectorcountyisd.org

Student and School Support

REBID RFP #22-30 – COLLEGE, CAREER AND MILITARY READINESS SUPPORT

Purpose: We are seeking a partner who can support ECISD with defining the resources, goals and creating a strategic plan with recommendations to align processes to increase students' college, career and military readiness. This project will help ECISD identify current and necessary resources critical to achieving the District's CCMR goal and success indicators/measures, establish interim progress indicators towards our CCMR Board Goal and provide key recommendations that align processes and incorporate critical programming enabling ECISD to meet its goal of increasing the number of students who are CCMR ready.

Background Info: ECISD began work with Contigo Ed and The Dallas Foundation through a partnership funded by EPPB (Education Partnership of the Permian Basin). That funding was available for one year. This RFP is to continue the 3 year plan that was started during the 2021-2022 school year.

Cost: Contigo Ed - $150,000 per year for 2 years. ESSER3 funds have been requested to cover the cost. The Dallas Foundation - $130,000

Recommended Service Provider: Contigo Ed and The Dallas Foundation

Board Approval _____ **Date** _____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

ODESSA, TEXAS

REBID RFP #22-30 for College Career and Military Readiness Support

Closed: June 7, 2022 at 2:00 p.m.

TALLIED EVALUATIONS

	SUPPLIERS						
EVALUATORS	**Contigo Ed**	**MaiaLearning, Inc.**	**PowerSchool**	**SchooLinks, Inc**	**The Dallas Foundation**	**TPR Education LLC dba The Princeton Review**	**UR TURN**
#1	69	11	27	17	83	39	19
#2	95	13	22	12	93	40	18
#5	93	11	14	15	93	33	15
#6	85	12	20	25	95	36	31
#7	90	16	24	44	85	43	18
#8	95	15	51	13	95	43	17
TOTAL	527	78	158	126	544	234	118
AVERAGE SCORE	**88**	13	26	21	**91**	39	20

Kellie Wilks, Ed.D.
Chief Technology Officer
Ector County ISD
432.456.8641

RFP #22-32 – Technical Expertise, Implementation, and Support

- **Purpose:** Consultant services provided for technology infrastructure and systems projects. Contracts will be for up to three academic years.

- **Background Info:** ECISD Technology will work with the selected consultants on long-term projects that require technical expertise, implementation insight, and support.

- **Premium Renewal Cost:** Costs are dependent on specific projects and which consulting group is selected for them

- **Funding Source:** Local funds

- **Recommended Suppliers/Service Providers:**
  - CDW-G
  - COMBS Consulting Group
  - THRU Consulting LLC
  - True North Consulting Group LLC

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

ODESSA, TEXAS

RFP #22-32 for Technical Expertise, Implementation, and Support

Closed: May 17, 2022 at 2:00 p.m.

TALLIED EVALUATIONS

	SUPPLIERS				
EVALUATORS	**CDWG**	**COMBS Consulting Group**	**The Dallas Foundation**	**Thru Consulting LLC**	**True North Consulting Group LLC**
#1	88	89	No Bid	90	87
#2	87	89	No Bid	90	90
#3	87	89	No Bid	90	90
#4	87	85	No Bid	90	90
#5	87	90	No Bid	89	90
TOTAL	436	442	No Bid	449	447
AVERAGE SCORE	**87**	**88**	No Bid	**90**	**89**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF RESOLUTION COMMITING FUND BALANCE IN ACCORDANCE WITH GASB 54**

DATE: June 21, 2022

The Governmental Accounting Standards Board (GASB) released Statement 54 "Fund Balance Reporting and Governmental Fund Type Definitions" on March 11, 2009 requiring the district's highest level of decision-making authority to approve categories for fund balance commitment or assignment. In accordance with GASB 54, we are asking the Board of Trustees to approve the resolution which lists categories for fund balance commitment

****

Administrative Recommendation:
Approval of Resolution Committing Fund Balance in Accordance with GASB 54.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

WHEREAS, the Governmental Accounting Standards Board ("GASB") adopted Statement 54 ("GASB 54"), a standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010.

WHEREAS, Ector County Independent School District ("ECISD") elects to implement GASB 54 requirements, and to apply such requirements to its financial statements.

NOW THEREFORE BE IT RESOLVED that ECISD Board of Trustees assigns, commits, or restricts portions of its June 30, 2022, General Fund Balance for expenditures as follows:

- Major and Minor Maintenance and Renovation
- Roofing, HVAC, irrigation, and parking lot improvement
- Energy and Safety Management upgrades
- Technology Infrastructure and Computers
- School Buses and Vehicles
- Transportation Bus GPS and ridership and onboard Wi-Fi
- Career Technology
- Furniture, Other Equipment
- Portable Building movement
- Inventories and prepaid items
- Campus Discretionary, Student Activity, and Scholarship Funds
- Special Revenue Funds
- Debt Service Fund
- Internal Service Funds: Employee Housing, Workers Compensation, Medical Trust

PASSED, APPROVED, AND ADOPTED this _____ day of _____, 2022.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2021-2022 FINAL BUDGET AMENDMENT #7**

DATE: June 21, 2022

A summary of the recommended Budget Amendment #7 for the 2021-2022 budget will be presented under separate cover.

****

Administrative Recommendation:

Approval of 2021-2022 Budget Amendment # 7.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2022-2023 DISTRICT IMPROVEMENT PLAN**

DATE: June 21, 2022

The Board is required to adopt the District Improvement Plan annually. Our team completed a Comprehensive Needs Assessment using trend data in all areas of the district. The District Improvement Plan has been built to support the year three work of the Strategic Plan. Following approval of the plan, campus principals will complete a comprehensive needs assessment and develop their plans July-August. Campus plans will be brought to the Board for approval in September.

****

Administrative Recommendation:

Approval of the 2022-2023 District Improvement Plan

Ector County Independent School District

District Improvement Plan

2022-2023

77

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 5
- District Processes & Programs 52
- Perceptions 55

Priority Problem Statements 57

Goals 61
- Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. 62
- Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024. 85
- Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024. 92

District Funding Summary 111

78

Comprehensive Needs Assessment

Demographics

Demographics Summary

See addendums for current year district equity report.

Student & Teacher Information

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
2021	1277	30575	3052
2020	1690	33822	5406
2019	1635	31570	5188
2018	1523	30624	4608
2017	1513	29850	5622
2016	1365	30046	5142
2015	1405	30467	6422
2014	1468	29281	6069

Table 2 Ethnic Distribution

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2021	78	52.9	15.4	26.5	3.9	12.7	1.2	2.7	55.3	60.2
2020	77.2	52.8	16.4	27.0	3.9	12.6	1.1	2.5	55.1	60.2
2019	76.3	52.6	17.3	27.4	3.9	12.6	1.1	2.4	56.4	60.6
2018	75.5	52.4	18.1	27.8	3.9	12.6	1.0	2.3	50.9	58.8
2017	75.1	52.4	18.6	28.1	3.9	12.6	1	2.4	55.3	59
2016	74.9	52.2	18.9	28.5	3.9	12.6	.9	2.1	51.7	59
2015	73.7	52	20.1	28.9	3.8	12.6	1	2	48.1	58.8
2014	72.1	51.8	21.5	29.4	4.0	12.7	1	1.9	50.8	60.2

	2014	2015	2016	2017	2018	2019	2020	2021
Total Expulsions	19	33	42	31	54	50	64	7

Table 28

7-8 Dropout Rate	State	ECISD
2020	0.5%	1.9%
2019	0.4%	1.6%
2018	0.4%	1.3%
2017	0.3%	0.8%
2016	0.4%	0.6%
2015	0.3%	0.%
2014	0.5%	0.4%

Table 29

9-12 Dropout Rate	State	ECISD
2020	1.6%	2.9%
2019	1.9%	3.3%
2018	1.9%	3.8%
2017	1.9%	2.8%
2016	2.0%	2.4%
2015	2.1%	2.7%
2014	2.2%	1.9%

Table 30 ECISD Scholarship

	2019	2020	2021	2022
NTO	$292,295.00	$446,505.60	$501,550	$1,469,804
OCA	$179,071.00	$2,333,978.00	$923,570	$783,750
OCTECH	$23,385.00	$678,638.00	$312,500	$394,676
PHS	$3,251,900.00	$2,791,103.00	$3,637,439	$2,117,854

	2019	2020	2021	2022
OHS	$2,797,747.00	$3,445,487.00	$3,111,184	$8,614,854
Total	$6,544,398.00	$9,695,711.00	$8,486,243	$13,380,938

Demographics Strengths

ECISD has experienced a significant reduction in teacher turnover rate in 2020-21 of 2.5% as compared to 2019-2020. ECISD's teacher turnover rate is 19.1%.

Students are increasingly enrolling in fine arts electives and dual credit courses.

Summer Learning enrollment increased during the summer of 2021.

FAFSA completion rate in ECISD is reported every week. On 5/20/2022 the FAFSA completion rate for ECISD is 95.58%. Our seniors topped the state by 11% and the nation by over 20%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 2 (Prioritized): ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause:** Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 3 (Prioritized): For every principal vacancy, ECISD has less than five viable candidates. **Root Cause:** ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 4 (Prioritized): Expulsion rate without services increased from 50 (2019)-69 (2020). **Root Cause:** In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Student Learning

Student Learning Summary

See addendums for MAP district reports.

1) In 4th Grade, 6th Grade, and 7th grade all content areas are improving.

2) The performance gap between ECISD and State averages is closing.

3) 5th Grade reading and math and 8th Grade reading and math 1st administration passing rates are lower than the state passing rate.

4) Kindergarten Readiness has increased by 14 points in 2021-2022.

5) Students performing at the Meets standard are below the state average in all content areas and all grades.

6) 3rd Grade students performing at the Meets standard in Reading is 40% in 2022, up from 35%.

7) In 2022, 50% of 3rd-grade students are reading on grade level as measured by Istation.

8) Pre-K-2 literacy instructional initiatives are being implemented with a focus on foundational skills.

9) Student growth across reading and math is below state averages.

Projected Growth				
Percent of Students in Grades K-8 Who Met Fall to Winter Projected Growth Score (PG)				
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	% Met PG	N	% Met PG
K	2129	43%	2143	49%
1	2317	39%	2310	44%
2	2300	37%	2268	48%
3	2188	44%	2162	62%
4	2002	47%	2027	56%
5	2160	48%	2177	51%
6	1568	48%	1598	53%
7	1378	55%	1517	52%
8	1151	56%	802	56%
9	1768	44%		
10	1712	50%		
Total	20673	46%	17004	52%

Projected Growth				
School Conditional Growth Index (SCGI)				
Grade-Level Growth Compared to Traditional Schools Across the U.S.				
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	SCGI	N	SCGI
K	1626	-2.48	2143	-1.12
1	1797	-3.20	2310	-2.11
2	1797	-2.20	2268	-1.76
3	2080	-1.68	2162	1.29
4	1946	-1.09	2027	0.69
5	2109	-1.02	2177	-0.10
6	1568	-0.97	1598	0.08
7	1378	0.85	1517	0.13
8	1151	0.71	802	0.94
9	1768	-2.09		
10	1712	-1.15		
Total	18932	-1.30	17004	-0.22

Grades by grade level as of 4.15.21

Grade Level	2020 Rate of F's	2021 Rate of F's
K	5%	0%
1	3%	5%
10	9%	22%
11	6%	20%
12	5%	14%
2	3%	5%
3	3%	6%
4	3%	10%
5	4%	11%
6	3%	15%
7	6%	21%
8	5%	23%
9	12%	23%

State Assessment Results

Passing standard increased in 2016

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	67	56	53	66	56	89	72	51	35	50
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	76	66	66	73	46	91	66	60	60	70
2018	77	69	69	78	52	88	71	62	41	70
2017	73	63	61	71	54	75	75	56	35	60
2016	73	56	54	64	45	75	71	47	25	55
2015	77	59	57	70	53	71	64	52	27	57
2014	76	61	59	70	48	94	73	53	49	61

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	53	51	64	49	78	44	49	35	53
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	79	65	64	73	51	96	62	60	68	70
2018	78	69	69	74	45	94	83	63	35	74
2017	78	66	65	74	51	94	67	60	37	69
2016	75	55	55	60	32	83	68	48	29	60
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	52	51	59	31	82	60	45	47	56

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	63	48	45	64	45	79	25	41	27	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	64	64	69	51	81	64	58	29	58
2018	73	60	58	71	43	81	*	52	34	55

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2017	70	55	53	63	51	79	57	48	27	50
2016	75	58	56	66	50	79	57	48	27	50
2015	74	56	53	65	44	94	56	48	26	55
2014	74	56	54	64	43	63	55	50	40	53

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	59	51	50	63	40	79	58	46	31	48
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	65	65	68	41	90	74	58	34	64
2018	78	68	67	76	49	75	71	63	35	68
2017	76	61	60	65	48	89	64	56	29	60
2016	73	53	52	60	33	69	78	45	27	55
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	49	48	56	26	63	45	43	38	50

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	53	42	39	55	42	79	38	35	21	31
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	67	54	54	57	38	80	57	47	20	56
2018	63	53	51	61	*	81	*	46	24	53
2017	65	50	49	55	37	74	54	44	20	53
2016	69	57	55	65	54	75	78	51	24	56
2015	70	51	50	54	48	89	47	42	15	59
2014	73	58	57	65	41	81	45	52	34	57

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	61	59	66	53	100	68	55	29	59
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	86	76	75	83	67	95	81	71	38	72
2018	84	70	68	60	79	100	*	63	35	63
2017	82	59	66	77	63	82	84	63	28	61
2016	81	68	67	73	48	94	83	62	30	65
2015	87	76	74	84	67	94	82	70	30	68
2014	86	77	75	85	70	88	84	70	66	67

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	70	63	63	63	55	100	80	58	40	68
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	90	81	80	85	71	89	84	77	53	79
2018	91	82	82	84	66	100	80	78	56	82
2017	87	77	77	86	68	94	74	74	40	75
2016	86	74	73	77	67	94	72	69	41	73
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	88	75	73	83	61	100	84	70	59	70

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	49	48	58	44	88	52	43	26	44
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	59	57	72	40	84	55	53	33	51
2018	76	66	64	78	*	*	73	60	37	61

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2017	74	61	59	74	43	82	67	54	28	50
2016	74	60	57	70	48	89	67	54	25	54
2015	72	49	46	62	38	65	50	41	17	38
2014	74	59	56	70	51	88	63	52	44	46

Table 9 - 6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	48	48	53	40	78	57	42	20	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	68	48	46	58	48	78	52	41	21	39
2018	69	48	46	56	37	*	*	39	16	41
2017	69	48	45	57	47	83	55	42	18	23
2016	69	45	42	58	31	72	50	38	18	21
2015	77	65	62	76	61	87	53	57	24	43
2014	78	67	65	75	57	93	73	60	51	48

Table 10 - 6th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	68	51	56	35	83	50	55	44	23	53
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	81	64	63	66	52	94	76	59	29	62
2018	77	61	60	68	41	75	67	55	27	58
2017	76	54	52	63	47	91	50	48	26	37
2016	72	44	43	50	28	72	30	39	19	33
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	69	68	74	62	100	59	63	50	60

2015 – New Math TEKS / Bridge Study

Table 11 - 7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	69	52	50	61	38	83	65	46	21	47
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	76	58	55	68	48	86	50	50	22	46
2018	74	54	52	62	52	85	58	48	21	49
2017	73	53	51	63	36	100	55	47	19	27
2016	71	52	48	65	35	88	42	43	13	20
2015	76	59	56	71	45	88	63	48	12	17
2014	76	58	54	72	51	75	59	49	37	25

Table 12 - 7th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	55	41	40	47	22	78	48	35	19	38
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	59	59	64	46	83	81	54	21	57
2018	72	54	52	59	*	88	47	48	22	56
2017	70	47	46	56	34	93	48	42	22	29
2016	69	34	32	43	22	*	36	31	16	25
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	68	34	33	40	27	*	*	31	34	23

2015 – New Math TEKS / Bridge Study

Table 13 - 7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	63	49	47	57	37	87	65	42	19	37
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	70	50	47	62	38	71	71	44	15	37
2018	69	51	49	57	48	81	40	44	17	44
2017	70	51	50	58	35	93	59	45	19	25
2016	69	51	48	64	40	71	61	42	12	21
2015	73	54	51	65	42	88	79	44	5	14

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2014	72	53	50	62	52	79	70	44	33	24

Table 14 - 8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	58	57	68	49	94	62	51	28	51
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	86	71	70	78	68	96	95	67	26	65
2018	86	73	70	83	52	92	76	65	36	61
2017	86	75	73	85	63	89	67	68	29	46
2016	87	75	72	86	69	90	85	67	22	39
2015	88	75	72	85	65	76	89	64	21	39
2014	90	81	78	89	74	100	86	74	54	46

Table 15 - 8th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	31	30	39	18	33	22	27	21	33
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	88	68	68	69	63	94	73	67	32	70
2018	86	62	61	68	41	83	59	58	33	61
2017	85	65	64	71	49	100	45	59	31	51
2016	82	62	60	72	48	95	80	57	16	42
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	86	72	70	79	62	95	78	67	50	44

2015 – New Math TEKS / Bridge Study

Table 16 - 8th Grade Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	68	46	43	64	37	83	64	38	24	37
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	81	66	64	76	56	88	68	62	29	58
2018	76	62	60	73	44	100	71	55	31	57
2017	76	62	59	76	51	95	67	54	25	34

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2016	75	58	55	70	45	100	92	50	21	33
2015	71	50	46	62	38	45	74	40	13	25
2014	72	56	52	71	44	81	52	48	32	27

Table 17 - 8th Grade Social Studies Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	57	30	27	41	23	61	39	22	21	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	69	43	39	59	43	88	58	37	20	34
2018	65	36	32	51	24	77	57	28	18	10
2017	63	40	36	58	28	68	47	31	17	14
2016	63	35	31	45	33	85	62	27	17	12
2015	65	41	36	53	44	67	58	30	10	12
2014	63	43	39	58	26	81	23	33	32	14

Table 18 - English I EOC Approaches Grade Level (2014 1st yr. for combining English I test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	67	51	48	65	48	79	71	47	18	34
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	68	52	50	61	43	85	76	46	17	38
2018	65	53	50	68	34	75	60	46	8	42
2017	64	48	46	63	41	72	64	42	11	16
2016	65	53	51	65	39	84	71	46	18	23
2015	71	57	54	67	48	97	44	50	22	29
2014	67	56	53	65	54	90	72	50	24	16

Table 19 - English II EOC Approaches Grade Level (2014 1st yr. for combine English II test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	71	53	51	60	47	83	71	47	18	33
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	68	57	54	71	48	80	91	52	17	29
2018	67	58	56	71	45	77	94	53	17	14
2017	66	54	51	63	47	69	74	47	13	18
2016	67	58	54	73	52	97	75	53	20	18
2015	72	62	58	75	55	91	81	55	22	25
2014	69	60	56	74	54	100	88	54	22	17

Table 20 - Algebra I EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	55	55	59	41	91	43	50	27	54
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	85	67	66	70	55	100	87	64	34	64
2018	83	68	68	75	49	100	91	64	26	63
2017	83	71	70	78	64	96	80	68	35	49
2016	78	61	59	72	52	78	63	57	26	39
2015	81	64	60	75	54	100	83	59	23	33
2014	80	71	69	78	68	100	83	67	38	41

Table 21 - Biology EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	82	71	68	85	65	89	80	67	36	58
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	88	83	82	90	75	100	92	81	50	74
2018	87	83	81	92	78	100	92	79	49	72
2017	86	83	81	92	70	93	95	79	45	59
2016	87	82	79	90	76	95	90	76	42	51
2015	91	83	81	89	84	100	87	80	51	60
2014	89	82	80	88	76	100	95	78	56	56

Table 22 - U.S. History EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	88	82	80	90	65	100	85	80	80	61
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	93	90	89	93	83	88	100	88	57	73
2018	92	88	86	95	82	94	100	83	55	68
2017	91	86	84	96	81	94	100	82	54	52
2016	91	88	86	94	78	97	85	84	53	56
2015	91	82	78	90	73	100	100	74	43	50

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2014	92	81	78	89	77	100	100	75	57	50

Table 23 - Grade 3 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	39	26	23	44	21	56	28	21	17	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	45	35	33	42	20	74	45	29	21	41
2018	43	32	30	42	17	69	50	25	18	33
2017	45	34	32	43	23	56	*	26	17	34

Table 24 - Grade 4 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	23	20	41	17	21	17	18	15	18
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	44	33	32	39	21	62	39	27	16	28
2018	46	33	31	45	25	63	*	25	22	27
2017	44	30	28	40	18	58	*	25	*	25

Table 25 - Grade 5 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	33	32	40	22	84	40	27	15	31
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	54	38	36	49	28	63	45	31	19	31
2018	54	38	36	47	21	67	*	30	18	32
2017	48	32	31	38	31	41	63	26	11	27

Table 26 - Grade 6 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	48	48	53	40	78	57	42	20	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	37	20	18	28	15	33	24	14	15	13

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2018	39	20	18	17	28	*	*	16	10	15
2017	37	20	17	29	20	43	32	*	14	13

Table 27 - Grade 7 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	45	29	27	38	16	70	31	24	15	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	30	27	42	23	79	52	24	29	57
2018	48	27	24	35	24	58	42	21	13	20
2017	42	21	19	32	*	67	*	16	13	18

Table 28 - Grade 8 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	28	26	38	27	50	45	21	18	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	22	34	31	45	35	64	53	28	36	26
2018	49	28	27	38	*	*	*	22	16	22
2017	50	30	26	44	23	*	*	21	*	18

Table 29 - Eng I EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	50	31	28	47	25	74	55	26	8	17
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	50	31	29	41	19	59	52	26	7	19
2018	44	30	26	46	57	*	*	*	*	16
2017	43	27	24	40	*	*	*	*	7	1

Table 30 - Eng II EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	57	37	35	46	30	69	57	32	14	15
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	36	32	53	22	50	82	29	7	9

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2018	48	36	32	50	30	69	*	28	8	*
2017	45	34	30	49	*	59	*	28	*	*

Table 31 - Grade 4 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	27	17	15	32	13	37	25	13	12	11
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	35	22	21	27	10	50	36	16	14	25
2018	39	29	27	37	*	69	*	23	16	27
2017	34	23	22	28	*	63	*	19	*	28

Table 32 - Grade 7 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	33	19	18	24	14	57	35	13	13	12
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	42	23	21	28	15	57	52	18	10	15
2018	43	25	23	34	*	54	*	19	13	18
2017	39	20	18	29	*	*	*	15	13	17

Table 33 - Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	31	22	21	33	9	50	28	18	20	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	35	35	40	18	70	48	30	22	39
2018	47	36	35	43	23	81	63	30	18	37
2017	49	37	36	44	24	69	*	30	21	42

Table 34 - Grade 4 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	25	23	41	15	42	21	21	16	22

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	48	34	33	38	20	67	37	28	20	32
2018	49	36	35	43	18	69	54	30	19	36
2017	47	32	30	40	17	63	43	28	17	32

Table 35 - Grade 5 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	44	36	35	37	29	80	32	31	21	39
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	58	43	42	50	22	68	45	36	24	44
2018	58	42	41	47	29	78	50	37	19	44
2017	50	35	34	41	22	65	*	31	14	34

Table 36 - Grade 6 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	21	20	25	15	67	29	16	13	19
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	47	26	25	31	23	50	36	21	14	25
2018	44	25	25	27	*	*	*	20	12	24
2017	43	20	18	25	*	57	36	15	12	18

Table 37 - Grade 7 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	27	17	15	23	3	57	20	13	12	16
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	43	27	27	33	12	50	38	24	11	26
2018	40	22	20	26	*	52	42	17	13	22
2017	40	20	20	25	*	67	*	17	13	20

Table 38 - Grade 8 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	10	10	11	6	17	11	7	15	12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	57	24	61	68	59	69	18	23	13	24
2018	51	18	17	24	*	*	*	16	14	16
2017	45	13	11	17	*	*	*	12	*	9

Table 39 - Alg 1 EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	41	22	21	25	14	68	17	18	11	20
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	61	30	29	33	15	78	61	27	11	26
2018	55	28	26	36	16	70	*	23	*	22
2017	48	28	25	39	22	69	50	23	8	20

Table 40 - Grade 5 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	31	20	18	26	16	68	16	15	13	14
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	33	30	46	14	74	39	26	20	30
2018	41	28	26	39	*	*	37	23	17	23
2017	42	29	27	39	14	65	*	25	13	23

Table 41 - Grade 8 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	28	26	38	27	50	45	21	18	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	51	30	26	43	31	60	47	26	13	20
2018	52	33	31	46	20	69	*	27	18	28
2017	48	27	24	41	*	63	*	20	9	18

Table 42 - Biology EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	55	36	32	55	31	75	56	31	14	24
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	62	46	43	59	30	83	85	41	13	32

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2018	59	45	41	63	35	81	*	38	17	27
2017	57	46	41	62	39	75	*	39	*	29

Table 43 - Grade 8 Social Studies Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	28	9	8	15	8	39	7	6	17	6
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	37	14	11	24	17	40	37	10	11	9
2018	36	10	8	21	*	54	*	7	14	*
2017	33	11	9	19	*	42	*	7	9	6

Table 44 - US History EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	69	52	50	65	35	84	62	47	33	24
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	73	61	59	73	47	75	92	54	28	26
2018	70	58	54	72	47	68	89	49	20	49
2017	66	50	45	69	35	84	*	41	22	41

STAAR Percent at Masters (previously advanced level III)

Table 45 - All Subjects

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	19	10	6	15	5	33	14	7	4	7
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	24	12	10	18	7	36	22	9	5	9
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8
2016	18	7	6	11	3	28	13	5	2	5
2015	16	7	6	11	3	28	15	4	0	4
2014	15	6	5	10	3	33	10	4	2	5

Table 46 - 3-EOC Reading Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	12	3	2	6	3	23	10	2	2	1
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	21	11	10	16	7	32	23	8	3	8
2018	19	10	9	15	7	29	20	7	3	7
2017	19	10	8	15	6	29	16	7	2	7
2016	17	8	7	12	4	29	16	5	1	5
2015	17	8	6	12	3	26	18	5	1	6
2014	15	7	6	11	4	31	11	5	1	6

Table 47 - 3-EOC Math Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	23	9	8	10	4	32	13	7	3	9
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	52	32	31	37	19	66	43	27	17	31
2018	24	11	11	15	6	36	25	9	5	11
2017	23	11	10	15	5	38	15	9	4	12
2016	19	6	6	8	3	24	8	4	2	5
2015	20	6	8	8	0	37	*	4	*	*
2014	17	7	6	9	3	32	10	5	2	6

2015 – Algebra I only

Table 48 - 4&7 Writing Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	9	3	3	8	1	12	11	2	5	2
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	14	6	5	10	5	24	16	4	3	5
2018	13	6	5	8	3	31	17	3	3	4
2017	12	5	5	8	*	21	10	4	4	6
2016	15	7	6	8		24	19	5	3	8
2015	9	4	3	6	*	18	*	2	*	3
2014	8	3	3	3	*	23	12	2	*	5

Table 49 - 5-EOC Science Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	22	11	8	21	9	36	32	7	2	5
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	25	12	10	22	8	42	24	8	5	7
2018	23	11	9	19	5	35	17	8	5	7
2017	19	10	8	16	7	30	18	6	2	3
2016	16	7	6	12	*	32	12	4	2	2
2015	14	6	4	10	2	30	14	3	*	2
2014	14	6	4	10	2	32	10	4	2	2

Table 50 - 8-EOC Social Studies Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	43	25	23	33	7	60	38	20	11	9
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	33	18	15	31	16	43	34	12	9	5
2018	31	15	13	25	7	45	31	9	5	4
2017	27	12	9	18	8	53	17	7	6	1
2016	22	10	7	16	5	43	*	5	2	*
2015	19	9	6	17	14	38	*	4	*	*
2014	15	6	3	12	*	50	*	3	2	*

Table 51 School Progress Academic Growth 2018 and beyond

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	56	50	56	55	57	75	*	57	46	57	56	55	54	49
	2018	63	60	57	59	64	79	89	*	58	58	54	59	63	58	59
Grade 4 Mathematics	2019	65	58	50	58	59	93	80	*	50	57	67	57	61	56	54
	2018	65	61	53	61	63	57	64	*	81	61	68	62	61	61	56
Grade 5 ELA/Reading	2019	81	78	79	78	77	100	82	80	82	73	74	78	77	78	83
	2018	80	77	70	78	75	*	83	93	71	74	72	77	77	77	79
Grade 5 Mathematics	2019	83	79	74	79	80	86	89	70	70	83	78	80	78	79	80
	2018	81	80	72	81	76	*	81	64	86	86	68	80	78	80	81
Grade 6 ELA/Reading	2019	42	30	35	30	32	69	29	20	31	31	22	30	32	28	30
	2018	47	33	26	34	34	40	39	43	25	25	23	34	33	31	37
Grade 6 Mathematics	2019	54	40	40	40	41	63	59	40	40	39	37	40	39	37	38
	2018	56	40	31	41	41	40	43	64	25	42	34	41	38	42	41
Grade 7 ELA/Reading	2019	77	72	73	71	75	*	100	81	83	63	71	72	72	72	70
	2018	76	67	63	67	64	*	83	80	79	59	77	67	64	64	70
Grade 7 Mathematics	2019	63	57	59	57	59	*	63	38	64	42	64	59	51	54	58
	2018	67	63	53	64	60	*	82	80	74	51	59	64	61	61	72
Grade 8 ELA/Reading	2019	77	76	76	75	78	*	86	100	89	65	69	76	76	76	76
	2018	79	79	81	79	78	100	58	*	81	77	94	79	77	78	78
Grade 8 Mathematics	2019	84	78	81	78	75	*	94	50	83	68	67	78	76	77	79
	2018	81	80	82	80	82	80	83	*	73	71	83	81	78	79	81
End of Course English II	2019	69	65	65	63	68	38	74	*	89	60	36	65	62	62	57
	2018	67	67	61	67	68	64	85	*	92	50	*	68	65	66	61
End of Course Algebra I	2019	75	51	41	51	51	40	76	67	76	28	48	51	54	47	49
	2018	72	53	41	52	57	67	75	*	71	28	42	53	52	49	48

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Both Subjects	2019	69	61	59	61	62	71	76	61	65	55	59	62	61	60	60
	2018	69	63	57	63	63	61	73	72	70	58	59	64	62	62	64
All Grades ELA/Reading	2019	68	63	62	62	64	68	74	70	69	56	56	63	63	61	61
	2018	69	64	59	64	64	63	75	68	68	57	60	64	63	62	64
All Grades Mathematics	2019	70	60	57	60	61	75	78	52	61	55	62	61	60	58	59
	2018	70	63	55	63	63	60	72	76	72	58	59	63	61	62	63

Table 52- STAAR Progress Measure Percent at Expected or Accelerated Growth by Grade and Subject

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading																
At Expected or Accelerated level	2019	55%	49%	45%	50%	49%	57%	70%	*	52%	42%	52%	50%	49%	48%	43%
	2018	59%	56%	53%	55%	60%	71%	86%	*	54%	56%	48%	55%	59%	54%	56%
At Accelerated level	2019	20%	18%	14%	18%	17%	14%	45%	*	15%	9%	20%	18%	18%	17%	15%
	2018	22%	21%	20%	21%	22%	0%	7%	*	27%	22%	22%	20%	22%	20%	25%
Grade 4 Mathematics																
At Expected or Accelerated level	2019	59%	52%	46%	52%	53%	86%	75%	*	42%	54%	62%	51%	55%	50%	48%
	2018	59%	55%	48%	54%	56%	57%	64%	*	73%	59%	59%	55%	54%	55%	49%
At Accelerated level	2019	24%	18%	6%	17%	21%	29%	40%	*	23%	18%	22%	17%	21%	16%	15%
	2018	23%	20%	20%	19%	21%	14%	29%	*	38%	20%	27%	20%	18%	20%	17%
Grade 5 ELA/Reading																
At Expected or Accelerated level	2019	77%	74%	76%	74%	73%	100%	79%	80%	77%	72%	71%	74%	73%	75%	80%
	2018	76%	73%	68%	74%	70%	*	72%	86%	69%	73%	68%	73%	72%	73%	74%
At Accelerated level	2019	33%	30%	33%	30%	29%	29%	26%	20%	33%	21%	35%	30%	31%	31%	34%
	2018	33%	30%	22%	30%	29%	*	44%	29%	38%	20%	29%	29%	32%	28%	29%
Grade 5 Mathematics																
At Expected or Accelerated level	2019	79%	74%	70%	75%	75%	86%	84%	60%	63%	81%	73%	75%	73%	73%	77%
	2018	76%	74%	68%	76%	71%	*	67%	43%	83%	84%	60%	75%	73%	75%	77%
At Accelerated level	2019	35%	29%	26%	29%	28%	14%	32%	20%	20%	31%	27%	30%	25%	28%	30%
	2018	29%	26%	22%	27%	22%	*	33%	14%	31%	35%	25%	26%	26%	27%	27%
Grade 6 ELA/Reading																
At Expected or Accelerated level	2019	36%	24%	30%	24%	25%	63%	18%	20%	29%	28%	18%	24%	26%	23%	25%
	2018	41%	28%	23%	28%	28%	20%	29%	29%	21%	24%	20%	28%	27%	26%	31%
At Accelerated level	2019	8%	3%	5%	3%	4%	13%	0%	0%	4%	5%	1%	3%	5%	3%	3%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	10%	4%	1%	4%	5%	20%	0%	0%	7%	2%	2%	4%	6%	3%	6%
Grade 6 Mathematics																
At Expected or Accelerated level	2019	47%	33%	36%	33%	33%	50%	53%	20%	33%	36%	33%	33%	33%	31%	32%
	2018	48%	32%	24%	33%	32%	40%	43%	43%	14%	40%	26%	33%	30%	34%	32%
At Accelerated level	2019	9%	3%	5%	3%	3%	25%	18%	0%	0%	8%	1%	3%	4%	3%	3%
	2018	9%	3%	0%	3%	2%	0%	7%	0%	0%	6%	2%	2%	4%	3%	3%
Grade 7 ELA/Reading																
At Expected or Accelerated level	2019	73%	68%	70%	67%	71%	*	100%	75%	83%	62%	67%	68%	69%	68%	66%
	2018	72%	63%	58%	64%	59%	*	83%	80%	74%	57%	74%	64%	59%	60%	68%
At Accelerated level	2019	30%	26%	35%	25%	28%	*	58%	25%	50%	24%	28%	26%	25%	26%	22%
	2018	29%	23%	23%	23%	21%	*	39%	0%	32%	22%	26%	22%	24%	23%	25%
Grade 7 Mathematics																
At Expected or Accelerated level	2019	55%	50%	54%	50%	52%	*	58%	25%	56%	40%	55%	51%	45%	48%	51%
	2018	61%	58%	48%	59%	55%	*	77%	60%	68%	49%	55%	59%	56%	56%	68%
At Accelerated level	2019	12%	6%	7%	7%	4%	*	33%	13%	11%	6%	6%	7%	6%	7%	7%
	2018	12%	10%	10%	11%	5%	*	9%	20%	21%	8%	9%	10%	10%	9%	16%
Grade 8 ELA/Reading																
At Expected or Accelerated level	2019	72%	71%	73%	70%	73%	*	84%	100%	83%	63%	67%	71%	71%	71%	71%
	2018	74%	74%	77%	73%	74%	100%	46%	*	78%	74%	88%	74%	71%	74%	73%
At Accelerated level	2019	26%	25%	25%	24%	26%	*	32%	20%	22%	18%	29%	25%	25%	25%	24%
	2018	25%	25%	25%	25%	26%	57%	8%	*	22%	26%	36%	25%	24%	25%	23%
Grade 8 Mathematics																
At Expected or Accelerated level	2019	80%	73%	78%	74%	70%	*	92%	40%	83%	67%	63%	74%	72%	73%	75%
	2018	76%	77%	79%	76%	78%	80%	83%	*	73%	70%	83%	77%	74%	75%	78%
At Accelerated level	2019	27%	12%	11%	11%	16%	*	28%	20%	17%	5%	9%	12%	11%	11%	12%
	2018	15%	7%	5%	7%	8%	0%	0%	*	0%	9%	0%	7%	6%	6%	9%
End of Course English II																

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Expected or Accelerated level	2019	60%	56%	58%	55%	58%	38%	67%	*	78%	59%	14%	56%	53%	54%	54%
	2018	58%	59%	56%	59%	57%	43%	80%	*	85%	50%	*	59%	59%	61%	57%
At Accelerated level	2019	2%	1%	0%	0%	2%	0%	0%	*	0%	4%	0%	1%	0%	0%	0%
	2018	2%	1%	0%	1%	3%	0%	5%	*	8%	1%	*	1%	2%	1%	0%
End of Course Algebra I																
At Expected or Accelerated level	2019	67%	38%	25%	37%	38%	40%	74%	50%	71%	18%	41%	37%	41%	34%	34%
	2018	62%	36%	27%	36%	40%	56%	63%	*	58%	16%	25%	37%	36%	33%	30%
At Accelerated level	2019	39%	13%	8%	12%	13%	0%	47%	17%	19%	5%	9%	12%	16%	10%	13%
	2018	32%	10%	10%	9%	11%	0%	56%	*	17%	1%	0%	10%	10%	9%	8%
All Grades Both Subjects																
At Expected or Accelerated level	2019	63%	55%	55%	55%	56%	68%	71%	53%	59%	52%	55%	55%	55%	54%	54%
	2018	63%	57%	53%	57%	57%	53%	67%	60%	65%	55%	53%	57%	56%	57%	57%
At Accelerated level	2019	21%	15%	15%	15%	16%	18%	27%	15%	18%	14%	18%	15%	16%	15%	15%
	2018	20%	15%	14%	15%	15%	11%	22%	9%	24%	15%	17%	15%	16%	16%	16%
All Grades ELA/Reading																
At Expected or Accelerated level	2019	62%	57%	58%	56%	58%	67%	69%	67%	64%	53%	52%	57%	57%	56%	57%
	2018	63%	59%	56%	59%	59%	52%	69%	61%	64%	56%	55%	59%	58%	58%	60%
At Accelerated level	2019	20%	18%	19%	17%	18%	19%	25%	20%	22%	14%	22%	17%	19%	18%	17%
	2018	20%	18%	16%	18%	18%	16%	20%	7%	25%	16%	21%	17%	20%	18%	19%
All Grades Mathematics																
At Expected or Accelerated level	2019	64%	53%	51%	53%	53%	69%	74%	40%	55%	51%	57%	54%	53%	52%	52%
	2018	63%	55%	49%	56%	55%	55%	66%	59%	66%	55%	52%	56%	54%	56%	55%
At Accelerated level	2019	22%	13%	10%	13%	14%	16%	29%	10%	15%	13%	14%	13%	14%	13%	13%
	2018	20%	13%	11%	13%	12%	6%	24%	10%	22%	15%	14%	13%	13%	13%	14%

Student Success Initiative – Percent Passing on First Administration

Table 53 - 5th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	64	62	74	52	84	70	58	20	56
2018	79	64	62	72	53	95	*	56	25	56
2017	72	57	55	66	45	71	84	51	17	51
2016	73	59	57	64	49	84	72	51	15	54
2015	75	59	58	69	49	78	59	53	13	55
2014	77	64	61	53	75	87	74	55	33	54

Table 54 - 5th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	83	73	73	78	61	89	63	69	37	70
2018	85	74	74	78	57	89	75	70	43	73
2017	81	70	69	76	60	82	74	66	27	64
2016	77	61	60	66	50	79	61	55	25	62
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	63	60	70	53	100	68	56	25	57

2015 – New Math TEKS / Bridge Study

Student Success Initiative – Percent Passing on First Administration

Table 55- 8th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	60	58	67	57	81	79	54	12	36
2018	79	61	58	69	56	92	75	53	17	25
2017	76	62	59	74	54	63	60	52	14	25
2016	80	65	62	76	55	89	85	57	10	28
2015	76	61	58	76	52	68	74	50	12	25
2014	83	72	69	82	57	100	82	63	31	30

Table 56 - 8th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	82	56	56	60	47	88	64	54	16	50
2018	80	51	50	54	45	83	50	47	13	38
2017	75	44	43	54	36	67	*	39	11	30
2016	71	47	45	57	35	89	67	42	5	26
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	80	65	64	71	54	95	71	60	25	37

Table 57 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	46.3	42.3	41.3	48.5	27.8	58.36	50.7	36.8	18.7	30.8
2019	44.6	41.3	40.0	48.0	30.1	64.0	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 58 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	46.3	42.3	41.3	48.5	27.8	58.36	50.7	36.8	18.7	30.8

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	44.6	41.3	40	48	30.1	64	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 60 - SAT/ACT Results Tested

Year	State	District	H	W	AA	EcoDis
2020	76.7	91.7	90.5	95.9	93.4	88.5
2019	75	93.4	91.1	98.6	100	90.9
2018	74.6	98.5	98.9	95	100	93.8
2017	73.5	100	100	100	95.7	100
2016	71.6	97.8	96.9	99.7	94.3	96.0
2015	68.3	45.2	39.7	56.3	54.9	35.0
2014	66.3	41.2	35.5	53.1	45.5	33.3
2013	63.8	41.5	34.8	51.7	54.5	30.9

Table 61 – SAT/ACT At/Above Criterion

Year	State	District	H	W	AA	EcoDis
2020	35.7	17.2	14.4	26.1	9.9	11.7
2019	27.1	13.8	10.2	24.9	6.2	8.2
2018	28.3	14.0	10.7	22.6	2	6.7
2017	23.9	5.6	3.7	11.2	1.4	2.6
2016	22.5	6.4	3.1	14.4	6.0	2.6
2015	24.3	14.5	7.8	27.6	0	6.2
2014	25.1	16.0	10.7	25.1	5.0	8.9
2013	25.4	18.4	12.3	26.0	0	12.6

Table 62 – Average SAT Score

Year	State	District	H	W	AA	EcoDis
2020	1019	926	909	982	879	893
2019	1027	906	886	963	863	873
2018	1036	903	885	952	862	871
2017	1375	1190	1141	1307	1137	1115
2016	1394	1340	1280	1452	1179	1228
2015	1417	1365	1316	1440	1298	1294
2014	1412	1392	1347	1466	1184	1334

Table 64 - Average ACT Score

Year	State	District	H	W	AA	EcoDis
2020	20.2	22.0	21.5	22.5	*	*
2019	20.6	20.5	19.6	22.3	16.7	19.4
2018	20.6	20.3	19.7	20.3	*	19.2
2017	20.3	21.2	21.3	21.6	16.5	19.5
2016	20.3	18.8	17.0	21.4	16.7	17.0
2015	20.6	19.6	18.2	21.1	15.6	16.5
2014	20.6	20.3	17.0	21.9	16.0	18.0
2013	20.6	20.7	19.6	21.4	*	20.3

Table 65 - PSAT Scores – Mean Score Above 800

Year	11th Graders	10th Graders	9th Graders	8th Graders
2020	886	825	no data	722
2019	868	804		did not test any
2018	865	816		722
2017	870	830		734
2016	NA	840		No Data
2015	40	36		3
2014	40	37	No data	No Data
2013	37	40		No Data

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11th Graders	10th Graders
19-20	45	58
18-19	32	76
17-18	13	14
16-17	16	14
15-16	16	19
14-15	15	13
13-14	14	3
12-13	9	7

Table 67 - Dual Credit Students by Grade level

Summer	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

Table 68 - Graduates in TX IHE Completing One Year without Remediation *Source: Higher Education Coordinating Board Report*

Year	State	District
2019	42.2	33.2
2018	60.7	37.6
2017	54.6	54.6
2016	54.7	54.9
2015	55.6	51.1
2014	70.5	60.9
2013	70.8	73.1

Table 69 - IB Passing rate Diploma students

	2015	2016	2017	2018	2019
Number Tested	71	86	67	56	51
Diploma Candidates Seniors	16	18	28	20	22
Seniors Received IB Diploma	10	8	18	4	9

Table 69a - IB Enrollment by grade level

	2014	2015	2016	2017	2018	2019	2020
12th Grade	11	16	18	28	20	23	
11th Grade	20	28	32	38	36	29	
10th Grade	48	49	50	33	31	32	
9th Grade	n/a	n/a	36	37	43	31	

Table 70 - Percent of 3rd Graders Reading on Grade Level at End of Year

Year	%
2021 (EOY MAP)	53%
2020	63%
2019	65%
2018	60%
2017	59%
2016	59%
2015	No data
2014	No data

*measured by Istation

Table 71

TSIA / College Ready ELAR	State	ECISD
2020	59.7%	58.9%
2019	60.7%	49.9%
2018	32.1%	25.4 %
2017	53.2%	45.9%
2016	22.6%	17.5%
2015	74.5%	74%

Table 72

TSIA / College Ready Math	State	ECISD
2020	47.9%	34.8%
2019	48.6%	24.3%

TSIA / College Ready Math	State	ECISD
2018	23.7%	14.8%
2017	42.0%	25.9%
2016	18.1%	14.8%
2015	7.1%	4.6%

Table 74

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, and Military Ready (Annual Graduates)								
2018-19	72.9%	61.7%	58.0%	46.2%	57.1%	61.5%	31.3%	75.0%
2017-18	65.5%	57.3%	55.7%	39.2%	53.7%	62.7%	40.9%	90.0%
College, Career, or Military Ready (Annual Graduates), without CTE - new								
2018-19	63.7%	52.1%	49.3%	41.5%	47.2%	55.6%	25.0%	73.1%
2017-18	58.2%	48.8%	48.0%	29.4%	45.8%	55.7%	36.4%	88.0%
Only College Ready (Annual Graduates)								
2018-19	21.1%	21.6%	22.1%	18.5%	19.0%	31.2%	0.0%	53.8%
2017-18	28.3%	23.8%	22.7%	9.8%	20.2%	30.0%	9.1%	68.0%
Only Career/Military Ready (Annual Graduates)								
2018-19	19.9%	17.6%	17.0%	16.9%	18.1%	14.2%	6.3%	1.9%
2017-18	15.5%	16.4%	16.4%	13.7%	16.6%	17.5%	4.5%	6.0%
College Ready and Career/Military Ready (Annual Graduates)								
2018-19	31.9%	22.5%	18.9%	10.8%	20.1%	16.0%	25.0%	19.2%
2017-18	21.6%	17.1%	16.6%	15.7%	16.9%	15.2%	27.3%	16.0%
College Ready Graduates								
College Ready (Annual Graduates)								
2018-19	53.0%	44.1%	41.0%	29.2%	39.1%	47.3%	25.0%	73.1%
2017-18	50.0%	40.9%	39.2%	25.5%	37.1%	45.2%	36.4%	84.0%
TSI Criteria Graduates (Annual Graduates)								
English Language Arts 2018-19	60.7%	50.4%	49.9%	38.5%	44.9%	65.9%	75.0%	80.8%
2017-18	58.2%	47.0%	49.0%	41.2%	44.4%	61.3%	45.5%	92.0%
Mathematics 2018-19	48.6%	33.0%	24.3%	21.5%	20.7%	34.1%	12.5%	65.4%
2017-18	46.0%	31.4%	26.5%	15.7%	23.6%	34.1%	9.1%	76.0%
Both Subjects 2018-19	44.2%	30.3%	22.7%	18.5%	18.8%	33.8%	12.5%	65.4%
2017-18	42.1%	28.7%	23.6%	11.8%	20.4%	31.9%	9.1%	76.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)								
Any Subject 2018-19	21.1%	7.8%	11.2%	0.0%	12.3%	9.5%	0.0%	23.1%
2017-18	20.4%	7.7%	10.0%	2.0%	10.9%	6.5%	0.0%	44.0%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
Associate's Degree Associate's Degree (Annual Graduates)								
2018-19	1.9%	2.7%	3.0%	7.7%	2.0%	4.0%	0.0%	23.1%
2017-18	1.4%	1.4%	1.0%	0.0%	1.0%	1.2%	0.0%	4.0%
Associate's Degree but not Career/Military Ready (Annual Graduates)								
2018-19	0.9%	2.3%	2.5%	7.7%	1.5%	3.4%	0.0%	23.1%
2017-18	0.9%	1.2%	0.8%	0.0%	0.8%	0.9%	0.0%	0.0%
Associate's Degree and Career/Military Ready (Annual Graduates)								
2018-19	1.0%	0.4%	0.5%	0.0%	0.5%	0.6%	0.0%	0.0%
2017-18	0.5%	0.2%	0.3%	0.0%	0.2%	0.3%	0.0%	4.0%
Dual Course Credits (Annual Graduates)								
Any Subject 2018-19	23.1%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	20.7%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
OnRamps Course Credits (Annual Graduates)								
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dual Course Credits or OnRamps Course Credits (Annual Graduates) - new								
2018-19	23.7%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	21.1%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
Career/Military Ready Graduates Career or Military Ready (Annual Graduates)								
2018-19	40.4%	32.3%	31.1%	27.7%	32.8%	26.8%	18.8%	13.5%
2017-18	28.7%	27.4%	28.5%	25.5%	29.1%	28.2%	27.3%	16.0%
Approved Industry-Based Certification (Annual Graduates)								
2018-19	10.7%	2.6%	0.7%	1.5%	0.8%	0.0%	0.0%	0.0%
2017-18	4.8%	4.4%	7.6%	5.9%	8.5%	5.9%	9.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)								
2018-19	0.6%	3.6%	6.6%	10.8%	6.6%	6.0%	0.0%	3.8%
2017-18	0.6%	2.3%	4.4%	7.8%	4.5%	4.0%	0.0%	4.0%
Graduates with Industry-based Certification or Level I or Level II Certificate (Annual Graduates) - new								
2018-19	11.1%	6.1%	7.3%	12.3%	7.5%	6.0%	0.0%	3.8%
2017-18	5.2%	6.2%	11.0%	7.8%	12.3%	8.0%	9.1%	4.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)								
2018-19	2.3%	1.9%	1.3%	1.5%	1.5%	0.9%	0.0%	0.0%
2017-18	1.7%	1.3%	1.2%	2.0%	1.0%	1.9%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)								
2018-19	55.6%	44.6%	38.0%	21.5%	42.6%	27.2%	37.5%	23.1%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
2017-18	38.7%	36.3%	34.7%	37.3%	36.2%	31.0%	27.3%	20.0%
U.S. Armed Forces Enlistment (Annual Graduates)								
2018-19	5.0%	5.3%	7.6%	6.2%	7.1%	9.2%	0.0%	0.0%
2017-18	4.3%	3.8%	2.3%	0.0%	2.1%	3.1%	0.0%	4.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)								
2018-19	2.7%	2.9%	3.7%	4.6%	3.7%	4.0%	0.0%	0.0%
2017-18	2.6%	2.2%	2.7%	2.0%	2.2%	4.6%	9.1%	0.0%

Table 75

ECISD AP SCHOLARS Calculated from College Board Data							
	Number of scholars	% of AP Scholar Students enrolled in 12th grade	% of Ap Scholar Students enrolled in 11th grade	% of AP Scholar Award with Distinction	% of AP Scholar Award with Honor	District Average Passing Score on AP Exams	Total number of Ap Exams Taken
2020	27	63	37	7.4	14.8	34%	838
2019	32			3.1	15.6	17%	1779
2018	18			5.6	22.2	16%	1881

Table 76

IGC Graduates						
	Cohort					
IGC Yr	2017	2018	2019	2020	2021	Grand Total
2018	2	23	2			27
2019	2	4	35	3		44
2020	3	1	32	124	4	164
2021						
Grand Total	7	28	69	127	4	235

Table 77

Class of	Class Number	District % Graduated	State % Graduated
2020			
2019	1691	83.3	90
2018	1455	83.7	90
2017	1524	81.6	89.7
2016	1715	84	89.1

Table 78 - FAFSA Completion Rates

Year	%
2020	46
2019	35
2018	33

Student Learning Strengths

1. 3rd through 8th Grades reading and math show double-digit improvement on STAAR from 2021- to 2022.
2. English Learner performance in reading and math demonstrated steady gains from 2017 to 2018.
3. 5th-grade reading increased from 59% to 72% in 2022.
4. English Learner student performance in US Hist EOC improved from 52 to 68.
5. ECISD's SAT results improved by 40 points and was above the state average.

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11th Graders	10th Graders
2019	32	76
2018	13	14

Incrase in number of National Merit Scholars in 2019.

Table 67 - Dual Credit Students by Grade level

	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 2: 6.5% of annual graduates are completing post secondary certification or degree within 6 years of high school graduation. **Root Cause:** Lack of systems and processes at the district level to track and support students to and through post secondary completion.

Problem Statement 3 (Prioritized): OSP students (military, foster care, and homeless) are not graduating at the same rates as all students and are dropping out at higher rates than all students and have higher failure rates on STAAR than their peers. **Root Cause:** OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.

Problem Statement 4 (Prioritized): 26% of all students achieved meets grade-level standards on 5th grade, 8th grade, and Biology EOC tests in 2021. 36% of all students are achieving at the meets grade-level standard in 5th Grade Science, 8th Grade Science, and Biology EOC tests in 2019. **Root Cause:** PLCs are conducted weekly for science, with the exception of Biology. Reading and Math are prioritized at the elementary schools for PLCs. Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district approved and standards aligned resources. COVID did have an adverse effect on instruction.

Problem Statement 5 (Prioritized): 54% of all students in ECISD met their growth targets as measured by the 2022 NWEA MAP. Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP assessment. **Root Cause:** Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 6 (Prioritized): More than 90% of ECISD's K-2 students met their BOY to EOY math growth targets as measured by 2022 NWEA MAP Growth Assessment Less than half of ECISD's K-2 students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Growth Assessment **Root Cause:** K-2 instruction is a priority in ECISD. Hands-on instruction utilizing manipulatives and implementing student discourse is not consistent but improving.

Problem Statement 7 (Prioritized): ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause:** Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

District Processes & Programs

District Processes & Programs Summary

For many years, the Ector County ISD Police Department has been working on building safety plans, tactical plans and implementing response plans with all community members within Ector County ISD (ECISD).

The Advanced Law Enforcement Rapid Response Training (ALERRT) Center at Texas State University was created in 2002 as a partnership between Texas State University, the San Marcos, Texas Police Department and the Hays County, Texas Sheriff's Office, to address the need for active shooter response training for first responders. In 2013, ALERRT at Texas State was named the National Standard in Active Shooter Response Training by the FBI.

To better prepare its personnel and the community it serves, the Ector County ISD Police Department leaders adopted the ALERRT template within its organization. The result of the initiative is that all personnel within the department are trained in Advanced Law Enforcement Rapid Response Training.

In support of inter-local agency cooperative efforts, the Ector County ISD Police Department has also sponsored and hosted ALERRT trainings at its facilities with local area-wide law enforcement entities to include, the Odessa Police Department, Ector Sheriff's Office, Ector County Hospital District Police Department and the Texas Department of Public Safety to name a few.

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department has acquired a certified weapons and ammunition detection K9 within its ranks. The K9 unit has the ability to detect the scent of weapons and ammunition establishing the needed probable cause to search.

District Processes & Programs Strengths

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and

enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department leaders researched and adopted into its Emergency Operations Plan, for all employees of the district, a Standard Response Plan (SRP) adopted from the “I Love U Guys Foundation”. This plan standardizes the language and emergency responses by classroom teachers and employees of the district. The Ector County ISD Police Department has begun the SRP training for all personnel in the district. The SRP plan is designed to enhance the security of all school personnel as they are awaiting first responders.

The response in the Ector County ISD’s SRP plan that will most likely draw a reaction from all first responders is the Lock Down response. A Lock down is called when there is a danger to the students and faculty of those in the building such as an active shooter. The school would announce a standard announcement followed by locking and securing classroom doors and rooms, turning out lights and placing students in corners of the room away from the doors.

The response portion of the Ector County ISD Emergency Operations Plan, is recognized and incorporated into the ALERRT training for all first responders so that officers may understand and recognize the safety procedures that they may encounter during times that a Lock Down is called.

The Ector County ISD Police Department has also recently secured funding for additional door stop barricades from the company, Bearacade, through Title 4 funding. Currently all classrooms that have the structural capability have had the door stops installed. The department is in the process of securing the additional door stops with the goal of securing additional funding to complete install of all doors that are structurally capable. The door stops will be utilized during times that a Lock-Down is called by any school and has been adopted as a safety enhancement.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks. **Root Cause:** Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 2 (Prioritized): Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of intentional integration of SEL across other district initiatives' created the perception SEL is "one more thing" which made it difficult for campuses to find time in the day to implement, and a lack of intentional monitoring and coaching to support struggling campuses with SEL impementation.

Problem Statement 3 (Prioritized): Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies. **Root Cause:** Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 4 (Prioritized): A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners. **Root Cause:** Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 5 (Prioritized): The majority of student records are currently stored in paper form. **Root Cause:** iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 6 (Prioritized): 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing. **Root Cause:** Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 7 (Prioritized): 62.5% of the 2019-2020 graduates met one College, Career and Military Readiness indicator. 2019 district graduation rate of 83.3%. The 2020 district graduation rate is 84.7%. **Root Cause:** The District does not have monitoring tools and processes to input, collect and verify CCMR data. There is work in this area involving multiple departments and partnerships for establishing monitoring tools and processes for CCMR and graduation rate.

Problem Statement 8 (Prioritized): 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019. **Root Cause:** The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 9 (Prioritized): 26% of all students achieved meets grade-level standards on 5th grade, 8th grade, and Biology EOC tests in 2021. 36% of all students are achieving at the meets grade-level standard in 5th Grade Science, 8th Grade Science, and Biology EOC tests in 2019. **Root Cause:** PLCs are conducted weekly for science, with the exception of Biology. Reading and Math are prioritized at the elementary schools for PLCs. Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district approved and standards aligned resources. COVID did have an adverse effect on instruction.

Problem Statement 10 (Prioritized): 54% of all students in ECISD met their growth targets as measured by the 2022 NWEA MAP. Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP assessment. **Root Cause:** Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 11 (Prioritized): More than 90% of ECISD's K-2 students met their BOY to EOY math growth targets as measured by 2022 NWEA MAP Growth Assessment Less than half of ECISD's K-2 students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Growth Assessment **Root Cause:** K-2 instruction is a priority in ECISD. Hands-on instruction utilizing manipulatives and implementing student discourse is not consistent but improving.

Problem Statement 12 (Prioritized): District data is not accessible in a comprehensible, single location. **Root Cause:** ECISD is currently working on a data dashboard to have a one stop shop for data collection. Data is currently collected and stored in multiple programs and in multiple forms.

Problem Statement 13 (Prioritized): 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 14 (Prioritized): Transportation and Parents don't have a way to track students in our transportation system currently. **Root Cause:** New tracking technologies have not been implemented by the District or Transportation Department.

Perceptions

Perceptions Summary

Prior to spring 2019, the community perceived a lack of transparency and communication, however, much progress has been made on this front since the start of the 2019-20 school year. Through the crises of the local mass shooting and the COVID-19 pandemic, ECISD is now viewed as a leader and an innovator; not only locally but from a regional, state and national perspective, too. A comprehensive strategic plan is now in place with more than 20 projects well underway. The plan has been communicated to internal and external audiences repeatedly and appears to be clearly understood by the community. Partnerships and collaboration are being developed on a regular basis, from a variety of companies and organizations. The district has reorganized and will continue to do so to be more adaptable and responsive to the needs of today and planning for the future.

Performance of middle schools is still poor, however multiple steps are being taken to rectify the situation.

Systemic Customer Service practices are still needed.

See Panorama data in addendum

Perceptions Strengths

The Strategic Plan has been rolled out internally through Superintendent's "Getting Connected" and "Staying Connected" visits with campuses and departments; as well as through community meetings, newsletters, social media stories and traditional media coverage. ECISD Live, a regular information broadcast, has drawn tens of thousands of views since its inception during the pandemic.

Partnerships are in place with many local businesses plus organizations like the Education Partnership of the Permian Basin, Education Foundation of Odessa, Permian Strategic Partnership, Odessa College, University of Texas Permian Basin, Public Impact, Chiefs for Change, and SpaceX to name a few.

Work on middle schools includes a blended learning grant for math instruction at Wilson & Young MS and Bowie; a new charter partner coming online at Ector MS; and complete redesign work to transform the culture and achievement at Bonham MS and Bowie MS.

Panorama Data is in addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Problem Statement 2 (Prioritized): Systemic positive customer service communication practices and solutions focused approaches need to improve. **Root Cause:** Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 3 (Prioritized): 59% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2022. This is up from 57% in 2021 **Root Cause:** County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 4 (Prioritized): 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 5 (Prioritized): ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause:** Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 6 (Prioritized): For every principal vacancy, ECISD has less than five viable candidates. **Root Cause:** ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 7 (Prioritized): Many campuses lack an energy management system and operate on 20-30 year old thermostats. Our current EMS system is a blend of old and new technology. Many parts on the older EMS are obsolete and not made anymore. **Root Cause:** Lack of funding and support for the need.

Problem Statement 8 (Prioritized): Many of our facilities are 40-60 years old. The buildings are not designed to support education best practices **Root Cause:** Lack of proper funding.

Problem Statement 9 (Prioritized): Lack of a proper bond cycle has created inequity in our facilities. **Root Cause:** We have not had a bond cycle in the community and district that would properly fund the needed work.

Priority Problem Statements

Problem Statement 13: 59% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2022. This is up from 57% in 2021

Root Cause 13: County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 13 Areas: Demographics - Technology - Perceptions

Problem Statement 30: OSP students (military, foster care, and homeless) are not graduating at the same rates as all students and are dropping out at higher rates than all students and have higher failure rates on STAAR than their peers.

Root Cause 30: OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.

Problem Statement 30 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

Problem Statement 14: District data is not accessible in a comprehensible, single location.

Root Cause 14: ECISD is currently working on a data dashboard to have a one stop shop for data collection. Data is currently collected and stored in multiple programs and in multiple forms.

Problem Statement 14 Areas: Student Achievement - District Context and Organization - District Processes & Programs

Problem Statement 3: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.

Root Cause 3: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 3 Areas: District Culture and Climate - District Context and Organization - Demographics - District Processes & Programs - Perceptions

Problem Statement 9: Many of our facilities are 40-60 years old. The buildings are not designed to support education best practices

Root Cause 9: Lack of proper funding.

Problem Statement 9 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 15: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.

Root Cause 15: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 15 Areas: Student Learning

Problem Statement 5: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 5: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 2: The middle schools are under performing.

Root Cause 2: The middle school concept has not been consistently implemented.

Problem Statement 2 Areas: Perceptions

Problem Statement 1: ECISD district attendance rate in 2021 was 92.6%. District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019.

Root Cause 1: Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 1 Areas: District Culture and Climate - Demographics - Student Learning - Perceptions

Problem Statement 10: Lack of a proper bond cycle has created inequity in our facilities.

Root Cause 10: We have not had a bond cycle in the community and district that would properly fund the needed work.

Problem Statement 10 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 16: For every principal vacancy, ECISD has less than five viable candidates.

Root Cause 16: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 16 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - Demographics - Perceptions

Problem Statement 12: Transportation and Parents don't have a way to track students in our transportation system currently.

Root Cause 12: New tracking technologies have not been implemented by the District or Transportation Department.

Problem Statement 12 Areas: District Culture and Climate - District Context and Organization - Technology - District Processes & Programs

Problem Statement 4: Social and emotional structures, practices and strategies are inconsistently implemented across the district.

Root Cause 4: Lack of intentional integration of SEL across other district initiatives' created the perception SEL is "one more thing" which made it difficult for campuses to find time in the day to implement, and a lack of intentional monitoring and coaching to support struggling campuses with SEL impementation.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 18: Systemic positive customer service communication practices and solutions focused approaches need to improve.

Root Cause 18: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 18 Areas: Perceptions

Problem Statement 24: 62.5% of the 2019-2020 graduates met one College, Career and Military Readiness indicator. 2019 district graduation rate of 83.3%. The 2020 district graduation rate is 84.7%.

Root Cause 24: The District does not have monitoring tools and processes to input, collect and verify CCMR data. There is work in this area involving multiple departments and partnerships for establishing monitoring tools and processes for CCMR and graduation rate.

Problem Statement 24 Areas: Student Achievement - District Culture and Climate - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 11: Many campuses lack an energy management system and operate on 20-30 year old thermostats. Our current EMS system is a blend of old and new technology. Many parts on the older EMS are obsolete and not made anymore.

Root Cause 11: Lack of funding and support for the need.

Problem Statement 11 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 6: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 6: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 25: 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019.

Root Cause 25: The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 25 Areas: Student Achievement - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 26: 26% of all students achieved meets grade-level standards on 5th grade, 8th grade, and Biology EOC tests in 2021. 36% of all students are achieving at the meets grade-level standard in 5th Grade Science, 8th Grade Science, and Biology EOC tests in 2019.

Root Cause 26: PLCs are conducted weekly for science, with the exception of Biology. Reading and Math are prioritized at the elementary schools for PLCs. Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district approved and standards aligned resources. COVID did have an adverse effect on instruction.

Problem Statement 26 Areas: Student Achievement - District Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 19: Expulsion rate without services increased from 50 (2019)-69 (2020).

Root Cause 19: In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Problem Statement 19 Areas: Demographics

Problem Statement 17: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners.

Root Cause 17: Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 28: 54% of all students in ECISD met their growth targets as measured by the 2022 NWEA MAP. Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP assessment.

Root Cause 28: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 28 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 20: The majority of student records are currently stored in paper form.

Root Cause 20: iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 20 Areas: District Processes & Programs

Problem Statement 29: More than 90% of ECISD's K-2 students met their BOY to EOY math growth targets as measured by 2022 NWEA MAP Growth Assessment Less than half of ECISD's K-2 students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Growth Assessment

Root Cause 29: K-2 instruction is a priority in ECISD. Hands-on instruction utilizing manipulatives and implementing student discourse is not consistent but improving.

Problem Statement 29 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 21: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.

Root Cause 21: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 21 Areas: District Processes & Programs

Goals

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
Strategy 1: Establish home internet connectivity for students.	Formative			Summative
Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Equity Plan**				

Strategy 2 Details	Reviews			
Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.	Formative			Summative
Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Equity Plan**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Earn the Trusted Learning Environment Seal and establish Trusted Learning Environment Framework. **Strategy's Expected Result/Impact:** Reduction of data breech risk and damage to district digital resources. Increased security of student data. The TLE Seal Program requires school systems to have implemented high standards for student data privacy protections around five core practice areas: Leadership, Business, Data Security, Professional Development, and Classroom. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Update and manage an operational data store and data warehouse to support data visualization tools and to ensure EdFi data standards conformity. **Strategy's Expected Result/Impact:** Increased confidence in district data resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Replace Ascender with Focus Student Information System. **Strategy's Expected Result/Impact:** Transition to new Student Information System platform. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish up to date design standards for buildings that align with current teaching standards. **Strategy's Expected Result/Impact:** Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level. **Staff Responsible for Monitoring:** District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities, **Strategy's Expected Result/Impact:** Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District. **Staff Responsible for Monitoring:** District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Facility Review and Bond Committee input on Community needs/direction for the future of the District - Bond Funds				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment. **Strategy's Expected Result/Impact:** Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. **Staff Responsible for Monitoring:** Director of Fine Arts **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD athletics will improve the district and UIL compliance process by establishing a digitally driven platform. **Strategy's Expected Result/Impact:** Processes will increase athletic department efficiency in equity, funding, district and state compliance. **Staff Responsible for Monitoring:** Executive Director for Athletics, Asst. Athletic Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **Equity Plan**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement Wi-Fi connectivity on all activity buses. **Strategy's Expected Result/Impact:** Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. **Staff Responsible for Monitoring:** Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology **Results Driven Accountability - Equity Plan**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Athletics will monitor students attendance and grades throughout the school year. **Strategy's Expected Result/Impact:** Improve attendance and academic grade percentages each six weeks. **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department **Equity Plan**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA. **Strategy's Expected Result/Impact:** Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data summited to TEA . **Staff Responsible for Monitoring:** PE/Health Department will have access to monitor coaches and teachers fitness gram data. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Adaptive Technology Online Literacy Libraries Math Teach to One Eduphoria Brainchild Edgenuity Imagine learning Istation **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Math Platform and Istation Reading Platform. **Staff Responsible for Monitoring:** Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students. - State Comp Ed - pic 24, 28, 30, 34 - $2,500,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will tightly implement PK-12 instructional frameworks for ELAR, Math, Science, & Social Studies, and district-approved curriculum resources that meet all students' learning needs, interests, aspirations, and cultural backgrounds. ECISD will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. 100% of core content teachers will use district-approved resources with fidelity by May 2024. **Strategy's Expected Result/Impact:** Increase student growth to 56% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I (AVID Department will continue offering PD in best practices using AVID systems) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Curriculum implementation - Local, Curriculum implementation, Curriculum Specialist - Title One School-wide, Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students - State Comp Ed - $2,650,000, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - $1,000,000, Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students - State Comp Ed - $2,500,000, Professional & paraprofessional EL staff to support campuses EL regular year and summer programs - State Comp Ed - $550,000, EL supplemental support materials for EL instruction - State Comp Ed - $225,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Analyze & Utilize Data from district Social Emotional Learning Readiness Engagement Analysis (SELREA) to guide implementation and integration of Social-Emotional-Cultural framework into campus culture and cross-curricular lessons plans. **Strategy's Expected Result/Impact:** Incorporate SEL instructional strategies into student lessons plans, and adult PLCs. Campus visits to verify lessons plans, monitor daily objectives, and SEL components in the classroom. **Staff Responsible for Monitoring:** Executive Director of Accountability Executive Director of Guidance and Counseling Coordinator of Social Emotional Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - Local, - Title IV				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will assess and expand a plan for systemic SEL implementation and integration including the role SEL plays in ECISD achieving its priorities and goals. **Strategy's Expected Result/Impact:** By the end of 2023, all ECISD instructional staff will be able to define social emotional learning, and explain the mental health and academic benefits of SEL for students, as evidenced by Panorama data, and survey collection. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling, Coordinator of SEL **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: ECISD will deploy an SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups. **Strategy's Expected Result/Impact:** An internal and external communication plan for staff and community members will be supported by an SEL bi-monthly newsletter. Additional videos, informational letters, and pertinent information will be sent via the district parent communication platform. Community informational videos will be delivered via social media in partnership with the communication department, and posted on our department website and Youtube. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction. **Strategy's Expected Result/Impact:** SEL explicit instruction will occur through 7 Mindsets lessons (delivered daily in small sections, or all at one time), additional classroom integration of 7 Mindsets will be implemented into ELAR and Social Studies classroom lesson plans, and all classrooms will utilize SEL instructional strategies. Data collection from the 7 Mindsets company will be reviewed to ensure SEL delivery. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors & Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local, - Title IV				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior. **Strategy's Expected Result/Impact:** ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior. **Staff Responsible for Monitoring:** Executive Directors of Leadership Executive Director of Guidance and Counseling/Coordinator of SEL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults and students in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will provide ongoing professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff. SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office **Strategy's Expected Result/Impact:** 100% of District Leadership Team will receive SEL professional learning. 80% of staff from all departments and campuses, including foundational professional learning for all new staff, will be trained in SEL research and practice. 100% of staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students. **Staff Responsible for Monitoring:** Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data will be continuously collected and evaluated regarding student connectedness for continuous improvement of SEL implementation. **Strategy's Expected Result/Impact:** 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling, SEL Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program will graduate and 95% of graduates will meet CCMR expectations. **Strategy's Expected Result/Impact:** Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate and 95% of graduates will meet CCMR expectations. **Staff Responsible for Monitoring:** TPRS Coordinator TPRS Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Equity Plan** **Funding Sources:** TPRS/TRAC - State Comp Ed - $490,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The tutorial process will be taught to all AVID elective students and will focus on 40% of class time in a week to support at-risk students to access rigorous courses, provide weekly content tutorial strategies, and college and career experiences. **Strategy's Expected Result/Impact:** 95% of AVID Senior students will meet CCMR expectations and will be accepted into post-secondary choice while we will increase the number of AVID Junior class meeting CCMR expectations by 10%. **** Duplicated impact goal in Goal 3 PO 4 Strategy 2**** **Staff Responsible for Monitoring:** AVID Department ****Goal adapted to reflect AVID elective only.. If the intent is for all tutorial processes this needs additional staff monitoring as AVID does not oversee other tutoring efforts.**** **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **Equity Plan** **Funding Sources:** staff, contract and materials - State Comp Ed - $750,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gather information on evidence-based, best practices for restorative and trauma-informed strategies in response to discipline referrals and expulsions. **Strategy's Expected Result/Impact:** Create and deliver professional learning training for 100% campus administration and instructional staff. **Staff Responsible for Monitoring:** Executive Directors of Leadership Executive Director of Guidance & Counseling SEL Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: To comply with house Bill 4545 students who failed to attain proficiency on a STAAR or EOC exam received targeted additional instruction either individually or in a group of no more than 3 students. The instruction was delivered face to face or remotely by highly qualified, highly trained tutors from Air Tutors, FEV Tutors, and Amplify. This initiative will be funded using $4 million from ESSR and $170,000 from TCLASS funds. **Staff Responsible for Monitoring:** Principals, Executive Directors of Leadership, Executive Director of Curriculum and Instruction, and High Impact Tutoring Coordinator				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Summer School				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Each summer, the Advanced Academic Services Department holds an acceleration camp for our Gifted and Talented students. Camp SIP (Scholars in Progress) will be extended to middle school beginning in the summer of 2022. **Strategy's Expected Result/Impact:** Gives the GT students to opportunity to explore their passions and deepen their creative thinking. **Staff Responsible for Monitoring:** AAS Department and Camp SIP Teachers/Staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level. All new staff will be trained during required new employee training on child abuse and child sexual abuse prevention program. **Strategy's Expected Result/Impact:** Increased ability of staff and students to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Talent Development Guidance and Counseling, ECISD police Dept, **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local, - State Comp Ed				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention training through the Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed. All School and SAS counselors will be trained yearly in ECISD crisis response procedures. **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. **Staff Responsible for Monitoring:** Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Local, - State Comp Ed				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All school and SAS counselors will be trained yearly in conflict resolution methods. **Strategy's Expected Result/Impact:** 100% of counselors and police officers will be trained in conflict resolution methods. **Staff Responsible for Monitoring:** Chief of Police, Guidance and Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local, - State Comp Ed				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD does not tolerate dating violence. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, school counselor, principal, police officer or other district employee. Any District employee who has direct or indirect knowledge of dating violence shall notify the District official and the ECISD police. Parents will be immediately notified. Students are made aware of the process of the choice filing charges and given resources for safety and mental health. Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence. **Strategy's Expected Result/Impact:** Students in all grades will be provided age appropriate lessons concerning harassment and dating violence. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served. **Staff Responsible for Monitoring:** Police Chief, Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include: anti-bullying, character education, child abuse, college and career planning/advising, conflict resolution, cyberbullying, dating violence/violence prevention, drop-out prevention, human trafficking, mental health/ mental health warning signs, substance abuse, suicide prevention, decision making, self-efficacy, and other social-emotional topics. *Campuses will utilize the providers as listed on the Legal Essentials Checklist. **Strategy's Expected Result/Impact:** Monthly reports will indicate alignment with program expectations. **Staff Responsible for Monitoring:** Guidance and Counseling Campus principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement. **Staff Responsible for Monitoring:** Guidance and counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - State Comp Ed				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Mental health awareness training will be presented by SAS Counselors and Professional School Counselors to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency. **Strategy's Expected Result/Impact:** Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - State Comp Ed, - Local				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be offered to counselors in Psychological First Aid. **Strategy's Expected Result/Impact:** Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident. **Staff Responsible for Monitoring:** Police Dept, Nursing, Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Local, - State Comp Ed				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD. **Strategy's Expected Result/Impact:** By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 20222 Panorama student survey. **Staff Responsible for Monitoring:** Executive Directors of Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for transportation and supplies and materials. - Local - $20,000, Transition counselor at DAEP - Title One D, Subpart 2, Delinquency Services - $75,000, DAEP support - State Comp Ed - $850,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: All ECISD school administrators will be trained on Chapter 37 of the Texas Education Code, including Chapter 37.0832 (Bullying). Administrators will use the ECISD Administrator's Anti-Bullying Toolkit and the Checklist for Responding to Reports of Bullying/Harassment to ensure the investigation process is followed and the appropriate parental communication, intervention, disciplinary consequences, mediation, etc., is implemented. **Strategy's Expected Result/Impact:** By the end of 2022-2023 school year, 60% of students will respond favorably to the fact "At your school, how much does the behavior of other students hurt or help your learning?" as measured by the EOY 20222 Panorama student survey. Timely response and resolution to all bullying reports to mitigate bullying. **Staff Responsible for Monitoring:** Executive Directors of Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs. **Strategy's Expected Result/Impact:** Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD. **Strategy's Expected Result/Impact:** Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration or experimental projects or through initial introduction in a limited number of local sites. **Strategy's Expected Result/Impact:** Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide support materials (scripts, fliers, logos) to all district and campus leaders. Coordinate online and in-person information sessions for all staff to develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objects and goals. **Strategy's Expected Result/Impact:** Staff and community will understand the goals of the strategic plan. **Staff Responsible for Monitoring:** Communications Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing. **Staff Responsible for Monitoring:** Education Foundation Director Communications Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding. **Strategy's Expected Result/Impact:** Provide specific program intent funds to the campus where the funds are generated and needed. **Staff Responsible for Monitoring:** Deborah Ottmers **Equity Plan**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding. **Strategy's Expected Result/Impact:** Provide directed funds to the departments for specific needs. **Staff Responsible for Monitoring:** Deborah Ottmers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 15: School leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback resulting in improved student learning outcomes.

Evaluation Data Sources: MAP data
STAAR data
Observation and Feedback data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Partner with external educational consultants to provide targeted instructional leadership professional development and coaching and feedback based on individual school and school leaders' needs. **Strategy's Expected Result/Impact:** Improved instructional leadership systems and practices Effective tier 1 instructional practices **Staff Responsible for Monitoring:** Director of Leadership Executive Directors of Leaders Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Partner with the UVA- Partnership for Leaders in Education to improve instructional leadership practices at 4 identified schools through 90-day short cycles of improvement. **Strategy's Expected Result/Impact:** Improved instructional practices and systems Continuous improvement cycles **Staff Responsible for Monitoring:** Director of Leadership Executive Director of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 16: Schools leaders will engage in professional learning to ensure effective restorative practices are implemented to increase attendance and engagement, resulting in improved student learning.

Evaluation Data Sources: MAP data
STAAR data
Panorama Survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assistant Principals will engage in monthly professional learning provided through TNTP and Region 18 focused on both restorative practices and school culture systems. **Strategy's Expected Result/Impact:** Reduce disciplinary infractions Improved attendance rate Improved student learning and growth **Staff Responsible for Monitoring:** Director of Leadership Executive Director of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 17: Increase educators use of Evidence Based Practices with students with Autism in self-contained classrooms by 50% through professional development and modeling.

Evaluation Data Sources: Observation, baseline data, STAAR,

Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-23, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2020-2023. **Strategy's Expected Result/Impact:** Increase staff retention; improve employee effectiveness; develop career pathways. **Staff Responsible for Monitoring:** Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Salaries, equipment, supplies and contracted services - Local, Staff salaries, equipment, supplies and contracted services - Title Two Professional Development - $225,000, Harvard Fellow, Research & Development director - Title IV - $150,000, Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches - State Comp Ed - $750,000, Staff salaries for district instructional specialist, and campus instructional coaches - Title Two Professional Development - $550,000, Staff salaries for district instructional specialists, and campus instructional coaches - Title One School-wide - $5,500,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a quality Mentor Model that supports and engages new teachers and principals 2022-2023. **Strategy's Expected Result/Impact:** Improved staff retention; improve employee effectiveness; develop career pathways **Staff Responsible for Monitoring:** Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Train and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal Supervisors, Executive Director of Talent Development, EDs of C&I **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center - Local - $1,300,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills and competencies required for teachers and leaders to provide personalized learning for students through: 1. Content Learning which offers teachers choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 3 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 3 **Strategy's Expected Result/Impact:** Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels. **Staff Responsible for Monitoring:** Director of Professional Learning, C&I Division **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Texas Reading Academies - State Early Education Allotment, Math Solutions - Title One School-wide, Advanced Academics - Donated Funds				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2022-2023.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. **Staff Responsible for Monitoring:** Human Capital, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for compensation - Local, Resource needed for training and sustainability of Opportunity Culture - Donated Funds - $500,000, OC Campus staff stipends - State Comp Ed, OC Campus staff stipends - Title One School- Improvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2022-2023. **Strategy's Expected Result/Impact:** Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Finance **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources for development and implementation of the Teacher Incentive Allotment - Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness. **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for supporting the process - Donated Funds, Resources needed for supporting the process - Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2022-2023.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In 2022-2023 ECISD will optimize "Grow Our Own" programs and pipelines. **Strategy's Expected Result/Impact:** Increase quantity and quality of candidates. Increase interest in potential roles within the educational system. **Staff Responsible for Monitoring:** Executive Director of Human Resources; Executive Director of Talent Development; Executive Director CTE **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources to support pipeline development and recruitment efforts - Local, Resources to support pipeline development and recruitment efforts - TCLAS, Resources to support pipeline development and recruitment efforts - ESSER III				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize innovative recruitment practices to meet current and future needs. **Strategy's Expected Result/Impact:** Increased candidate pool **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for branding, marketing and recruitment - Local				

Strategy 3 Details	Reviews			
Strategy 3: Establish the District as an Education Preparation Program (EPP).	Formative			Summative
Strategy's Expected Result/Impact: Increase candidate pool **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed to implement EPP - Local, Talent Development coaches dedicated to support new teachers & build capacity - Title Two Professional Development - $350,000	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs.	Formative			Summative
Strategy's Expected Result/Impact: Improve quality of candidates **Staff Responsible for Monitoring:** Executive Director of Talent Development and Executive Director of Human Resources **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Time allocated for governance/partnership meetings - Local	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)	Formative			Summative
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Stipend for Aspiring Leader in charge of the Academy ($3,000) and TNTP curriculum support ($15,000) - Local - $18,000	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy) **Strategy's Expected Result/Impact:** Increase quality and preparedness of candidates for our assistant principal bench **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** TNTP curriculum support - Local - $15,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders. **Strategy's Expected Result/Impact:** Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates. **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Funding Sources:** Stipend for each Principal Fellow - Local - $75,000, Tuition, books, fees - State Grant				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach. **Strategy's Expected Result/Impact:** Retain coaches to the district Better prepare a coach for the management and leadership of an athletic sports program **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department **Equity Plan**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: mClass, MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will strengthen the instruction in PreK through 2nd-grade classrooms by supporting the campus leaders and campus coaches on the instructional framework implementation, through observation/feedback coaching. **Strategy's Expected Result/Impact:** % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase from (?)% in 2022 to 31% in 2023. **Staff Responsible for Monitoring:** Campus Leadership, EDs of Leadership, Campus Coaches, C&I Specialists, Content Coordinators, Talent Development, EDs of C&I **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Instructional coaches - Title One School-wide - $2,291,000, Instructional coaches - Title Two Professional Development - $395,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will expand their half day PreK 3 year old program in the Fall of 2022 within our 1882 partnership, the Odessa YMCA, with an expected enrollment of 300 students **Strategy's Expected Result/Impact:** MClass data will show the percent of students who are Kindergarten Ready will increase from 46% to 65% by 2024 **Staff Responsible for Monitoring:** Director of Early Childhood Education, Executive Director of Curriculum and Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring **Strategy's Expected Result/Impact:** Increased student outcomes for all grades and content areas by 10% each school year. **Staff Responsible for Monitoring:** Executive Director of Assessment, Campus Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** NWEA Map Growth - Local - $500,000, Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts - State Comp Ed - $1,600,000, Social Workers, SAS Counselors, Communities in schools - State Comp Ed - $2,800,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following: Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning **Strategy's Expected Result/Impact:** % of students' EOY RIT scores met or exceeded the individual growth projects on MAP will increase from 54% in 2022 to 56% by Spring 2023. % of 3rd-grade students achieving the meets or exceeds level in both reading and math STAAR will increase from 28% in 2022 to 31% in Spring 2023. % of 6th-grade students achieving in the meets or exceeds level in reading and math on STAAR will increase from 29% reading in 2022, 33% math in 2022 to 30% in reading, and 39% in math by Spring 2023. % of 8th-grade students achieving the meets or exceeds level in reading or math on STAAR will increase from 41% reading in 2022, 35% math in 2022 to 47% reading, and 45% math by Spring 2023. **Staff Responsible for Monitoring:** Digital Learning Director, Blended Learning Coordinator, C&I Division, Executive Directors of Leadership, Campus Leadership, Campus Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Implementation of learning models - State Comp Ed - $50,000, Blended Learning Grant - State Blended Learning Grant - $50,000, Instructional Specialists - Title One School-wide - $2,100,000, Bilingual Instructional Team, Instructional Resources and Supplies - State Comp Ed - $600,000, Instructional Specialists, Reading Coaches, & Dyslexia Program - State Comp Ed - $1,500,000, Dyslexia Program - State Dyslexia Allotment - $575,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives. **Strategy's Expected Result/Impact:** Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Campus principals, EDLs, C&I Division, Relay Cohort 1, 2 and 3. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** PLC implementation and DDI process - Relay funded by TEA - Donated Funds				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Strategy 5 ECISD will implement a Virtual Academy to provide quality instruction for our remote learners K-12. **Strategy's Expected Result/Impact:** Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% . **Staff Responsible for Monitoring:** Coordinator of Virtual Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: ECISD will continue with high-impact tutoring to provide quality accelerated instruction for students K-12. **Strategy's Expected Result/Impact:** Increase the students' growth RIT on NWEA Map and students working on grade level by 10%. **Staff Responsible for Monitoring:** ED of C&I, High-Impact Tutoring Coordinator, Campus Leadership, EDLs of Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Tutoring Partners, Teachers - ESSER III - $2,000,000, Tutoring Partner - TCLAS - $60,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: ECISD will implement full-day summer learning for our PK4 - 5th-grade students. **Strategy's Expected Result/Impact:** Increase students' growth RIT on NWEA Map reading and math by 2 RIT growth points. **Staff Responsible for Monitoring:** ED of C&I, Summer Learning Principals, High-Impact Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Teachers and Administrators - Title One School-wide, Teachers and Administrators - Local, Materials, Teachers, and Administrators - TCLAS				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: ECISD will utilize SEL focused strategies to increase college, career and military readiness.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Increased attendance by 0.5% and credit acquisition **Staff Responsible for Monitoring:** Director of Community Support Services Director of Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court, Communities in Schools - State Comp Ed - $3,500,000, SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools - Title IV - $350,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education. **Strategy's Expected Result/Impact:** Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level **Staff Responsible for Monitoring:** Executive Directors of Leadership, DAEP and campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** DAEP program costs, Transition services, SAS counselors - State Comp Ed - $2,500,000, Guidance Counselor - Title One D, Subpart 2, Delinquency Services - $65,000, Guidance Counselor - Title One School-wide - $25,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: ECISD athletic department has implemented 2Words Character Development for coaches and athletes to go beyond the game. The 2Words Character Development program is built on the core principles of integrity, belief, toughness, relentless effort, excellence, and servant leadership. 2Words is one of the top character development programs in Texas. It has become the official character development curriculum of the Texas High School Coaches Association (THSCA). The goal of the curriculum is to help coaches tackle the biggest issues facing them and their students today. **Strategy's Expected Result/Impact:** Equip students, coaches, and parents with essential tools that will enable a strong emphasis of character development which aims to support next level readiness that closely aligns with our district wide SEL curriculum. **Staff Responsible for Monitoring:** Athletic Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **Equity Plan**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement while continuously creating, monitoring, and improving systems to *monitor, **track, and ***support ECISD alumni through post secondary and 6 years beyond. **Strategy's Expected Result/Impact:** *Alumni will be monitored through ACCESS and Naviance participation and cooperation, efforts will be made to host Alumni events twice a year. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey. Participation by Alumni will increase by 5%. **35% of students will complete post-secondary degree or certification program tracked through National Clearing House. ***The class of 2022 will be supported and involved into the FAB (Foundation and Beyond) efforts to support individual alumni. All alumni will be invited to post videos to create a resource in ACCESS for all current ECISD students. the FAB Project to allow students to opt into the coaching/mentoring system after high school graduation. We will establish a baseline with the Class of 2022. **Staff Responsible for Monitoring:** Post Secondary Coordinator Guidance and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment. **** Duplicated effort to Goal 1 PO9 Strategy 2**** ****Also overlaps with Strategy 3 here**** **Strategy's Expected Result/Impact:** Percentage of students enrolling in Post-Secondary programs will increase by 10% . ****AVID Electives will meet 25% of Juniors earning their CCMR point and increase 10% each year moving forward. **Staff Responsible for Monitoring:** ****Director of AVID, Guidance & Counseling Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** AVID program needs to include contracts, supplies and payroll - State Comp Ed - $550,000				175

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway. Use ACCESS and Naviance to build students knowledge of opportunity through career surveys, exploration, and experiences/internships to get students prepared to go TO college. Build systems of mentoring/coaching through an Alumni network to support student THROUGH postsecondary efforts. **Strategy's Expected Result/Impact:** Post secondary enrollment Indicator Of Success will increase to 60% as tracked through National Clearing House. ****Same efforts as strategy 1**** **Staff Responsible for Monitoring:** Director of AVID, Guidance & Counseling Dept., Post Secondary Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Continue to build strategic and intentional partnerships between ECISD and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation in efforts to complete financial aid. **Strategy's Expected Result/Impact:** Increase FAFSA and TASFA completion rates by 35%. Enrollment Percent supported in Strategy 3. Persistence data supported in Strategy 1 **Staff Responsible for Monitoring:** Director of AVID, Director of Guidance & Counseling, Post Secondary Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year. **Strategy's Expected Result/Impact:** All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB. **Staff Responsible for Monitoring:** Guidance and Counseling Accountability, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR. **Strategy's Expected Result/Impact:** 2023 graduates meeting the TSIA requirements will increase by 5%. **Staff Responsible for Monitoring:** Campus Administrators, Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - Local				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections. **Strategy's Expected Result/Impact:** Documentation of completion will be required and submitted to Guidance and Counseling Department. **Staff Responsible for Monitoring:** Campus Administration, Guidance and Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _42__ to _47__% by May 2023.

Evaluation Data Sources: 1022-2023 State Accountability
2022-2023 College Board AP Scores Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from the College Board, TIBS, and NMSI regarding AP and IB resources for the 2022-2023 school year. **Strategy's Expected Result/Impact:** Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results. **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Advanced Academic Services Department Specialist will work in conjunction with Curriculum and Instruction to provide job-embedded support and training for Honors teachers to ensure rigorous vertical alignment. **Strategy's Expected Result/Impact:** An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: 11th/12th Grade students achieving the PSAT/NMSQT/SAT benchmark will increase from __31% to _36% by May 2023.

Evaluation Data Sources: 2023 College Board Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Advanced Academic Services Department will offer an SAT Bootcamp in the summer and SAT/PSAT Bootcamp fall of 2022 for the top 80 incoming juniors/seniors based on their 10th-grade PSAT scores. **Strategy's Expected Result/Impact:** SAT Bootcamp is scheduled for summer 2022. The expected result of higher SAT students meeting the benchmark. **Staff Responsible for Monitoring:** AAS Dept,, Communications Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.5				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 7: ECISD will focus on recovering and reengaging students who have dropped out of school.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously. **Strategy's Expected Result/Impact:** Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%. **Staff Responsible for Monitoring:** Director of Community Support Services **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Personnel, supplemental program materials - State Comp Ed - $400,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will partner with Acceleration Academy, credit recovery/drop-out program, in order to decrease the drop-out rate and increase the graduation rate for the district. **Strategy's Expected Result/Impact:** 70% of students enrolled in the Acceleration Academy will matriculate to graduation. 95% of students enrolled in the Acceleration Academy will meet the CCMR requirement. **Staff Responsible for Monitoring:** Student and School Support Team Executive Director of Guidance, Counseling and Wellness				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 8: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and decrease dropout rates.

Evaluation Data Sources: Attendance data
Dropout lever codes
Credits Earned

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers and specialists and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Director of Community Support Services; Division of School Support **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Communities in Schools contract, Community outreach social wokers, drop out prevention counsleors - State Comp Ed - $1,000,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the dropout list.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures. **Strategy's Expected Result/Impact:** Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD. **Strategy's Expected Result/Impact:** Produce a rank-ordered list of district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students. **Strategy's Expected Result/Impact:** Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners. **Strategy's Expected Result/Impact:** ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action. **Strategy's Expected Result/Impact:** One or more campuses with be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Executive Directors of Leadership				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children. **Strategy's Expected Result/Impact:** The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.
The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.
The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total). **Strategy's Expected Result/Impact:** 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create and implement the ECISD RISE program. **Strategy's Expected Result/Impact:** Improve participating campus ratings to 80% (B) at a minimum by the end of 2023 **Staff Responsible for Monitoring:** Executive Directors of Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan** **Funding Sources:** ESF Grant - Title One School- Improvement - $2,500,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider. **Strategy's Expected Result/Impact:** A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day. **Staff Responsible for Monitoring:** Campus principals and Executive Directors of Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** ESF Redesign Implementation Grant - State Comp Ed - $1,500,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment. **Strategy's Expected Result/Impact:** Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Funding Sources:** Data dashboard - State CCMR Allotment - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals. **Strategy's Expected Result/Impact:** Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** CCMR data dashboard - State CCMR Allotment - $100,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness. **Strategy's Expected Result/Impact:** The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school. **Strategy's Expected Result/Impact:** The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Executive Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

District Funding Summary

Bond Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Facility Review and Bond Committee input on Community needs/direction for the future of the District		$0.00
				Sub-Total	$0.00

Donated Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Advanced Academics		$0.00
2	2	1	Resource needed for training and sustainability of Opportunity Culture		$500,000.00
2	3	1	Resources needed for supporting the process		$0.00
3	2	3	PLC implementation and DDI process - Relay funded by TEA		$0.00
				Sub-Total	$500,000.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Curriculum implementation		$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	4			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	4			$0.00
1	10	5			$0.00
1	10	7			$0.00
1	10	8			$0.00
1	10	9	Resources needed for transportation and supplies and materials.		$20,000.00
2	1	1	Salaries, equipment, supplies and contracted services		$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies		$0.00
2	1	3	Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center		$1,300,000.00
2	2	1	Resources needed for compensation		$0.00
2	2	2	Resources for development and implementation of the Teacher Incentive Allotment		$0.00
2	3	1	Resources needed for supporting the process		$0.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
2	4	2	Resources needed for branding, marketing and recruitment		$0.00
2	4	3	Resources needed to implement EPP		$0.00
2	4	4	Time allocated for governance/partnership meetings		$0.00
2	4	5	Stipend for Aspiring Leader in charge of the Academy ($3,000) and TNTP curriculum support ($15,000)		$18,000.00
2	4	6	TNTP curriculum support		$15,000.00
2	4	7	Stipend for each Principal Fellow		$75,000.00
3	2	1	NWEA Map Growth		$500,000.00
3	2	6	Teachers and Administrators		$0.00
3	4	5			$0.00
3	4	6			$0.00
3	4	7			$0.00
				Sub-Total	$1,928,000.00

State Blended Learning Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Blended Learning Grant		$50,000.00
				Sub-Total	$50,000.00

State CCMR Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	12	1	Data dashboard		$85,000.00
3	12	2	CCMR data dashboard		$100,000.00
3	13	1			$85,000.00

State CCMR Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	13	2			$85,000.00
				Sub-Total	$355,000.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students.	pic 24, 28, 30, 34	$2,500,000.00
1	6	1	Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students		$2,500,000.00
1	6	1	EL supplemental support materials for EL instruction		$225,000.00
1	6	1	Professional & paraprofessional EL staff to support campuses EL regular year and summer programs		$550,000.00
1	6	1	Supplemental curriculum and AVID Program support for At Risk students		$1,000,000.00
1	6	1	Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students		$2,650,000.00
1	9	1	TPRS/TRAC		$490,000.00
1	9	2	staff, contract and materials		$750,000.00
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	6			$0.00
1	10	7			$0.00
1	10	8			$0.00
1	10	9	DAEP support		$850,000.00
2	1	1	Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches		$750,000.00
2	2	1	OC Campus staff stipends		$0.00
3	2	1	Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts		$1,600,000.00
3	2	1	Social Workers, SAS Counselors, Communities in schools		$2,800,000.00
3	2	2	Implementation of learning models		$50,000.00
3	2	2	Bilingual Instructional Team, Instructional Resources and Supplies		$600,000.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Instructional Specialists, Reading Coaches, & Dyslexia Program		$1,500,000.00
3	3	1	CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court, Communities in Schools		$3,500,000.00
3	3	2	DAEP program costs, Transition services, SAS counselors		$2,500,000.00
3	4	2	AVID program needs to include contracts, supplies and payroll		$550,000.00
3	7	1	Personnel, supplemental program materials		$400,000.00
3	8	1	Communities in Schools contract, Community outreach social wokers, drop out prevention counsleors		$1,000,000.00
3	11	2	ESF Redesign Implementation Grant		$1,500,000.00
				Sub-Total	$28,265,000.00

State Dyslexia Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Dyslexia Program		$575,000.00
				Sub-Total	$575,000.00

State Early Education Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Texas Reading Academies		$0.00
				Sub-Total	$0.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	15	1	ESSER Funds		$0.00
1	15	2	ESSER Funds		$0.00
1	16	1	ESSER Funds		$0.00
2	2	1	OC Campus staff stipends		$0.00
3	11	1	ESF Grant		$2,500,000.00
				Sub-Total	$2,500,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Curriculum implementation, Curriculum Specialist		$0.00
2	1	1	Staff salaries for district instructional specialists, and campus instructional coaches		$5,500,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Math Solutions		$0.00
3	1	1	Instructional coaches		$2,291,000.00
3	2	2	Instructional Specialists		$2,100,000.00
3	2	6	Teachers and Administrators		$0.00
3	3	2	Guidance Counselor		$25,000.00
				Sub-Total	$9,916,000.00

Title One D, Subpart 2, Delinquency Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	9	Transition counselor at DAEP		$75,000.00
3	3	2	Guidance Counselor		$65,000.00
				Sub-Total	$140,000.00

Title Two Professional Development					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Staff salaries for district instructional specialist, and campus instructional coaches		$550,000.00
2	1	1	Staff salaries, equipment, supplies and contracted services		$225,000.00
2	4	3	Talent Development coaches dedicated to support new teachers & build capacity		$350,000.00
3	1	1	Instructional coaches		$395,000.00
				Sub-Total	$1,520,000.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$0.00
1	7	4			$0.00
2	1	1	Harvard Fellow, Research & Development director		$150,000.00
3	3	1	SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools		$350,000.00
				Sub-Total	$500,000.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	5	Tutoring Partners, Teachers		$2,000,000.00
				Sub-Total	$2,000,000.00

TCLAS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
3	2	5	Tutoring Partner		$60,000.00
3	2	6	Materials, Teachers, and Administrators		$0.00
				Sub-Total	$60,000.00

State Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	7	Tuition, books, fees		$0.00
				Sub-Total	$0.00

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Keeley Simpson, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2022-2023 STUDENT CODE OF CONDUCT AND REVISIONS TO THE STUDENT HANDBOOK FEES**

DATE: June 21, 2022

The Board of Trustees are asked to approve the ECISD 2022-2023 Student Code of Conduct and revisions to the Student Handbook fees. The Student Code of Conduct is based on the TASB Model Student Code of Conduct. There are no revisions to the TASB Model Student Code of Conduct for 2022-2023.

****

Administrative Recommendation:

Approval of the 2022-2023 Student Code of Conduct and revisions to the Student Handbook Fees.

Dr. Keely Simpson
Chief of Schools
(432) 456.8893
802 N. Sam Houston
Odessa, TX 79761
Keely.simpson@ectorcountyisd.org

Date: June 21, 2022

To: Board of Trustees

From: Dr. Keeley Simpson, Chief of Schools

RE: **2022 – 2023 Student Handbook, Fees and Fines and Student Code of Conduct**

The following items are updates from the 2021 – 2022 school year:

Student Handbook

The attached Student Handbook contains revisions for the 2022 – 2023 school year. Changes indicate revisions to the previous version. Deletions appear in red strike-through text, ~~Deleted Text.~~ Additions appear in blue text, New Text. According to the FN(LOCAL) Policy, the Student Handbook is subject to Board review but shall not be adopted.

Student Fees and Fines

On page 56 of the Student Handbook is a list of fees and fines. Ector County ISD Fees and Fines do require Board approval.

Note: FP (LOCAL) Policy Waiver of Fees: Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

Student Code of Conduct

The attached Student Code of Conduct is for the 2022 – 2023 school year. There are no changes to the Student Code of Conduct. The Texas Association of School Boards (TASB) Student Code of Conduct Model is usually issued only in legislative years and will not be updated for the 2022-2023 school year. However, the Board must adopt the Student Code of Conduct annually.



Student Code of Conduct

2022-2023 School Year

Dr. Scott Muri, Superintendent of Schools
802 N. Sam Houston
Odessa, Texas 79761
(432) 456-0000
www.ectorcountyisd.org

Table of Contents

ECISD Student Code of Conduct 3

Accessibility 3

Purpose 3

School District Authority and Jurisdiction 4

Campus Behavior Coordinator 4

Threat Assessment & Safe and Supportive School 4

Reporting Crimes 5

Participating in Graduation Activities 5

Unauthorized Persons 6

Standards for Student Conduct… 6

General Conduct Violations 7

Disregard for Authority 7

Mistreatment of Others 7

Property Offenses 8

Possession of Prohibited Items 8

Possession of Telecommunications or Other Electronic Devices 9

Illegal, Prescription, and Over-the-Counter Drugs 9

Misuse of Technology Resources and the Internet 9

Safety Transgressions 10

Miscellaneous Offenses 10

Discipline Management Techniques 11

Students with Disabilities 11

Techniques 11

Prohibited Aversive Techniques 12

Notification 13

Appeals 13

Removal from the School Bus 14

Removal from the Regular Educational Setting… 15

Routine Referral 15

Formal Removal 15

Returning a Student to the Classroom 16

Out-of-School Suspension 16

Misconduct 16

Process 16

Coursework During Suspension....17
Disciplinary Alternative Education Program (DAEP) Placement....17
Discretionary Placement: Misconduct That May Result in DAEP Placement....18
Misconduct Identified in State Law....18
Mandatory Placement: Misconduct That Requires DAEP Placement....19
Sexual Assault and Campus Assignments....20
Process....21
Conference....21
Consideration of Mitigating Factors....21
Placement Order....21
Coursework Notice....22
Length of Placement....22
Exceeds One Year....22
Exceeds School Year....22
Exceeds 60 Days....23
Appeals....23
Restrictions During Placement....23
Placement Review....23
Additional Misconduct....24
Notice of Criminal Proceedings....24
Withdrawal During Process....25
Newly Enrolled Students....25
Emergency Placement Procedure....25
Transition Services….... 25
Placement and/or Expulsion for Certain Offenses....26
Registered Sex Offenders....26
Review Committee....26
Newly Enrolled Student....26
Appeal....27
Certain Felonies....27
Hearing and Required Findings....27
Length of Placement....28
Placement Review....28
Newly Enrolled Students....28
Expulsion....28

Table of Contents

Discretionary Expulsion: Misconduct That May Result in Expulsion 29
Any Location 29
At School, Within 300 Feet, or at a School Event 29
Within 300 Feet of School 30
Property of Another District 30
While in DAEP 30
Mandatory Expulsion: Misconduct That Requires Expulsion 31
Under Federal Law 31
Under the Penal Code 31
Under Age Ten 32
Process 32
Hearing 32
Board Review of Expulsion 33
Expulsion Order 33
Length of Expulsion 34
Withdrawal During Process 34
Additional Misconduct 35
Restrictions During Expulsion 35
Newly Enrolled Students 35
Emergency Expulsion Procedures 36
DAEP Placement of Expelled Students 36
Transition Services 36
Glossary 37

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the appropriate campus principal.

Purpose

The Student Code of Conduct ("Code") is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

The Student Code of Conduct has been adopted by the Ector County Independent School District (ECISD) Board of Trustees and was developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website at www.ectorcountyisd.org. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
- When a student engages in cyberbullying, as provided by Education Code 37.0832;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school- sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at the campus webpage. Parents may contact the campus for the name of a current person serving as a campus behavior coordinator.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs police officers, school resource officers (SROs), and/or security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are as outlined in TEC 37.081, as well as the Texas Code of Criminal Procedures.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be

notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** on page 22, for information regarding student assigned to DAEP at the time of graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.

- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP Placement and Expulsion**.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP Placement and Expulsion**.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP Placement and Expulsion**.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A location-restricted knife;
- A club;
- A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Note: For weapons and firearms, see **DAEP Placement and Expulsion**. In many circumstances, possession of these items is punishable by mandatory expulsion

under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district or campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount. Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See glossary for "abuse.")
- Abuse over-the-counter drugs. (See glossary for "abuse."). Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off

school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).

- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.
- *Corporal punishment is prohibited in ECISD*.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.

- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office, or through Policy on Line at the following address: www.ectorcountyisd.org. The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privilege, in accordance with law.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

The consequences for misconduct on the bus will be as follows:

- First offense – the driver will have a conference with the student and change seating arrangements if necessary.
- Second offense – the driver will contact parents seeking their assistance. Further incidents will result in written referrals.
- First written referral – the Principal will have a conference with the student and parents will be contacted.
- Second written referral – the student will receive a 5-day suspension from the bus.
- Third written referral – the student will be suspended from the bus for the remainder of the semester.

After returning to the bus in the second semester, if the student receives another bus referral, the student shall be removed from the bus for the remainder of the school year.

*In the event of initiation and/or participation in a major offense, a student may lose bus privileges for an undetermined length of time. The student may also receive other disciplinary action. Flagrant misbehavior could result in immediate removal from the bus. Restitution for any damages incurred must be made before returning to the bus.

Student must be dressed according to the dress code when riding the regular bus to and from school.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannotlearn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom;
- In-school suspension;
- Out-of-school suspension; or
- DAEP.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent. When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the

campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (see glossary);
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (see glossary);
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary)
- Involvement in criminal street gang activity. (See glossary)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the

Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see glossary) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the **Expulsion** section.) (See glossary for "under the influence.")
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the **Expulsion** section.)
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See glossary)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07 (a) (1), (2), (3), or (7).
    - A student who sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (see definitions), a dangerous drug (see definitions), or an alcoholic

beverage (see definitions), if the offense is not punishable as a felony and the student is not expelled for the offense.

Upon the first offense, the student shall attend DAEP for up to a period of (10) ten days and will be provided positive student behavior support.

Upon second offense, the student shall be transferred to DAEP for a period of (20) twenty days and will be provided positive student behavior support.

Upon the third offense, the student shall be transferred to DAEP for a period of (30) days and will be provided positive student behavior support.

After the DAEP placement has been completed, the student will return to their home campus.

For determining the length of placement, cumulative offenses will only be counted for the current school year.

- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the **Expulsion** section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
    - The student receives deferred prosecution (see glossary),
    - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
    - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children, or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (see glossary);
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the studentwas enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case-by-case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
- The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.ectorcountyisd.org.

Appeals shall begin with the campus principal or designee.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district may provide transportation to students placed at the Alternative Education Center (AEC). Transportation may be revoked when conduct on the bus warrants removal from the bus for the duration of the placement.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including

academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
- The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student

and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

ECISD shall continue the DAEP placement of a student including Student Transfers, who enroll in the district and who is currently completing DAEP assignments with an open- enrollment charter school or another Texas district at the time of enrollment in ECISD. The student will be placed into the District's DAEP to complete the term of their DAEP placement provided the basis for the placement is also a reason for DAEP placement in ECISD. If the enrolling student's DAEP placement period exceeds district policy, ECISD shall alter the period of placement so that the total placement allocation does not violate the receiving district's policy.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement

without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the **DAEP Placement** or **Expulsion** sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or

- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (see glossary);
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement**)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See glossary)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.

- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See glossary)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary)
- Possession of a firearm, as defined by federal law. (See glossary)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- Conduct that constitutes the offense of:
    - Public lewdness under Penal Code 21.07;
    - Indecent exposure under Penal Code 21.08;

- Criminal mischief under Penal Code 28.03;
- Hazing under Education Code 37.152; or
- Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary)

***Note**:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary)

      Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. (See glossary)

- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.

• Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom,
- In-school suspension,
- Out-of-school suspension, or
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
- An opportunity to testify and to present evidence and witnesses in the

student's defense; and
- An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The Board of Trustees delegates to the Superintendent's designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

- Self-defense (see glossary);
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); and
- A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the hearing officer shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed, provided the behavior is also a reason for expulsion in the enrolling district. If the expulsion exceeds one year, the District will reduce the period of the expulsion so that the total expulsion does not exceed one year unless the district determines that the student is a threat to the safety of others or extended placement is in the best interest of the student.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order,
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees, or
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    - 65 years of age or older, or
    - A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

- A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
    - Any vegetation, fence, or structure on open-space land; or
    - Any building, habitation, or vehicle:
        - Knowing that it is within the limits of an incorporated city or town,
        - Knowing that it is insured against damage or destruction,
        - Knowing that it is subject to a mortgage or other security interest,
        - Knowing that it is located on property belonging to another,
        - Knowing that it has located within it property belonging to another, or
        - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- A crime that involves intentionally starting a fire or causing an explosion and in so doing:
    - Recklessly damages or destroys a building belonging to another, or
    - Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school- related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the

Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the
direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court
orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm weapon; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the internet to harass, annoy, alarm, abuse, torment, or embarrass another:
    - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    - Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    - Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
    - Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial

property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

- The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S.

Department of Justice:
  - An explosive weapon;
  - A machine gun;
  - A short-barrel firearm;
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device;
- An improvised explosive device; or
- A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. Informing such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - Public lewdness under Penal Code 21.07;
  - Indecent exposure under Penal Code 21.08;
  - Criminal mischief under Penal Code 28.03;
  - Hazing under Education Code 37.152; or
  - Harassment under Penal Code 42.07(a)(1) of a student or district

employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;

- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



Ector County ISD Student Handbook

2022 – 2023 School Year

Dr. Scott Muri, Superintendent of School

802 N. Sam Houston

Odessa, Texas 79761

(432) 456-0000

www.ectorcountyisd.org

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Ector County Independent School District does not discriminate on the basis of gender, age, race, nationality, religion, disability, socioeconomic standing, or non-proficiency in English Language skills, in providing educational services for students' benefit.

If you have difficulty accessing the information in this document because of a disability, please contact the ECISD Communication Department at 432-456-9019.

Contents

Ector County ISD Student Handbook 0
Ector County ISD Student Handbook i
Preface Parents and Students: 7
Accessibility 8
Section One: Parental Rights 9
Consent, Opt-Out, and Refusal Rights 9
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 15
Right of Access to Student Records, Curriculum Materials, and District Records/Policies 17
A Student with Exceptionalities or Special Circumstances 21
Section Two: Other Important Information for Parents and Students 27
Absences/Attendance 27
Accountability under State and Federal Law (All Grade Levels) 31
Armed Services Vocational Aptitude Battery Test (Grades 10–12) 32
Awards and Honors (All Grade Levels) 32
Bullying (All Grade Levels) 32
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) 34
Celebrations (All Grade Levels) 35
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels) 35
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) 38
Class Schedules (Secondary Grade Levels Only) 38
College and University Admissions and Financial Aid (All Grade Levels) 38
College Credit Courses (Secondary Grade Levels Only) 39
Communications (All Grade Levels) 40
Complaints and Concerns (All Grade Levels) 40
Conduct (All Grade Levels) 41
Counseling 42
Course Credit (Secondary Grade Levels Only) 43
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12) 44
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject 44
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 45
Discrimination 48
Distance Learning (All Grade Levels) 48
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 49

Dress and Grooming (All Grade Levels) 50
Electronic Devices and Technology Resources (All Grade Levels) 52
End-of-Course (EOC) Assessments 53
English Learners (All Grade Levels) 53
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 54
Fees (All Grade Levels) 55
Final Exam Exemptions (Grades 9-12) 57
Fundraising (All Grade Levels) 58
Gang-Free Zones (All Grade Levels) 58
Gender-Based Harassment 58
Grade-Level Classification (Grades 9–12 Only) 59
Grading Guidelines (All Grade Levels) 59
Graduation (Secondary Grade Levels Only) 59
Harassment 65
Hazing (All Grade Levels) 65
Health—Physical and Mental 66
Health-Related Resources, Policies, and Procedures 72
Homework (All Grade Levels) 74
Guidelines concerning the assignment and grading of homework vary by campus. Please contact the appropriate campus principal for the specific policy at a particular campus. 74
Law Enforcement Agencies (All Grade Levels) 74
Leaving Campus (All Grade Levels) 75
Lost and Found (All Grade Levels) 76
Makeup Work 76
Nondiscrimination Statement (All Grade Levels) 77
Parent and Family Engagement (All Grade Levels) 78
Parking and Parking Permits (Secondary Grade Levels Only) 81
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 81
Prayer (All Grade Levels) 81
Promotion and Retention 82
Elementary and Middle Grade Levels 82
Release of Students from School 82
Remote Instruction 82
Report Cards/Progress Reports and Conferences (All Grade Levels) 82
Retaliation 83
Safety (All Grade Levels) 83
SAT, ACT, and Other Standardized Tests 84

Schedule Changes (Middle School and High School Grade Levels) 85
Guidelines concerning the schedule changes vary by campus. Please contact the appropriate campus principal or school counselor for the specific policy at a particular campus. 85
School Facilities 85
School-Sponsored Field Trips (All Grade Levels) 86
Searches 87
Sexual Harassment 88
Special Programs (All Grade Levels) 88
Standardized Testing 88
Students in Foster Care (All Grade Levels) 91
Students Who are Homeless (All Grade Levels) 91
Student Speakers (All Grade Levels) 91
Summer School (All Grade Levels) 91
Tardies (All Grade Levels) 92
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 92
Transfers (All Grade Levels) 92
Transportation (All Grade Levels) 92
Vandalism (All Grade Levels) 95
Video Cameras (All Grade Levels) 95
Visitors to the School (All Grade Levels) 95
Volunteers (All Grade Levels) 96
Voter Registration (Secondary Grade Levels Only) 97
Withdrawing from School (All Grade Levels) 97
Glossary 98
Appendix: Freedom from Bullying Policy 101
Student Welfare: Freedom from Bullying 101
Bullying Prohibited 101
Retaliation 101
False Claim 101
Timely Reporting 101
Notice of Report 102
Prohibited Conduct 102
Concluding the Investigation 102
Notice to Parents 102
Confidentiality 103

Appeal 103
Access to Policy and Procedures 103

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Ector County Independent School District Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the ECISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.ectorcountyisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child’s campus.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.ectorcountyisd.org.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact a teacher, school counselor or principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the ECISD Communication Department at 432-456-9019.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The following paragraph is a detailed description of the content of the district's human sexuality instruction:

The Life Center is a non-profit, faith-based, alternative to abortion organization advocating sexual wellness through three areas of outreach:

Teaching about sexual risks, Helping through pregnancy, and Healing for restoration. The goal of the Prevention Education Department is to partner with parents and guardians in educating children on the topic of sexual risk avoidance. Each Prevention Specialist goes through extensive training in order to effectively teach students in grades 4 – 12 in an age-appropriate manner per the TEA guidelines. In addition, all programs are written using evidence from the CDC and other factually based information. The goal is to equip students with valuable information and practical tools to make positive decisions for their physical, emotional, and mental health. Topics discussed include goal and boundary-setting, relational health, bullying, online/internet safety, risks of pornography, hygiene, puberty, sexually transmitted infections, and fertilization. In the 4th – 6th grade programs the foundation is laid for students to begin considering how their choices may impact multiple areas of their life. Younger students are also taught the importance of personal hygiene and what will happen as they mature through puberty. It is not until 6th grade that students are introduced to the topic of sex and the corresponding risks. Once students are in 7th – 12th grades the foundational topics of goals and boundary-setting are reinforced while students are also introduced to topics such as the dangers of pornography use, infections, and pregnancy. Students are encouraged throughout to consider why sexual abstinence is the best choice in order to avoid unexpected outcomes and focus on their goals.

For further information, see the district's human sexuality instruction website at https://www.tlcdonor.org/education.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.

- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 40 and FNG(LOCAL).

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students in middle school and high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

ECISD partners with community agencies to provide research based and TEKS aligned child abuse prevention, family violence prevention, dating violence prevention, and sex trafficking prevention curriculum.

For further information, see the district's abuse prevention instruction website at https://www.ectorcountyisd.org/Page/3835.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 40 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 9; **Dating Violence** on page 45; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

Refer to the appropriate campus counselor or administrator for further information.

The mental health liaison can provide further information regarding these procedures as well as ~~educational~~ curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 69.]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—is not permitted in Ector County ISD.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information:

- Student name,
- Address,
- Telephone listing,
- Email address,
- Photograph,
- Date and place of birth,
- Major field of study,
- Degrees, honors, and awards received,
- Dates of attendance,
- Grade level,

- Most recent school previously attended,
- Participation in officially recognized activities and sports, and
- Height and weight (if a member of an athletic team).

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 18.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education,** included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;

- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** on page 9 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10 for information on a parent's right to remove a student from ~~any part of the district's human sexuality~~ such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; and

- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused;
- The district determines that the student has a conscientious objection to the recitation; or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 81 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. ~~Further, t~~The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations;
- Evaluative data such as grades earned on assignments or tests; or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 88 for information regarding

required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records;
- Test scores;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;
- Applications for admission;
- Health and immunization information;
- Other medical records;
- Teacher and school counselor evaluations;

- Reports of behavioral patterns;
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law;
- State assessment instruments that have been administered to the child; and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 13, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

~~For more information about how to file a complaint, see https://studentprivacy.ed.gov/file a complaint.~~

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18;
- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 13 to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 802 N. Sam Houston, Odessa, TX 79761.

The addresses of the principal's offices can be found on the ECISD webpage under the "Our Schools" section at www.ectorcountyisd.org.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if~~, as determined by~~ the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 82, **Complaints and Concerns** on page 40, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.ectorcountyisd.org.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field or discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal] for more information.

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 44, **Course Credit** on page 43, and **Students in Foster Care** on page 91.]

A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 44, **Course Credit** on page 43, and **Students who are Homeless** on page 91.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the appropriate counselor at your child's campus. Please check the ECISD website under the "Our Schools" section for the phone number.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice;
- An opportunity for a parent or guardian to examine relevant records;
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel; and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Heidi Helferich at 432-456-8713.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 53 and **Special Programs** on page 88.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact please contact the campus principal at your child's campus. Phone numbers can be found on the ECISD website at www.ectorcountyisd.org under the "Our Schools" section.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 21.]

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 31.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district can be contacted at the Community Outreach Center at 432-456-8569. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** on page 28 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 p.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within five (5) days of returning to school, a student absent for more than four (4) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

Further information may be found on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 28 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Ector County ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.ectorcounty.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered during the fall semester.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

In order for a student in grades 9-12 to receive an academic award, he or she must achieve an overall grade point average of a 90 during the first semester, as well as during the 4th and 5th six-weeks grading cycles.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging

- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to the ECISD website at www.ectorcountyisd.org under "Parents & Students" or https://www.ectorcountyisd.org/Page/4342 or https://www.p3tips.com/tipform.aspx?ID=105.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 22.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 22, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45, **Hazing** on page 65, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture
- Construction
- Art
- A/V Technology
- Communications
- Business
- Education
- Health Sciences
- Hospitality and Tourism
- Information Technology
- Law and Public Safety
- Manufacturing
- STEM
- Human Services, and
- Transporation and Logistics

Admission to these programs is open to all eligible students, except for some dual credit programs implemented in partnership with local colleges. In those cases, there are certain criteria which must be met per the college (SACS, Souther Association of College & Schools). For further information on dual credit requirements, please contact your high school CTE counselor.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil

Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 71.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at Guidance & Counseling / Human Trafficking (ectorcountyisd.org) & Community Outreach Center / Home (ectorcountyisd.org) Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;

- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older ~~boyfriends or girlfriends~~ romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at1-800-252-5400 or on the web at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet (https://www.childwelfare.gov/pubPDFs/*whatiscan*.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://taasa.org/product/child-sexual-abuse-parental-guide/)

- National Center of Safe Supportive Learning Environments: Child Labor Trafficking (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The weighted grade system is used in the district to calculate class rank [i.e., weighted numerical average or weighted grade point average (GPA)]. See Course Description Guide for details.

When a student transfers semester grades for courses that would be eligible under the Tier One category and the district has accepted the credit, the district shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the district's weighted grade system, the district shall assign additional weight to the grades based on the categories and grade weight system used by the district.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fall semester of the senior year. For the purpose of applications to institutions of higher education, the district shall also calculate class rank as required by state law. The district's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page 85 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program ~~(a student must graduate with at least one endorsement and must have taken Algebra II as on of the four required math courses)~~ [see **Foundation Graduation Program** on page 60]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

~~Should~~ If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. ~~During the summer and fall 2021 terms and spring 2022~~ From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 38 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 59 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 22 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Odessa College and the University of Texas of the Permian Basin, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.
- Certain Career and Technical Education (CTE) courses.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 55 for more information.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's

grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 83 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 83 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES (tasb.org) The complaint forms can be accessed online at Grievance Process / Grievance Process (ectorcountyisd.org)

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on each campus website.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;

- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page 65 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should visit the campus counseling center. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 69, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35, and **Dating Violence** on page 45.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each ~~board approved~~ examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or

- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available online at Title IX / Home (ectorcountyisd.org) [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures on page 47.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;

- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has ~~additional~~ information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;

- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have

experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students can be found by contacting the appropriate school counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 82.]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page

54.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the appropriate campus principal.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal has designated specific campus areas as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the District Communications Officer for prior review. The District Communications Office will approve or reject the materials within two school days of the time the materials are

received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal has designated specific campus areas as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- The district prohibits pictures, symbols, emblems, or writing on clothing, accessories (i.e. jewelry, rings or belt buckles) and in hair design, including, but not limited to, shaved or cut eyebrows and shaved images in hair that:

  Are lewd, offensive, vulgar, or obscene;

  Advertise or depict tobacco products, alcoholic beverages, drugs, or any other illegal substance;

  Refer to satanic, cult, or gang activities; and/or

  Represent death and dismemberment and/or violence.

  Clothing (dresses, skirts, shorts, skorts) must be no shorter than five inches from the top of the kneecap.

  Form fitting, too tight clothing will not be allowed.

  Students will not be permitted to wear see-through clothing or have bare midriffs, bare shoulders, or backless fashions.

  Tank tops, muscle shirts, or clothing with spaghetti straps or strapless garments are prohibited. May be worn only with a full t-shirt (with sleeves) underneath.

  Undergarments may not be worn as outerwear.

  Pants, shorts, and slacks must be worn at the natural waist (no more than one size larger than natural waist size).

  Student must wear shoes at all times. Taps, metal plates, or cleats on shoes will not be permitted. Specifically prohibited footwear are bathroom slippers, footwear not intended

for outdoor wear, and shoes equipped with roller blades/wheels. Flip flops are acceptable.

Extremely torn clothing will not be permitted. ~~All clothing must be hemmed.~~ Holes or shredding in jeans or similar garment shall not reveal undergarments at any time.

Students will be required to wear their hair well-groomed and clean at all times. Extreme modes of hair design and color will not be permitted; mohawks are permitted as long as they are under 2 inches in height.

Sponsors of extracurricular activities may set individual dress and appearance standards with the approval of the principal.

The wearing of cheerleading uniforms during the school day is at the principal's discretion.

Students may not wear hats, caps, sweat bands, visors, head coverings or bandanas in the building (neither males nor females). Bandanas are not allowed on campus.

Sunshades may not be worn in the building or classroom, unless prescribed by a physician for indoor use.

Clothing items which present a concern for safety may not be worn (i.e. chains, dog collars).

Any disruptive, unsafe, or distractive mode of clothing, eyewear, tattoos, or appearance that adversely impacts the education process is not acceptable.

Belts must be worn appropriately in belt loops and at the natural waist.

At Secondary Campuses (Middle and High School):

All ECISD middle and high schools will allow only clear or mesh backpacks in the school.

If a student uses a non-clear or mesh backpack without authorization during the school day, the backpack will be confiscated. The parent may pick up the confiscated backpack from the principal's office.

At High School Campuses:

Leggings, jeggings, and yoga pants must be opaque and accompanied by appropriate top coverings to the mid-thigh.

Piercings are permitted (lights and chains are prohibited).

Standardized attire policy on individual campuses must be followed. Standardized attire policy takes precedence over dress code.

Students who violate the dress code will be referred to the principal's office. The final decision regarding a dress code violation is at the discretion of the campus principal.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 92 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 87 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as "sexting"—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 59 and **Standardized Testing** on page 88.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 88, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 92.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to thirteen (13) absences not related to post-district competition, a maximum of five (5) absences for post-district competition prior to state, and a maximum of two (2) absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Cheerleading, Student Council, National Honor Society, Class Board, Students in Philanthropy, Fine Arts, and other groups including this requirement in their by-laws and or constitution.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 93.]
- A maximum fee ~~not to exceed~~ of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent

attendance requirements ~~to be awarded credit or a final grade~~. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Ector County ISD Fees and Student Fines					
		Grades 6 - 8		Grades 9 - 12	
Class	Description	Per Year	Per Semester	Per Year	Per Semester
Cosmetology I	Cosmetology Kit Purchase			$800	
Cosmetology II	Cosmetology Kit Purchase			$600	
Welding @ Frost	Safety and Equipment/Uniform			$80	
Culinary Arts	Uniform			$80	
LVN I Fall	Uniform/Equipment/Name Tag			$512	
LVN I Spring	Skills Equipment/ATI Subscription			$495	
LVN I Summer	Tuition			$192	
LVN I Summer	Clinical Liability Insurance			$20	
LVN II Fall	ATI Subscription x 2 Courses			$670	
LVN II Fall	Pinning Cost			$110	
LVN II Spring	Jurisprudence & BON Application			$125	
LVN II Spring	Clinical Liability Insurance			$20	
LVN II Summer	Post Graduate Summer Tuition			$540	
LVN II Summer	Post Graduate Clinical Liability			$20	
LVN II Summer	Post Graduate NCLEX/Pearson Fees			$200	
Fashion Design	Sewing Kits			$30	
Welding @ OC	Safety and Equipment/Uniform/Supplies			$350	
Fire Academy	Partial Tuition (3 semester)				$150
Fire Academy	Uniform			$50	
EMT	Partial Tuition (1 semester)				$150
EMT	Uniform			$250	
CNA	CPR Training			$12	
Art MS	Supplies	$20			
Art 1	Supplies	$25		$25	
Art 2	Supplies			$35	

Art 3	Supplies			$35	
Art 4	Supplies			$35	
AP Art 3	Supplies			$35	
AP Studio Art	Supplies			$35	
Summer Strength and Conditioning		$50		$50	

Description	Fine
Torn Pages in Textbook or Library book	$1 per page (>5 pages, replacement cost)
Writing or erased Textbook or Library book pages	$1 per page (>5 pages or text is illegible, replacement cost)
Liquid Damage of Textbooks or Library book	Replacement Cost
Vulgar Defacement of Textbook or Library book	Replacement Cost
Lost Textbook or Library book	Replacement Cost
Technology Use Fee	$20
Macbook NTO (graduate)	$200
Laptop purchase OCTECH and Odessa Collegiate Academy (graduate)	$30
Macbook Repair/Lost/Damaged/Unrepairable (NTO)	Market value of the device with depreciation $400-$1100
P.E. Replacement Lock	$6.00
I.D. Cards/Temporary	$2.00
I.D. Cards/ Replacement	$5.00
Parking Permits	$35.00
AP Exam	$40 (charge waived if on free or reduced lunch)
SAT	$54.50
Lost or Damaged Uniform for Fine Arts Class	Replacement or Repair Costs
Lost or Damaged Instrument for Fine Arts Class	Replacement or Repair Costs

Final Exam Exemptions (Grades 9-12)

Exemptions are a privilege to be earned by students attending ECISD high schools. A student may earn exemption status for one or more spring final exams in accordance with this policy.

- Seniors are eligible to be exempt from all exams
- Juniors are allowed up to four exemptions
- Sophomores are allowed up to three exemptions
- Freshmen are allowed up to two exemptions.

The following guidelines apply to determine eligibility for a spring final exam exemption:

- Course average of 90 - 100 with no more than four absences (excused and unexcused)
- Course average of 85 - 89 with no more than three absences (excused and unexcused)
- Course average of 80 - 84 with no more than two absences (excused and unexcused)
- Each course is independent. Attendance and grade requirements must be met for the course or courses for which a student is requesting an exemption.
- Students must be in attendance on the day of the final exam or they forfeit their exemption.
- Students must meet the campus requirements related to submission deadlines and verification procedures for securing their exemptions.
- Students are encouraged to monitor their attendance throughout the school year.
- Absences will be counted from August 9, 2022 – May 25, 2023.

The following types of absences do not count against attendance for exemption purposes:

- Religious Holy Days
- School related / extracurricular activities
- College Visits (up to two days only)

Final Exam Exemption Policy for Advanced Courses:

A student must take the AP/IB exam in order to exempt a teacher's final exam. If the student does not sit for the AP/IB exam, then he/she must take the teacher's final exam for the class. If a student does take the AP/IB exam and wishes to exempt the corresponding final exam, then he/she must still meet all the same grade, attendance, and discipline requirements that are in effect for non-AP classes.

No final exam exemptions allowed for Online / Dual Credit Courses .

Students who meet the exemption criteria still have an opportunity to take their final exam to increase their overall average.

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
11	Grade 11 (Junior)
17	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 82 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 88.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, ~~a unless~~ after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will ~~are~~ advise~~s~~ the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;

- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Rehearsals (required),
- Commencement, and
- Project Graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Top 10 honor graduates

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 91 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 55.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 38 for more information.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B

- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 71.

~~As noted at, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements~~

[See the DSHS's Texas School & Child Care Facility Immunization Requirements (https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.state.tx.us/schoolhealth/lice.shtm).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may

be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 71.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 9 and **Consent to Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 42 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Middle School

The district will ensure that students in middle school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at Nursing / Meningitis Information for Students & Parents (ectorcountyisd.org) for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 66.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by ~~inhalation, ingestion, or skin contact with~~ breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely

accessing the school environment. The district's food allergy management plan can be accessed at Nursing / Anaphylaxis & Food Allergy (ectorcountyisd.org).

[See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The appropriate campus nurse
- The appropriate school counselor
- Ector County Health Department
    - www.co.ector.txus/page/ector.HealthDepartment
    - 432-498-4141
- PermiaCare
    - www.permiacare.org
    - 432-570-3333

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at Ector County Independent School District / Homepage (ectorcountyisd.org).

- Food and nutrition management: CO, COA, COB

- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact ECISD Administration at 432-456-0000.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held eight (8) meetings. Additional information regarding the district's SHAC is available online at SHAC (School Health Advisory Council) / Home (ectorcountyisd.org).

Notification of upcoming SHAC meetings will be posted at central administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at SHAC (School Health Advisory Council) / Home (ectorcountyisd.org).

[See **Consent to Human Sexuality Instruction** on page 9, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the Health & Physical Education Department at 432-456-0000.

Homework (All Grade Levels)

Guidelines concerning the assignment and grading of homework vary by campus. Please contact the appropriate campus principal for the specific policy at a particular campus.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection

to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. ~~Absent~~ Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Permian High School, Odessa High School, Odessa Collegiate Academy, and Odessa Career & Technical ECHS are open campuses for students in grades 11-12 only. Students are provided sufficient time to eat lunch on campus in the cafeteria. However, students in grades 11-12 at PHS, OHS, OCA, and OCTECHS are allowed to leave campus for lunch but are expected to return on time for classes following their assigned lunch period. Administrators caution juniors and seniors to leave campus for lunch only with the permission of their parents. New Tech Odessa is closed campus for student lunch periods and students are not allowed to leave campus without following campus procedures.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school ~~and that, even~~. With limited exceptions, ~~through absences may be excused or unexcused,~~ all absences ~~account~~ count for the 90 percent threshold ~~regarding the state laws~~ set in state law ~~surrounding~~ regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 30.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Megan Watts

Director of Human Resources/Title IX Coordinator

802 N. Sam Houston Odessa, TX 79761

megan.watts@ectorcountyisd.org

432-456-9349

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Heidi Helferich

504/Dyslexia Coordinator

802 N. Sam Houston Odessa, TX 79761

Heidi.helferich@ectorcountyisd.org

432-456-8719

- For all other concerns regarding discrimination, see the superintendent:

Dr. Scott Muri

Superintendent of Schools

802 N. Sam Houston Odessa, TX 79761

superintendent@ectorcountyisd.org

432-456-0000

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at the appropriate campus for an appointment. The teacher will return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 82.]
- Becoming a school volunteer. [See **Volunteers** on page 96 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, Volunteers in Public Schools (VIPS), various booster clubs, and other campus-based organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact 432-456-8769.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues ~~and other wellness issues~~. [See **School Health Advisory Council (SHAC)** on page 72 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held each month at the Ector County ISD Administration Building. An agenda for regular or special meeting is posted no later than 72 hours before each meeting at 802 N. Sam Houston Odessa, TX 79761 and online at Board of Trustees / Members (ectorcountyisd.org). [See policies BE and BED for more information.]

The goal of Ector County Independent School District is to promote a partnership between the school, parents, and the community that will help all students in the district succeed. The Superintendent, administrators, teachers, and staff believe that parents are partners in their children's education and that parent engagement is essential at all levels throughout the school district. ESSA Section 1116 (a)(2)

Ector County Independent School District recognizes that the caregiver for a child may be a parent, grandparent, extended family member, foster parent, guardian, or any other legally authorized individual responsible for rearing the child.

Parents play a critical role as children's first teachers at every age. Their support for their children and the school is vital to their children's success. Everyone gains if the school and parents work together to support students in their pursuit of academic excellence.

Ector County Independent School District involves parents in the decision-making process of the district improvement plan according to BQA(Legal) and BQA (Local) of the Board policy. Parents and community representatives are recruited to serve on the District Continuous Improvement Team (DCIT) by senior leadership. DCIT parents and community members participate and serve on the committee to provide feedback for the District Improvement Plan. Upon annual approval from the school board, the district and campus plans will be posted on the district or campus webpage. Continuous feedback will be sought from parents and the community throughout the year through an online survey. ESSA Section 1116 (a)(2)(A)

Ector County Independent School District will coordinate, provide technical assistance, and any other support needed to assist and build the capacity of participating Title I schools to plan and implement effective parent activities to improve student academic achievement and school performance. Ector County Independent School District meets with Title I schools quarterly to review parent engagement requirements, provides a calendar at the beginning of year to ensure compliance with Title 1 parent requirements, offers technical assistance through quarterly meetings, provides examples of best practice resources, and offers support on how parents can be better served. Title I campuses are asked to meet and jointly develop a parent and family engagement policy and school parent compact with parents. ESSA Section 1116 (a)(2)(B)

Ector County Independent School District requires participating Title I schools to (ESSA Section 1116 (e)(1)):

- Provide parent teachers conferences to review student progress the school parent compact.
- Progress reports are distributed to parents in accordance to the grading periods and are required to provide the district with artifacts that show how and when progress reports distributed to parents.
- Autonomy is given to Title I schools aid parents/families in understanding the State academic standards including state and local academic assessments. Artifacts must be submitted to the district and provided to parents in a format and language that they can understand.

Ector County Independent School District will provide materials and training to help parents work with their children to improve their children's achievements, such as literacy and technology. The district requires artifacts to be provided on how parents are notified of various activities. Newsletters, parent links, phone calls, emails, or parent communication software are asked to be utilized to maintain an open line of communication with parents. Title I schools are requested to send any notices home in English, Spanish, or any other language. Title I schools should have translators during meetings with parents. Lastly, the district has communication headsets for Title I schools to check out for meetings. ESSA Section 1116 (e)(2) and ESSA Section 1116 (e)(5)

Ector County Independent School District requires Title I schools to review the district parent utility presentation with Title I staff. The district requires Title I schools to provide an agenda, sign-in sheet, and copy of the presentation with Title I staff to demonstrate that they have met with staff to review the importance of parent engagement. ESSA Section 1116 (e)(3)

Ector County Independent School District works to coordinate and integrate parent involvement programs with other federal, state, and local programs to include public pre-school programs.

ECISD conducts trainings and other activities with Early Childhood Centers and the YMCA. ESSA Section 1118 (a)(2)(C) and (e)(4)

Ector County Independent School District requires Title I Schools to provide parents the opportunity to provide feedback on future parent engagement activities during the Annual Title I Meeting, where Title I funds are required to review planned activities, and consider parent requested activities. Furthermore, Title I schools must survey or hold end-of-year parent evaluations over their parent engagement program. Parents are allowed to provide feedback on parent engagement activities they would like to see held at the campus in the next school year. ESSA Section 1116 (e) (14)

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of $35.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may boot or tow cars that are parked in violation of these rules at the owner's expense.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 16.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Elementary and Middle Grade Levels

In grades 1-8, promotion to the next grade level is earned with 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, mathematics, and either science or social studies.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 59 and **Standardized Testing** on page 88.]

Release of Students from School

[See **Leaving Campus** on page 75.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every six (6) or nine (9) weeks.

At the end of the first three weeks of a grading period ***OR*** during the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 78 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an

error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 59 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within five(5) days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report at Tip Form (p3tips.com).
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.
- Wear Identification Card on campus, and at school-related events.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- Homeland Security's Stop the Bleed (https://www.dhs.gov/stopthebleed)
- Stop the Bleed Texas (https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Post a notice on the district website, send alerts to local news, and social media.

[See **Automated Emergency Communications** on page 40.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 88.]

Schedule Changes (Middle School and High School Grade Levels)

Guidelines concerning the schedule changes vary by campus. Please contact the appropriate campus principal or school counselor for the specific policy at a particular campus.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at 432-456-9569.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, complete the online form at SchoolCafé - ECTOR COUNTY ISD (schoolcafe.com)

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator at 432-580-6833.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students ~~are subject to~~ must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use only during times established by the campus principal.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 55 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 52 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District shall require a student to submit to an alcohol or drug screen/test when a school official has reasonable suspicion to believe the student is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage. Testing shall be pursuant to administrative regulations.

[See **Steroids** on page 68.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a

certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 40 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 59.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the Community Outreach Center, which has been designated as the district's foster care liaison at 432-456-8569 with any questions.

[See **A Student in the Conservatorship of the State (Foster Care)** on page 22.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Scott Randolph,* at the Community Outreach Center located at 301 E. Clements, Odessa, TX 79762, or call 432-456-8569.

[See **A Student Who is Homeless** on page 23.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: football games and opening announcements and greetings for the school day. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 59 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

The district holds an accelerated learning summer school for students that do not meet the passing standards on report cards in grades PK-12, STAAR results, NWEA MAP results, or students that would like to attend to accelerate their learning. Students must attend summer learning 90 percent of the days.

Tardies (All Grade Levels)

Students entering the classroom after the first bell will be considered tardy. All tardies will be posted to the student attendance accounting system.

Three tardies will result in loss of perfect attendance.

At the secondary level, a student who is tardy to class by more than 15 minutes will be counted absent. A student who is tardy to class by more than 15 minutes will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 86.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 22, **Bullying** on page 32, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 86.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

- Blanton Elementary, Blanton attendance zone north of E. 42nd Street, east of John Ben Sheppard Pkwy. Blvd, and south of E. University that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Bonham Middle School, Bonham attendance zone south of E. 2nd Street that is within the 2 mile walk zone. Reason: Railroad Tracks.
- Burleson Elementary, Burleson attendance zone south of Hwy. 302 and West of N. County Rd. W. that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Burnet Elementary, Burnet attendance zone south of E. University that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Buddy West Elementary, Buddy West attendance zone north of W. University that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Buice Elementary, Buice attendance zone. Reason: No walkway provided. Streets without safe passage for elementary age students.
- Carver E.E. Center, Carver attendance zone north of E. Murphy Street, East of College Avenue, South of Phillips Street, and West of S. Dixie Blvd. Reason: Streets without safe passage for PK students.
- Crockett Middle School, Crockett attendance zone west of N.W. Loop 338 that is within the 2-mile walk zone. Reason: Major traffic artery with no designated pedestrian crossing.
- Dowling Elementary, Dowling attendance zone south of E. 8th and W. 8th Street that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students and Railroad Tracks.
- Edward K. Downing Elementary, Edward K. Downing attendance zone south of W. 3rd Street between N. War Admiral Drive and Moss Avenue. Reason: No walkway or safe passage for elementary age students.
- Goliad Elementary, Goliad attendance Zone west of N. Hwy 385 and south of E. 42nd Street that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Gonzales Elementary, Gonzales attendance zone south of E. 8th Street that is within the 2-mile zone. Reason: Major traffic artery without safe passage for elementary age students.

- Ireland Elementary, Ireland attendance zone south of E. 42nd. Street that is within the 2-mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Jordan Elementary, Jordan attendance zone west of N. Hwy 385 that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Lamar E.E. Center, Lamar attendance zone north of E. 7th Street, east of Lettie Lee, south of E. 5th Street, west of Jefferson Street. Reason: Streets without safe passage for PK students.
- Noel Elementary, Noel attendance zone west of N.W. Loop 338 and south of W. University that is within the 2 mile walk zone. Reason: Major traffic artery with no designated pedestrian crossing.
- Odessa High School, Odessa High attendance zone south of 2nd Street between S. Sam Houston Avenue and Williams Avenue. Reason: Railroad Tracks
- Pease Elementary, Pease attendance zone west of N.W. Loop 228 and north of W. University that is within the 2-mile walk zone. Reason: Major traffic artery with no designated pedestrian crossing.
- Sam Houston Elementary, Sam Houston attendance zone west of N. Hwy. 385 and south of E. University that is within the 2-mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- San Jacinto Elementary, San Jacinto attendance zone west of N. West County Rd that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.
- Travis Elementary, Travis attendance zone south of I-20 and west of South Crane Avenue. Reason: Major traffic artery without safe passage for elementary age students.
- Zavala Elementary, Zavala attendance zone west of S. County Road W. and south of I-20 that is within the 2 mile walk zone. Reason: Major traffic artery without safe passage for elementary age students.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact the ECISD Transportation Department at 432-456-969.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the ECISD Transportation Department at 432-456-9869.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Special Services, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and

comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

ECISD high school campuses may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

If you are interested in volunteering, please contact the Community Liaison Coordinator at 432-456-9012 for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines

conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit 421 (tasb.org). Below is the text of Ector County ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on November 17, 2017.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. Examples:

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples:

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report:

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report:

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format:

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. **Investigation of Report**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying:

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline:

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action:

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers:

The principal or designee shall refer to FDB for transfer provisions.

Counseling:

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct:

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's

website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Staci Ashley, Executive Director for Human Resources

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO DELEGATE HIRING AUTHORITY TO THE SUPERINTENDENT FOR CONTRACTUAL PERSONNEL STIPULATED IN POLICY DC(LOCAL) THROUGH THE END OF AUGUST 2022**

DATE: June 21, 2022

Due to the need to hire principals, executive directors and above, between Board meetings during the months of June, July and August, the Superintendent is requesting approval to employ these contractual positions during this time period. Employees hired under this provision would be reported at the next regular Board meeting.

****

Administrative Recommendation:

Approval to Delegate Hiring Authority to the Superintendent for Contractual Personnel Stipulated in Policy DC(LOCAL) through the end of August 2022.

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Filling Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees are eligible to apply for any vacancy.

The recruitment and processing of all applicants shall include online applications, personal interviews, investigative follow-up, and a thorough and comprehensive review of the applicant's character, training, and experience.

Applicants

All applicants shall complete the online application that is made available by the District. Information contained in applications for professional certified positions shall be verified before a contract is offered, and information contained in applications for service positions shall be verified before hiring or as soon as possible thereafter.

[For information related to the evaluation of criminal history records, see DBAA.]

Selection and Employment

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

Employment of Contractual Personnel

The Board retains final authority for employment of campus principals and all other contractual personnel in leadership positions at the executive director level and above.

The Board delegates to the Superintendent final authority for employment of all other contractual employees. The Superintendent shall report to the Board all hiring conducted under this authority.

The executive director of human resources shall have authority to offer employment contracts to prospective teachers during the recruiting season(s) up to a number to be authorized annually by the Superintendent or designee.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Authorization for Temporary Employees

Temporary employees may be employed by the District to accomplish special tasks or to manage seasonal peaks in workload. A temporary employee will be assigned to a nonpermanent position

for a period of time needed to complete the tasks. Temporary employees shall not be entitled to District fringe benefits such as health insurance, paid leave, or payroll deduction.

The Superintendent shall establish guidelines for the employment of temporary personnel.

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO ADOPT RESOLUTION REGARDING WAGE PAYMENTS DURING DISRUPTION OF NORMAL DISTRICT OPERATIONS**

DATE: June 21, 2022

Administration requests Board approval to Adopt Resolution Regarding Wage Payments During Disruption of Normal District Operations.

****

Administrative Recommendation:

Request for Approval to Adopt Resolution Regarding Wage Payments During Disruption of Normal District Operations.

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

April 19, 2022 – Regular Board Meeting
May 10, 2022 – Board Workshop Meeting
May 17, 2022 – Regular Board Meeting

AT A REGULAR MEETING AND PUBLIC HEARING ON APPLICATION OF GCC PERMIAN LLC, FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., APRIL 19, 2022, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Dr. Donna C. Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Simpson, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Mike Atkins, Fred Stormer, Chris Grammer, Heather Lovett, Chad Wiginton, Doug & Stephanie Fife, Nataly Pando, Ashley Sotelo, Carol Rogers, Leslie Wilson, Michael Hawley, Lisa Wills, Jaime Miller, Maria Carreon, Ascencion Carreon, Tracey Borchardt, Carla Byrne, Chris Bartlett, Gerardo Ramirez, Jason Garewal, Tammy Schuan, Sandra Banda, Robin Fawcett, Devin Benavides, Mary Franco

25860 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25861 **Verification of Compliance with Open Meeting Law:** Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25862 **Pledge Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Buice Elementary Students Calvin Rodriguez and Austin Sotelo.

25863 **Invocation**: The Invocation was led by Deacon and ECISD Police Officer Leonard Hendon, St. Stephen's Catholic Church.

25864 **Special Presentations**:

Presentation of United Way of Odessa Awards to ECISD: Communications Officer Mike Adkins introduced Andrea Martin, Resource Development Director of the United Way of Odessa. Ms. Martin presented ECISD the Dick & Amelia Saulsbury Sustained Excellence Award which the UWO presents in recognition of commitment to improving the Odessa Community through generous giving to United Way Odessa. The ECISD 2021 United Way campaign raised $75,688 that provides social programs in the areas of health, education, and self-sufficiency for residents in our own community.

Recognition of the Broncho Spirit and MOJO Spirit Scholarship Recipients: Communications Officer Mike Adkins introduced the Broncho Spirit and MOJO Spirit Scholarship Recipients. When a company requests to use one of our trademarked logos for Permian High School or Odessa High School, it must agree to a licensing agreement and the annual fee that goes with it. Those fees are pooled into a scholarship fund for PHS and OHS, four students from each high school are selected from the pool of applicants. Those students represent four areas of involvement from each school – Athletics, AVID, Career & Technical Education, and Fine Arts. This year's Broncho Spirit and MOJO Spirit Scholarship recipients are:

Odessa High School
- Jesus Figueroa **|** International Baccalaureate – UTPB
- Princess Frema **|** Track & Field – University of Texas
- Nataly Pinedo **|** AVID – Plans to Major in Business or Real Estate
- Yuriana Ramirez **|** Showgirls Dance Team - UTPB

Permian High School
- Sara Chavez **|** Choir – College Basketball and ER or Children's Nurse
- Kyler Fife **|** Choir – Texas A&M
- Daniela Ibarra **|** Soccer – Sul Ross University
- Dhru Patel **|** UIL Academic & Tennis – University of Texas

Recognition of All-State Football Honorees: Communications Officer Mike Adkins introduced three football players who were selected for Class 6A All-State Honors by the Texas Sportswriters Association.

Odessa High School
- Ivan Carreon | Honorable Mention – Wide Receiver

Permian High School
- Kayden Baze | Honorable Mention – Senior Defensive Back
- Harrison Sewell | Honorable Mention - Junior Offensive Guard

Recognition of G.H.W.B. New Tech Odessa Decathlon State Qualifier: The Academic Decathlon team from George H.W. Bush New Tech Odessa, was recognized for placing second at the 2022 Thomas E. Mosely state championships held the weekend of February 25-27 in San Antonio. Heading into this state meet, NTO's team held the top ranking in the Small School division in the state. They narrowly missed winning the state title and advancing to the national competition.

NTO Coaches:
- Damian Gaytan
- Bernadette Barragan

NTO Team Members:
- Kali Avila
- Christian Camarena
- Amy Galindo
- Madison Houston
- Esequiel Gutierrez
- Shyla Ramirez

Recognition of Career & Technical Education All-State & National Qualifiers: The Career & Technical Education All-State & National Qualifiers were introduced by video due to the large number of student qualifiers and the lack of room to manage them all.

25865 **Opening Remarks by Superintendent**: In his opening comments, Superintendent Dr. Scott Muri shared an email he received recently from an ECISD counselor. While presenting the 7 Mindsets lessons focused on dreaming big, she was inspired to move forward with the idea of writing a children's book, something she had been hesitant to do. As of yesterday, the book "Morgan and the I CAN'T MONSTER; My Mindset Matters" by Teresa Porath is available on Amazon. *Well done!*

25866 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)* The following seven citizens participated during this portion of the meeting.

There was no public comment.

Action Items

25867 **Consideration and Possible Action to Accept for Consideration a Series of Six Applications for An Appraised Value Limitation on Qualified Property under the Texas Economic Development Act, Texas Tax Code, Chapter 313 from 1PointFive P1, LLC for Direct Air Capture Builds One through Six, Assess an Application Fee for each Application, and Authorize the Superintendent to Review the Applications for Completeness and Submit such Applications to the Comptroller**: Moved by Brown, seconded by Stanley that the Board: (1) accept for consideration a series of six Applications for an Appraised Value Limitation on Qualified Property from 1PointFive P1, LLC for Direct Air Capture Builds One through Six, for each; (2) set a large project application fee of $90,000 for each of the six Applications; and, (3) authorize the Superintendent to acknowledge receipt of each Application and application fee, review each Application and, upon a determination that each Application is complete, work with the Underwood Law Firm to submit each Application to the Comptroller as set out in Chapter 313 of the Texas Tax Code as presented. (This project is for a series of six (6) builds, carbon dioxide sequestering, at a total value of approximately $24 billion, that could potentially bring 6,000 – 12,000 permanent jobs.)

Motion unanimously approved.

25868 **Consideration and Possible Action to Retain School Finance Consultants Culwell Consulting to Assist the District in Processing and Evaluating the Financial Impact of a Series of Six Applications for Appraised Value Limitation on Qualified Property from 1PointFive P1, LLC for Direct Air Capture Builds One through Six**: Moved by Brown, seconded by Stanley to retain the firm of Culwell

Consulting as school finance consultants to assist the District in processing and evaluating 1PointFive P1, LLC's series of six applications for an Appraised Value Limitation on Qualified Property for Direct Air Capture Builds One through Six, and authorize the Board President to sign the engagement letter with Culwell Consulting to secure such services.

Motion unanimously approved.

25869 **Consideration and Possible Action to Accept for Consideration an Application for an Appraised Value Limitation on Qualified Property Under the Texas Economic Development Act, Texas Tax Code, Chapter 313, from DG Penwell North, LLC, Assess an Application Fee, and Authorize the Superintendent to Review the Application for Completeness and Submit such Application to the Comptroller**: Moved by Brown, seconded by Stanley to accept for consideration DG Penwell North LLC's Application for an Appraised Value Limitation on Qualified Property, set a standard application fee of $75,000, authorize the Superintendent work with the Underwood Law Firm to review the Application and upon a determination that such Application is complete, that it be submitted to the Comptroller as set out in Chapter 313 of the Texas Tax Code as presented. (This project is for a solar power facility to supply electricity to the Nacero facility and has a potential value of $185 million.)

Motion unanimously approved.

25870 **Consideration and Possible Action to Retain School Finance Consultants Culwell Consulting to Assist the District in Processing and Evaluating the Financial Impact of an Application for Appraised Value Limitation on Qualified Property from DG Penwell North, LLC**: Moved by Brown, seconded by Stanley to retain the firm of Culwell Consulting as school finance consultants to assist the District in processing and evaluating DG Penwell North, LLC's application for an Appraised Value Limitation on Qualified Property, and authorize the Board President to sign the engagement letter with Culwell Consulting to secure such services.

Motion unanimously approved.

25871 **Consideration and Possible Action to Accept for Consideration an Application for an Appraised Value Limitation on Qualified Property under the Texas Economic Development Act, Texas Tax Code, Chapter 313, from Ophelia Solar, LLC, Assess an Application Fee, and Authorize the Superintendent to Review the Application for Completeness and Submit such Application to the Comptroller**: Moved by Brown, seconded by Stanley to accept for consideration Ophelia Solar LLC's Application for an Appraised Value Limitation on Qualified Property, set a standard application fee of $75,000, authorize the Superintendent to work with the Underwood Law Firm to review the Application and upon a determination that such Application is complete, that it be submitted to the Comptroller as set out in Chapter 313 of the Texas Tax Code as presented. (This project is for an extension of the existing Oberon Solar facility in west Ector County, and has a potential value of $150 million.)

Motion unanimously approved.

25872 **Consideration and Possible Action to Retain School Finance Consultants Culwell Consulting to Assist the District in Processing and Evaluating the Financial Impact of an Application for Appraised Value Limitation on Qualified Property from Ophelia Solar, LLC**: Moved by Brown, seconded by Stanley **t**o retain the firm of Culwell Consulting as school finance consultants to assist the District in processing and evaluating Ophelia Solar, LLC's application for an Appraised Value Limitation on Qualified Property, and authorize the Board President to sign the engagement letter with Culwell Consulting to secure such services.

Motion unanimously approved.

Public Hearing

25873 **Public Hearing on Application of GCC Permian, LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code**: Trustees held a public hearing on an Application of GCC Permian, LLC for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code. Chapter 313 Agreements were created by the 2001 Texas Legislature to allow communities to attract specifically defined companies/projects through limiting the school district's Maintenance & Operations (daily operations) taxable valuation for ten years. ***The agreement remains fully taxable for I&S (Debt Service) tax purposes at all times.*** The agreement stipulates the school district cannot be financially worse off by entering into the agreement. This project is for cement and aggregate manufacturing, and has a potential value of $348.5 million.

Immediately following the presentation, Board President Tammy Hawkins declared the Public Hearing on the Application of GCC Permian, LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code ***open.***

There was no public comment.

Board President Tammy Hawkins declared the Public Hearing on the Application of GCC Permian, LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code ***closed***.

No action required.

25874 **Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of GCC Permian, LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, and other Action Incident Thereto**: Moved by Brown, seconded by Stanley that the Board approve the Resolution Adopting Findings of Fact as presented relating to the Application of GCC Permian, LLC for an Appraised Value Limitation on Qualified Property, that such Resolution and Findings, as presented, be executed by the Board

President Tammy Hawkins and made a part of the Minutes of this meeting, and that the Application of GCC Permian, LLC be approved, all in accordance with Chapter 313 of the Texas Tax Code as presented.

Motion unanimously approved.

25875 **Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with GCC Permian, LLC**: Moved by Brown, seconded by Stanley that the Board approve the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with GCC Permian, LLC pursuant to Chapter 313 of the Texas Tax Code, and Authorize the Board President Tammy Hawkins to Execute the Agreement on the District's behalf, and direct the Superintendent to take such other action as may be required under Chapter 313 of the Texas Tax Code or Comptroller's related rules as presented. (This project is for cement and aggregate manufacturing, and has a potential value of $348.5 million.)

Motion unanimously approved.

Action Items

25876 **Discussion of and Request for Approval of Student Information System Request for Proposal**: Moved by Gregg, seconded by Brown to approve the Student Information System Request for Proposal as presented.

Motion unanimously approved.

25877 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Gregg, seconded by Smith to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

25878 **Discussion of and Request for Approval of Interlocal Participation Agreement (IPA) between Ector County ISD and Texas Association of School Boards (TASB) Risk Management Fund for Performing Administrative Services and Governmental Functions Relative to Risk Management**: Moved by Abalos, seconded by Gregg to approve the Interlocal Participation Agreement (IPA) between Ector County ISD and Texas Association of School Boards (TASB) Risk Management Fund for Performing Administrative Services and Governmental Functions Relative to Risk Management as presented.

For:	Against:	Abstained:
Abalos		Brown
Gregg		
Hawkins		
Smith		
Stanley		

Motion passed.

25879 **Consent Agenda**: Moved by Gregg, seconded by Stanley to approve the Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Board of Trustees' Continuing Education Report

Motion unanimously approved.

25880 **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.] (Discussion of 2022-2023 Employment Contract Renewals, for Administrators, Teachers, and Other Professional Support Employees); and (The Board of Trustees will deliberate the hiring of Executive Director of Choice Programs, Access and Support). 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.]**:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:56 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 8:24 p.m.

25881 **Discussion of and Request for Approval of 2022-2023 Employment Contract Renewals for Administrators, Teachers, and other Professional Support Employees**: Moved by Brown, seconded by Stanley to approve the 2022-2023 Employment Contract Renewals for Administrators, Teachers, and other Professional Support Employees as presented.

Moved by Abalos, seconded by Gregg to give Barrett Matthews a forth year probationary contract since it is doubtful he should be given a term contract.

Both motions unanimously approved.

25882 **Request for Approval of Personnel Recommendations for the Executive Director of Choice Programs, Access and Support**: Moved by Brown, seconded by Stanley to approve Chad Crowson as Executive Director of Choice Programs, Access and Support presented.

Motion unanimously approved.

25883 **Information Items**: The Board of Trustees were provided with the following information items: Acknowledgement of Donations, Financials, Purchasing Report, and Routine Personnel Report.

25884 **Closing Remarks by the Superintendent**: There were no closing remarks.

25885 **Adjournment**: Board President Tammy Hawkins adjourned the Board meeting at 8:26 p.m.

_____	_____
Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., MAY 10, 2022, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Dr. Donna Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Simpson, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Mike Atkins, Dallas Kennedy, Heather Lovett, Sara Moore, Priscilla Aguilar, Cyndi Washington, Jaime Miller, Lisa Wills, Javier Ruiz, Naomi Fuentes, Natalie Roberson, Cole Hanson, Kristin Whittenburg, Staci Ashley, Martha Burrola, Marilu Chavez, Monica Rodriguez, Jett Casas, Karen Morris, Crystal Day, Tracey Borchardt, Annette Macias, Sandra Banda, Robin Fawcett, Javier Cortez, Devin Benavides, Cynthia McNabb

25886 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25887 **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 the public notice of this meeting**: Board President Tammy Hawkins, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25888 **Opening Remarks by Superintendent**: In Dr. Muri's opening remarks he spoke briefly about this being a big week of STAAR testing across the school district, he reminded Trustees that graduation ceremonies begin next week with lots of celebrations to go along with it, including that this Sunday would be the Outstanding Teachers Picnic honoring the 43 campus 'Teachers of the Year' and their families. He also thanked the 61 members of the community bond committee for the hundreds and hundreds of hours volunteering to review facility needs, form bond recommendations, and then campaign on behalf of the district.

25889 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

25890 **Discussion of Revisions to Local Board Policies for The District of Innovation Renewal Plan**: Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed.D. presented this item for discussion. Trustees discussed revisions to local board policies for the District of Innovation (DOI) renewal plan. (Trustees had recently approved the ECISD District of Innovation Plan and the related exemptions from state statutes) This report reflects the revisions and updates to local policies that are most pressing due to their impact on staffing and the start of school in 2022-2023. Texas Association of School Boards Policy Service assisted the District in proposing revisions and additions to ECISD board policy. These policies will be brought back for a second read and vote on May 17, 2022.

No action required.

Action Items

25891 **Discussion of and Request for Approval of 2021-2022 Budget Amendment #6**: Moved by Abalos, seconded by Brown to approve the 2021-2022 Budget Amendment #6 as presented.

Motion unanimously approved**.**

25892 **Discussion of and Request for Resolution to Submit Grant Application to M.S. Doss Foundation of Seminole**: Moved by Abalos, seconded by Gregg to approve Resolution to submit Grant Application to M.S. Doss Foundation of Seminole as presented. This grant request is for $80,000 for a playground at Carver Early Education Center to promote physical development for children ages 3-5 living with disabilities. Accessible equipment is needed so that all children can use it with greater independence and greater interaction with peers.

Motion unanimously approved**.**

Report/Discussion Items

25893 **Discussion of Compensation Plan**: Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed.D. and Executive Director for Human Resources Staci Ashley presented this item for discussion. Trustees discussed the compensation plan for the 2022-2023 school year. Compensation is a key piece of recruiting and retaining highly effective team members, and ECISD has focused on raising pay and improving benefits for employees. Each year, ECISD's Human Capital Department, with the Texas Association of School Boards (TASB), conducts a salary maintenance study to try to ensure

the compensation schedule is competitive with other school districts and local markets. Dr. Muri made five compensation recommendations to Trustees:

- 3% (of midpoint) pay increase for all campus-based professionals
- Starting teacher pay increase to $58,750 (currently $57,000); all teachers receive a $1,820 increase
- 2% (of midpoint) pay increase for all central office professionals
- 4% (of midpoint) pay increase for all hourly employees (school-based or central office)
- Raise minimum wage to $15/hour (this is up from $10/hour two years ago)

Trustees will look at these compensation recommendations as it finalizes a budget for next year. Individual questions from employees may be directed to Human Resources Department.

No action required.

25894 **Presentation of ECISD Innovation Department**: Chief Innovation Officer Jason Osborne and Research & Innovation Strategist Dr. Kristin Whittenburg presented this item for discussion. The ECISD Innovation Department offered the school board an update on its work which is dedicated to steadily improving systems and processes by building capacity in ECISD to implement and embed breakthrough innovations. PICK Education, one of the Innovation Department's first initiatives, is a philosophy of building a network of partners in which students and teachers collect data and contribute to real-world university research. An accredited neuroscience course and use of Virtual Reality are a couple of leading-edge classroom experiences available to ECISD students now. The Student Spaceflight Experiments Program (SSEP), introduced by the Innovation Department, gives students a chance to develop a science experiment to be conducted by astronauts on the International Space Station. The Innovation Department also reaches across departments to support projects like the district's badging system.

No action required.

25895 **Presentation of ECISD Athletics Department**: Executive Director of Athletics Tracey Borchardt presented this item for discussion. ECISD offers 15 varieties of boys and girls sports with 208 teams from 7th grade through varsity athletics and 174 UIL certified coaches. Did you know, more than 4,400 students from middle school and high school played 2,270 games (August to May) with varsity teams traveling 165,000 miles in the process? *Attendance by athletes is at 95.6%, and the four-year graduation rate for students in athletics is 95.5%.* This year 32 of the 38 teams made the playoffs in their sports. Character development and community service are other aspects of each athletic program. Student-athletes and their coaches volunteer and fundraise on behalf

of a number of organizations, a reminder of how much ECISD students and staff give back to the community that supports them. New things coming include a parent-student engagement class and online ticketing.

No action required.

25896 **Discussion of Redistricting Maps**: Redistricting Committee Chair and Board of Trustee Delma Abalos along with Superintendent Dr. Scott Muri presented this item for discussion. Trustees discussed redistricting maps for the school board members' positions. The Ector County Redistricting Task Force has been working for several months to update school board member districts based on changes in the 2020 Census population numbers. The Task Force of ECISD, Odessa College and Ector County Hospital District worked to make each district equal and fair. In the accompanying map, the red lines mark the current ECISD boundaries and the colors designate the proposed changes. A public hearing will be held Monday, May 16, at 5:30 p.m. in the ECISD Board Room and ECISD Trustees plan to vote on the changes next Tuesday, May 17, 2022.

No action required.

25897 **Discussion of Appointment Process and Timeline for Filling the Ector County ISD Single-Member District 7 Board of Trustee Vacancy**: Superintendent Dr. Scott Muri presented this item for discussion. Trustees discussed the process and timeline for filling the board vacancy in Position 7. School board members will appoint someone to fill this opening. They will accept applications from May 16 through May 31; review those applications through June 14; then select candidates to be interviewed during the June 21 school board meeting.

To apply:

Verify your eligibility – guidelines to be posted on the website by May 16
Submit a resume
Submit a cover letter addressing the following questions:

1) Why do you want to become a member of the ECISD Board of Trustees?
2) What particular experiences or skills have prepared you to serve as a Trustee and contribute positively?
3) Describe ways you have been of service to the community.
4) Provide your vision for public education in our community.
5) The term for Position 7 expires in May 2023, are you interested in running for re-election at that time?

The resume and cover letter must be received by the school district by the 5:00 p.m. on May 31, 2022 at superintendent@ectorcountyisd.org or

mailed to Attention: Superintendent, 802 N. Sam Houston, Odessa, Texas 79761.

No action required.

25898 **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 a public employee of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Juan Dominguez, Principal; Adonica Galindo, Principal; and Raquel Rodriguez, Principal.) 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.]:**

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:44 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 7:57 p.m.

25899 **Discussion of and Request for Approval of Recommendation to Hire Juan Dominguez, Principal**: Moved by Brown, seconded by Hawkins to approve recommendation to hire Juan Dominguez as principal. Mr. Dominguez has not yet been assigned to a specific campus.

Motion unanimously approved**.**

25900 **Discussion of and Request for Approval of Recommendation to Hire Adonica Galindo, Principal**: Moved by Gregg, seconded by Brown to approve recommendation to hire Adonica Galindo as principal. Ms. Galindo has not yet been assigned to a specific campus.

Motion unanimously approved**.**

25901 **Discussion of and Request for Approval of Recommendation to Hire Raquel Rodriguez, Principal**: Moved by Gregg, seconded by Brown to approve recommendation to hire Raquel Rodriguez as principal. Ms. Rodriguez has not yet been assigned to a specific campus.

Motion unanimously approved**.**

25902 **Closing Remarks by Superintendent**: There were no closing remarks.

25903 **Adjournment**: Tammy Hawkins Board President, adjourned the Board meeting at 7:59 p.m.

_____	_____
Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., MAY 17, 2022, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Tammy Hawkins	
Carol Gregg	
Dr. Donna C. Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Simpson, Dr. Anthony Sorola, Alicia Syverson

Others: Tatiana Dennis, Heather Lovett, Karl Miller, Ashley Manquero, Javier Ruiz, James Ramage, Melanie Sheehan, Pastor I. D. Tunson, Priscilla Aguilar, Nancy Vanley, Yolanda Gordan, Mercedes Mendoza, Mauricio Marquez, Leslie Wilson, Aaron Hawley, Sandra Banda, Brandon Reyes, Tracey Borchardt, Regina Lee, Ruth Campbell, Devin Benavides, Cynthia McNabb

25904 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25905 **Verification of Compliance with Open Meeting Law**: Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25906 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Carver Early Education Center Students Jayden Okeke and Johnny Jimenez.

25907 **Invocation**: The Invocation was led by Pastor I.D. Tunson, Jr., Odessa Police Department Chaplin.

25908 **Special Presentations**:

Announcement of ECISD Memorial Scholarship Recipients: Following the tragic shooting last August, our school district established the Memorial Scholarship Fund as a vehicle to receive memorial or honorary donations from community members that would then be awarded as scholarships to graduating seniors. Students apply for the scholarship and a campus committee reviews and selects the recipients – at least one per high school. To be considered the student must be a senior, have a minimum of a 2.5 grade point average, and plan to attend a two- or four-year institution or a technical institution to gain an industry certification.

Memorial Scholarship Fund Recipients – 2022

G.H.W.B. New Tech Odessa, Abigail Murillo – University of Texas Permian Basin, Nursing

OCTECHS, Jenifer Martinez – University of Texas Permian Basin, Under Graduate Degree

Odessa Collegiate Academy, Serenity Quintela – Texas Tech University, Major in Animal Science

Odessa High School, Brianna Anaya-Carrasco – University of Texas at San Antonio, Computer Science

Odessa High School, Rigoberto Mendoza – Emory University, Medical School

Odessa High School, Avery Paz – University of Texas, Major in Applied Learning & Development

Permian High School, Joaquin Armendariz – Plans to attend Medical School.

Permian High School, Swetha Kesavan – Rice University, Major in Biochemistry

Permian High School, Dhruv Patel – University of Texas, Major in Neuroscience, Minor in Biology

Recognition of the Valedictorian and Salutatorian from G.H.W.B. New Tech Odessa, OCTECHS, Odessa Collegiate Academy, Odessa High School, and Permian High School: Introduction of the Top 10 Graduates by respective principal from G.H.W.B. New Tech Odessa, OCTECHS, Odessa Collegiate Academy, Odessa High School and Permian High School:

G.H.W.B. New Tech Odessa

Isabella Fanucci-Dishon, *Valedictorian*
Emily Banda, *Salutatorian*

OCTECHS

Ashley Manquero, *Valedictorian*
Jenifer Lopez Martinez, *Salutatorian*

Odessa Collegiate Academy

Lizeth Rios, *Valedictorian*
Jasmine Porras, *Salutatorian*

Odessa High School

Rigoberto Mendoza, Jr., *Valedictorian*
James Fogle, *Salutatorian*

Permian High School

Swetha Kesavan, *Valedictorian*
Jonathan Martinez, *Salutatorian*

25909 **Opening Remarks by Superintendent**: In his opening remarks, Superintendent Dr. Scott Muri congratulated Trustee Dr. Donna Smith on her retirement from Odessa College. He presented her with flowers on behalf of the superintendent's office and the school board.

25910 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

Javier Ruiz, president of the local chapter of Texas State Teachers Association, thanked the board for the raises proposed in the compensation plan for next year. He also asked Trustees to consider spending some ESSER federal funds on retention stipends for employees.

Board Policy

25911 **Discussion of and Request for Approval of Revisions to Local Board Policies**: Moved by Abalos, seconded by Brown to approve revisions to Local Board Policies as presented.

Motion unanimously approved.

Action Items

25912 **Discuss and Consider Adopting an Order Canvassing Bond Election Returns**: Moved by Brown, seconded by Stanley to Adopt an Order Canvassing Bond Election Returns as presented.

Proposition A |	For: 3,003	Against: 4,768
Proposition B |	For: 2,746	Against: 5,043

Motion unanimously approved.

25913 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Brown, seconded by Abalos to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

25914 **Discussion of and Request for Approval of the Quarterly Investment Report**: Moved by Abalos, seconded by Stanley to approve the Quarterly Investment Report as presented.

Motion unanimously approved.

25915 **Discussion of and Request for Approval of the 2022-2023 Compensation Plan**: Moved by Brown, seconded by Abalos to approve the 2022-2023 Compensation Plan as presented. The approved plan includes four elements:

- 3% (of midpoint) pay increase for all professional employees (campus-based and central office)

- Starting teacher pay increase to $58,750 (from $57,000); all teachers receive a $1,820 increase
- 4% (of midpoint) pay increase for all hourly employees (school-based and central office)
- Raise minimum wage to $15/hour (this is up from $10/hour two years ago)

Motion unanimously approved.

25916 **Consideration of Proposed Redistricting Plans and Possible Adoption of a Plan (Plan A), Including Specification of an Effective Date**: Moved by Abalos, seconded by Brown to approve the Proposed Redistricting Plan and Adoption of Plan A to go into effect immediately as presented.

Motion unanimously approved.

25917 **Consideration and Possible Exercise of the Option in Texas Education Code Section 11.053 to Permit Trustees in Office when a Redistricting Plan is Adopted to Serve for the Remainder of their Terms**: Moved by Brown, seconded by Abalos to exercise the Option in Texas Education Code Section 11.053 to permit Trustees in office to serve for the remainder of their terms as presented. ECISD Trustees chose to keep the current staggered term structure and not require all Trustees to run again in the next election (May 2023).

Motion unanimously approved.

25918 **Discussion of and Request for Approval of the 2021-2022 Academic Calendar Amendment**: Moved by Stanely, seconded by Gregg to approve the 2021-2022 Academic Calendar Amendment as presented. This calendar amendment gives our high school students additional time to recover/accrue high school credits through July 20, 2022. Summer Graduation will now be held on July 28, 2022.

Motion unanimously approved.

25919 **Consent Agenda**: Moved by Gregg, seconded by Abalos to approve Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Adding Wink-Loving ISD as a Member District of the Ector County Regional Day School Program for the Deaf Shared Services Arrangement Agreement
E. Request for Approval of Instructional Materials Allotment and TEKS Certification 2022-2023
F. Request for Approval of Low Attendance Wavier

Motion unanimously approved.

Report/Discussion Items

25920 **Budget Update Discussion**: Chief Financial Officer Deborah Ottmers presented this item for discussion. Trustees reviewed the budget items they prioritized earlier in the semester, and how they will be addressed in the budget being built for next year.

- Compensation (Item D above)
- staff incentives and professional development (creating partnerships to help develop counselors, diagnosticians, bilingual teachers and speech pathologists)
- recruitment (adding more recruiting fairs and monetary incentives)
- more money directed toward maintenance (capital projects at specified schools)
- technology improvements (bus ID cards and parent app, Wi-Fi on activity buses and device refresh for students and staff)
- equity amongst schools,
- Learning Journey (Gifted/Talented and International Baccalaureate reorganization, expansion; and robotics at middle schools and elementary schools)

Budget work is continuous year-round and accelerates at year end as the district is closing the current year and preparing for the new year that begins on July 1. It is anticipated that the tax rate will remain unchanged for the coming year.

No action required.

25921 **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 a Principal for Bonham Middle School) 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.]**:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:26 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 7:51 p.m.

25922 **Information Items**: The Board of Trustees were provided with the following information items: Financials, Routine Personnel Report and Summer School Allotment.

25923 **Closing Remarks by Superintendent**: In the Superintendent's closing remarks, Dr. Muri announced Juan Dominguez will be the new principal at Bonham Middle School and Regina Lee, currently at Gale Pond Alamo STEAM Academy, will be the new principal at Burnet Elementary.

25924 **Adjournment**: Board President Tammy Hawkins adjourned the Board meeting at 7:52 p.m.

_____	_____
Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find printouts listing disbursements from May 11, 2022 thru June 8, 2022 for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 05/11/2022 to 06/08/2022

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 13,121,887.50

APPROVED:_____ **DATE:**_____

ECTOR COUNTY ISD
CHECK REGISTER
05/11/2022 - 06/08/2022

DATE	PAYEE	AMOUNT
5/11	4IMPRINT INC	$ 459.50
5/11	ALL ABOARD AMERICA!	3,004.56
5/11	ALL ABOUT HEARING	1,400.00
5/11	AMERIPRIDE SERVICES INC.	1,007.37
5/11	AVID CENTER	4,375.00
5/11	B-LINE FILTER & SUPPLY INC	2,421.75
5/11	BUCK'S WHEEL & EQUIPMENT COMPANY	1,633.47
5/11	DEMIDEC RESOURCES	878.00
5/11	FLINN SCIENTIFIC INC	406.58
5/11	GANDY INK	10,198.98
5/11	GLOBAL EQUIP CO	850.79
5/11	GOPHER SPORT	962.86
5/11	GRAPHIC SOLUTIONS GROUP	534.94
5/11	IMP/INTERNATIONAL MEETING PLANNERS	75.00
5/11	J TAYLOR EDUCATION	750.00
5/11	J W PEPPER & SON INC	535.49
5/11	KELLY-MOORE PAINT	67.98
5/11	LAKESHORE LEARNING MATERIALS	1,557.68
5/11	MARK'S PLUMBING PARTS	5,554.73
5/11	MSC INDUSTRIAL SUPPLY CO.	84.14
5/11	AIM MEDIA TEXAS OPERATING LLC	4,793.93
5/11	ODESSA COLLEGE	2,252.05
5/11	O REILLY AUTO ENTERPRISES LLC	168.31
5/11	ORIENTAL TRADING COMPANY INC	155.43
5/11	REALLY GOOD STUFF LLC	7,303.36
5/11	SCANTRON CORP	1,270.70
5/11	SCHOLASTIC BOOK FAIRS	2,872.15
5/11	SECURED DOCUMENT SHREDDING INC	579.60
5/11	THE BOSWORTH LTD	13,375.45
5/11	TRANE U.S. INC.	45,951.00
5/11	VARSITY BRANDS HOLDING CO INC	1,544.00
5/11	VARSITY BRANDS HOLDING CO INC	11,883.72
5/11	WENGER CORPORATION	4,425.00
5/11	WEST MUSIC CO	19.38
5/11	WOODBURN PRESS	733.79
5/11	BROADWAY MOTORS INC	1,496.52
5/11	FOLLETT SCHOOL SOLUTIONS INC	968.23
5/11	HTL OPERATING LLC	8,773.18
5/11	NAPA AUTO PARTS	47.40
5/11	NAPA AUTO PARTS	1,230.14
5/11	NATIONAL INSTITUTE FOR AUTOMOTIVE SERVICE	3,390.00
5/11	SCARBOROUGH SPECIALTIES, INC	3,434.35
5/11	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	2,071.12
5/11	SCHOOL SPECIALTY LLC	10,326.35
5/18	4IMPRINT INC	4,394.36

5/18	ALERT SERVICES INC	2,041.00
5/18	ALL ABOUT HEARING	2,430.00
5/18	AMERIPRIDE SERVICES INC.	438.40
5/18	AVID CENTER	18,375.00
5/18	BOUND TO STAY BOUND BOOKS, INC.	394.04
5/18	BSN SPORTS, INC DBA US GAMES	320.00
5/18	BUCK'S WHEEL & EQUIPMENT COMPANY	1,149.31
5/18	CAROLINA BIOLOGICAL SUPPLY CO	310.76
5/18	AUTOMATIC ICE MACHINE	3,466.78
5/18	DEMCO INC	197.19
5/18	FLAGHOUSE INC	70.00
5/18	FLINN SCIENTIFIC INC	199.39
5/18	PRYOR LEARNING SOLUTIONS INC.	11,635.00
5/18	GANDY INK	4,172.00
5/18	GOPHER SPORT	858.00
5/18	NO TEARS LEARNING INC.	9.99
5/18	HENRY SCHEIN INC	1,210.48
5/18	JONES SCHOOL SUPPLY CO	529.20
5/18	JUNIOR LIBRARY GUILD	500.00
5/18	LAKESHORE LEARNING MATERIALS	1,959.54
5/18	LOU'S CLINICAL LAB INC	1,719.00
5/18	MATHWARM-UPS.COM	2,955.00
5/18	MUSICIANS FRIEND INC.	11.25
5/18	NIMCO INC	376.38
5/18	AIM MEDIA TEXAS OPERATING LLC	714.00
5/18	ODESSA COLLEGE	1,000.00
5/18	O REILLY AUTO ENTERPRISES LLC	1,690.93
5/18	ORIENTAL TRADING COMPANY INC	518.09
5/18	POSITIVE PROMOTIONS	586.94
5/18	RENAISSANCE LEARNING INC	5,142.50
5/18	SECURED DOCUMENT SHREDDING INC	1,242.00
5/18	SPECTRUM CORPORATION	2,486.94
5/18	TEACHER'S DISCOVERY	516.27
5/18	THE BOSWORTH LTD	32.33
5/18	VARSITY BRANDS HOLDING CO INC	1,531.37
5/18	WEST MUSIC CO	346.39
5/18	BROADWAY MOTORS INC	2,889.08
5/18	HTL OPERATING LLC	2,424.00
5/18	NAPA AUTO PARTS	116.98
5/18	ASSESSMENT TECHNOLOGIES INSTITUTE, LLC	1,950.00
5/18	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,715.68
5/18	SCHOOL SPECIALTY LLC	268.31
5/25	4IMPRINT INC	513.80
5/25	ALL ABOARD AMERICA!	2,767.73
5/25	ALL ABOUT HEARING	1,600.00
5/25	AMERIPRIDE SERVICES INC.	440.43
5/25	APPERSON EDUCATION PRODUCTS	738.15
5/25	AVID CENTER	875.00
5/25	BSN SPORTS INC	864.97
5/25	BSN SPORTS, INC DBA US GAMES	8,383.30

5/25	BUCK'S WHEEL & EQUIPMENT COMPANY	164.28
5/25	AUTOMATIC ICE MACHINE	257.00
5/25	COMPUDATA SOLUTIONS LLC	582.00
5/25	CONSOLIDATED ELECTRICAL DISTRIBUTORS	1,236.14
5/25	COOLE SCHOOL	9,719.00
5/25	FLAGHOUSE INC	164.81
5/25	PRYOR LEARNING SOLUTIONS INC.	158.00
5/25	GLOBAL EQUIP CO	417.55
5/25	HEINEMANN	72,765.00
5/25	HENRY SCHEIN INC	1,986.66
5/25	HYDROTEX PARTNERS LTD	6,648.15
5/25	INDECO SALES INC	4,376.63
5/25	LAKESHORE LEARNING MATERIALS	16,120.54
5/25	MORRISON SUPPLY CO	669.80
5/25	MSC INDUSTRIAL SUPPLY CO.	162.62
5/25	AIM MEDIA TEXAS OPERATING LLC	2,226.35
5/25	ODESSA COLLEGE	13,057.00
5/25	O REILLY AUTO ENTERPRISES LLC	558.77
5/25	ORIENTAL TRADING COMPANY INC	560.28
5/25	PEOPLES EDUCATION	870.24
5/25	PRESIDENT'S EDUCATION AWARDS PROGRAM	429.00
5/25	PROJECT LEAD THE WAY INC	1,104.00
5/25	REALLY GOOD STUFF LLC	2,262.89
5/25	DRI-STICK DECAL CORPORATION	901.00
5/25	SCHOLASTIC BOOK CLUB	10.00
5/25	SCHOLASTIC INC	90.75
5/25	SCHOOL NURSE SUPPLY INC	72.85
5/25	SIMS PLASTIC INC	9,164.21
5/25	SOLUTION TREE INC	5,512.00
5/25	TEXAS ART EDUCATION ASSOCIATION (TAEA)	735.00
5/25	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	325.00
5/25	THE BOSWORTH LTD	1,119.50
5/25	TRANE U.S. INC.	3,516.14
5/25	ULINE INC.	5,493.67
5/25	UNITED STATES ACADEMIC	700.00
5/25	WEST MUSIC CO	34.15
5/25	WOODWIND & BRASSWIND INC.	185.97
5/25	HTL OPERATING LLC	1,740.00
5/25	HTL OPERATING LLC	30.00
5/25	NAPA AUTO PARTS	989.33
5/25	SCARBOROUGH SPECIALTIES, INC	2,408.24
5/25	READ TO THEM	2,807.50
5/25	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,092.64
5/25	CONTROL SOLUTIONS	212.00
5/25	SCHOOL SPECIALTY LLC	4,030.07
6/1	ALL ABOARD AMERICA!	11,443.28
6/1	AMERIPRIDE SERVICES INC.	514.74
6/1	AMSTERDAM PRINTING & LITHO INC	746.20
6/1	B-LINE FILTER & SUPPLY INC	575.93
6/1	BUCK'S WHEEL & EQUIPMENT COMPANY	55.39

6/1	CMC BUSINESS SYSTEMS INC	549.83
6/1	AUTOMATIC ICE MACHINE	7,046.82
6/1	ACCUTRAIN CORPORATION	5,775.00
6/1	PRYOR LEARNING SOLUTIONS INC.	2,361.00
6/1	FROG STREET PRESS LLC	599.00
6/1	GLOBAL EQUIP CO	136.09
6/1	GOPHER SPORT	809.10
6/1	GRAPHIC SOLUTIONS GROUP	359.76
6/1	HOWELL & WINDHAM ADVERTISING	400.00
6/1	JONES SCHOOL SUPPLY CO	1,512.18
6/1	KELLY-MOORE PAINT	40.99
6/1	LAKESHORE LEARNING MATERIALS	151.05
6/1	O REILLY AUTO ENTERPRISES LLC	506.40
6/1	ORIENTAL TRADING COMPANY INC	1,392.06
6/1	PALOS SPORTS	363.00
6/1	POSITIVE PROMOTIONS	1,959.60
6/1	REALLY GOOD STUFF LLC	314.93
6/1	ROCHESTER 100 INC.	1,299.00
6/1	DRI-STICK DECAL CORPORATION	2,257.48
6/1	SCHOLASTIC BOOK FAIRS	1,213.46
6/1	SCHOLASTIC INC	40.44
6/1	SCHOLASTIC INC	6,533.47
6/1	SCHOOL NURSE SUPPLY INC	447.45
6/1	TEXAS ART EDUCATION ASSOCIATION (TAEA)	80.00
6/1	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
6/1	TRANE U.S. INC.	45,658.07
6/1	ULINE INC.	1,120.30
6/1	WEST MUSIC CO	411.72
6/1	HTL OPERATING LLC	400.00
6/1	SCARBOROUGH SPECIALTIES, INC	1,825.00
6/1	SHIFFLER EQUIPMENT SALES	692.25
6/1	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,819.07
6/1	SCHOOL SPECIALTY LLC	19,033.46
6/8	4IMPRINT INC	985.75
6/8	ALL ABOUT HEARING	498.00
6/8	AMERIPRIDE SERVICES INC.	438.31
6/8	B-LINE FILTER & SUPPLY INC	157.36
6/8	BOUND TO STAY BOUND BOOKS, INC.	484.44
6/8	BSN SPORTS, INC DBA US GAMES	14,114.85
6/8	BSN SPORTS INC	1,105.49
6/8	BUCK'S WHEEL & EQUIPMENT COMPANY	203.16
6/8	CENTERS FOR CHILDREN & FAMILIES	2,250.00
6/8	CENTRAL POLY-BAG CORPORATION	12,645.00
6/8	AUTOMATIC ICE MACHINE	357.00
6/8	DIAMOND BUSINESS SERVICES INC	628.68
6/8	DUGAN'S BODY SHOP	3,205.71
6/8	NO TEARS LEARNING INC.	187.00
6/8	HENRY SCHEIN INC	98.28
6/8	JONES SCHOOL SUPPLY CO	657.04
6/8	KELLY-MOORE PAINT	2,959.20

6/8	LAKESHORE LEARNING MATERIALS	18,747.18
6/8	LAWSON PRODUCTS INC.	362.91
6/8	MARK'S PLUMBING PARTS	187.54
6/8	MSC INDUSTRIAL SUPPLY CO.	136.40
6/8	AIM MEDIA TEXAS OPERATING LLC	575.64
6/8	ODESSA COLLEGE	1,210.00
6/8	ODESSA WINLECTRIC	2,857.10
6/8	O REILLY AUTO ENTERPRISES LLC	1,293.09
6/8	ORIENTAL TRADING COMPANY INC	2,595.78
6/8	POSITIVE PROMOTIONS	7,536.55
6/8	REALLY GOOD STUFF LLC	6,358.89
6/8	SCHOOL NURSE SUPPLY INC	6,766.20
6/8	SECURED DOCUMENT SHREDDING INC	636.32
6/8	SIMS PLASTIC INC	369.30
6/8	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	5,535.00
6/8	THE BOSWORTH LTD	11,023.78
6/8	TRANE U.S. INC.	257,428.36
6/8	WENGER CORPORATION	761.10
6/8	GALLS, LLC	319.20
6/8	HTL OPERATING LLC	7,377.00
6/8	NAPA AUTO PARTS	1,245.27
6/8	MULTICARE PLUS	1,500.00
6/8	SCARBOROUGH SPECIALTIES, INC	1,233.80
6/8	KCG INC	5,349.12
6/8	BIG GAME SPORTS INC	907.88
6/8	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	42.52
6/8	SCHOOL SPECIALTY LLC	2,500.52
5/11	2W INTERNATIONAL LLC	4,785.50
5/11	AARON ALEX MOLINA	35.57
5/11	ACCELERATION ACADEMIES	73,458.00
5/11	AMAZON.COM LLC	30.59
5/11	AMAZON CAPITAL SERVICES	87,782.04
5/11	ANH NGUYEN	55.75
5/11	ANNETTE KLINKE	11.93
5/11	ANTONIO ROSSINI	90.31
5/11	APPLE, INC	2,576.00
5/11	ASSOCIATED SUPPLY CO INC	604.12
5/11	AT&T	256.06
5/11	AT&T	691.52
5/11	ATHLETIC SUPPLY INC	31,698.00
5/11	ATKINS HOLLMAN JONES PEACOCK	21,699.50
5/11	AUDIO ACOUSTICS HEARING CENTERS	190.00
5/11	BERKSHIRE PRODUCTION SUPPLY LLC	5,823.11
5/11	BERNARD HOOPER	25.00
5/11	BEST CHOICE RESTAURANTS LLC	107.38
5/11	BEST CHOICE COFFEE SERVICES LLC	212.70
5/11	BIMBO BAKERIES USA	2,081.70
5/11	DICK BLICK COMPANY	56.77
5/11	BLUE STAR BUS SALES LTD	1,309.37
5/11	BRANDY SANDERS	265.75

5/11	SPARKLIGHT	215.24
5/11	CAROL GREGG	38.65
5/11	CDW-G	6,454.50
5/11	CDW-G	36.00
5/11	CELESTE POTTER	188.72
5/11	CENGAGE LEARNING INC	50.00
5/11	RUSSELL DUNN	882.79
5/11	CHRISTINA LORRAINE BUTLER	219.65
5/11	CHRISTINA LORRAINE BUTLER	664.95
5/11	CINERGY ENTERTAINMENT ODESSA INC	2,987.47
5/11	CINERGY ENTERTAINMENT ODESSA INC	2,987.47
5/11	CINERGY ENTERTAINMENT ODESSA INC	2,987.47
5/11	CIRCLE P RANCH SUPPLY, INC	376.50
5/11	CITY OF ODESSA	4,957.17
5/11	CLETO JUAREZ	2,800.00
5/11	CONTROL TECHNOLOGIES INC	12,117.00
5/11	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
5/11	CROWN EQUIPMENT INC	120.00
5/11	CULLIGAN WATER CONDITIONING OF WEST TEXAS	501.24
5/11	CUSTOMINK, LLC	924.69
5/11	DANIEL BUSTAMANTE	41.48
5/11	DAXWELL	35,200.00
5/11	TWIN CITIES BOWLING INC	150.00
5/11	DOMTECH ELECTRICAL AND CONTROLS LLC	46,667.00
5/11	ED PRICE	604.50
5/11	ELSA ENRIQUEZ	57.74
5/11	EPALLET INC	19,660.40
5/11	ERIN CAMPOS-BUENO	238.95
5/11	RANDAL D GLENN	61,085.71
5/11	FAT HEAD MEAT COMPANY	1,755.00
5/11	FEDEX	3.34
5/11	JACQUELINE H LIGHT	2,400.00
5/11	FOLDSCOPE INSTRUMENTS, INC.	215.70
5/11	G FORCE ELECTRICAL SERVICES	4,095.00
5/11	G H DAIRY	39,800.84
5/11	GABRIELA BARRY	12.00
5/11	GARDENDALE WATER CO	334.00
5/11	GARRETT DEVAULT	219.65
5/11	MGUC LLC	200.00
5/11	GEORGINA FIGUEROA	128.00
5/11	GLORIA JIMENEZ	15,700.00
5/11	GOODSON SERVICE COMPANY	226.99
5/11	GRAINGER	2,304.03
5/11	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	3,238.50
5/11	HARMONY HOME CHILDREN'S ADVOCACY CENTER	750.00
5/11	HOPE KING TEACHING RESOURCES INC	585.00
5/11	HORTENCIA DEL BOSQUE	166.02
5/11	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	995.00
5/11	SEAN PATTY	83.86
5/11	HUNT ADVERTISING & CONSULTING	11,840.50

5/11	INK LION DESIGNS, LLC	25,806.00
5/11	INTERNATIONAL ASSURANCE	60,506.69
5/11	ISABEL ARRAS-HUERTA	63.41
5/11	JANICE CRAWFORD	3,750.00
5/11	JASON OSBORNE	89.59
5/11	JESSE YOUNG	4.43
5/11	JOHN MCCLELLAN	25.00
5/11	JON PHILLIPS	200.00
5/11	JOSE H. RUEDAS	3,300.00
5/11	JOSTENS INC	475.00
5/11	JUANA HERNANDEZ	80.09
5/11	JUANITA OCON	44.46
5/11	JUDITH CAWLEY	3,577.50
5/11	JUMBURRITO	138.60
5/11	KARA ROSENBLATT	1,550.00
5/11	KAY'S EMBLEMS INC	2,760.00
5/11	KELLIE COLLINS	46.51
5/11	KELLY RENEE DEBOUSE	491.28
5/11	KENDALL HUNT PUBLISHING COMPANY	1,877.36
5/11	KYLE RIPPE	143.68
5/11	LA MARGARITA	915.00
5/11	LABATT FOOD SERVICE	119,603.27
5/11	LEAD4WARD LLC	4,500.00
5/11	LINDE GAS & EQUIPMENT INC	131.35
5/11	LONE STAR LEARNING	642.88
5/11	LOWE'S	950.61
5/11	LUCILLE S VAUGHAN	680.00
5/11	LUIS MENDOZA	70.66
5/11	LUNCH MONY INC	577.50
5/11	MARGARET U. RODRIGUEZ	38.67
5/11	MARIA D JIMENEZ	38.61
5/11	MARIO A SANCHEZ	220.00
5/11	MARK BENNETT	722.92
5/11	MARK DAWSON	140.00
5/11	MARK HARRIS HJ INC	6,227.03
5/11	MARK KNOX FLOWERS	890.90
5/11	MARLA HOPPINS	72.54
5/11	MCM ICE LLC	600.00
5/11	MEGAN RITTER	36.27
5/11	MEGAN RITTER	37.79
5/11	N J MALIN & ASSOCIATES LLC	932.09
5/11	NANCY COOK	86.99
5/11	NATIONAL TRAVEL SYSTEMS	10,298.19
5/11	NCS PEARSON INC	1,420.22
5/11	NIMBUS DRINKING WATER SYSTEMS	322.00
5/11	NOTARY PUBLIC UNDERWRITERS AGENCY OF TEXAS	205.00
5/11	SWECO INC	29,167.18
5/11	OLIVIA PORRAS	68.86
5/11	ONCE RAMOS LLC	907.10
5/11	CCAISD CULBERSON COUNTY ALLAMOORE ISD	920.60

5/11	ROSALENIN VEGA MIRANDA	108.75
5/11	OPAL BOOZ & ASSOC	1,894.27
5/11	JIMMIE DO GAYLOR	262.71
5/11	PETROLEUM TRADERS CORPORATION	78,920.88
5/11	PRO-TECH CASE INC	1,641.72
5/11	R.T.C., INC.	1,732.50
5/11	RAY DOMINGUEZ	22.05
5/11	REGION 18 EDUCATION SERVICE CENTER	3,000.00
5/11	REGION 20 EDUCATION SERVICE CENTER	25.00
5/11	ROSHELL D CAUFIELD	2,600.00
5/11	SAM'S CLUB DIRECT	281.48
5/11	SCHOOLMINT INC	3,750.97
5/11	SEWELL FORD INC	150.23
5/11	SOUTHEASTERN PERFORMANCE	4,828.80
5/11	STEPHEN FROHNHOFER	39.55
5/11	STRONGMIND INC	26,629.50
5/11	SWAGIT PRODUCTIONS, LLC	695.00
5/11	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	70.00
5/11	TASB, INC	17,000.00
5/11	TEXAS EXCAVATION SAFETY SYSTEM, INC.	35.15
5/11	TNTP. INC.	23,207.00
5/11	TOM M. CARRIZALES	671.25
5/11	TOMMY OR LAWANA SMITH	192.00
5/11	TRIPLE TREATS ODESSA INC	140.00
5/11	TROPHY DEN	429.35
5/11	UIL MUSIC REGION 6	3,000.00
5/11	UIL MUSIC REGION 6	500.00
5/11	UIL REGION 22 MUSIC	1,000.00
5/11	UNITED REFRIGERATION	130.85
5/11	UNIVERSITY OF TEXAS- EL PASO	150.00
5/11	THE UNIVERSITY OF TEXAS AT AUSTIN	31,968.00
5/11	THE UNIVERSITY OF TEXAS AT AUSTIN	52,731.00
5/11	IMPERIAL BAG & PAPER LLC	18,976.31
5/11	WALSWORTH PUBLISHING CO	9,228.05
5/11	WATSON TRUCK & SUPPLY	443.94
5/11	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	140.00
5/11	WEST TEXAS EDUCATORS	2,814.50
5/11	WHITE HOUSE MEAT MARKET	1,207.80
5/11	XEROX CORPORATION	23,669.24
5/11	YVETTE ABILA	28.00
5/11	ZULEMA PALOMINO	43.76
5/13	AMAZON CAPITAL SERVICES	101,913.46
5/13	BETHANY GRISHAM	684.17
5/13	FOLDSCOPE INSTRUMENTS, INC.	4,095.00
5/13	SAVANNAH COLEY	684.17
5/13	THE INFLATABLE ZOO INC	425.00
5/18	4MATIV TECHNOLOGIES INC	20,000.00
5/18	AARON COX	584.49
5/18	ABILENE ISD	440.84
5/18	AIDE GARCIA	19.66

5/18	ALBERT J VALENCIA	346.68
5/18	AMANDA PARSONS	152.92
5/18	ANDREA VALERO	11.23
5/18	ANNIE ARREDONDO	68.26
5/18	ANNIE NELSON	222.47
5/18	ANTHONY SCOTT	113.26
5/18	APPLE, INC	1,366.00
5/18	ASSETGENIE INC	14,475.00
5/18	ASSOCIATES OF SUMMERTREE L.P.	3,925.50
5/18	ATHLETIC SUPPLY INC	17,826.25
5/18	AUDRA MUNOZ	92.67
5/18	BEATRICE MARTINEZ	33.94
5/18	BECKY QUIROZ	193.23
5/18	BEST CHOICE COFFEE SERVICES LLC	134.70
5/18	BILLIE SHIPMAN	65.35
5/18	BIMBO BAKERIES USA	2,914.38
5/18	DICK BLICK COMPANY	30.40
5/18	BLUE STAR BUS SALES LTD	940.30
5/18	BRANDAN COOK	23.25
5/18	BRIAN INGRAHAM	72.00
5/18	BRIANNA GARCIA	52.24
5/18	BRITTANY MOLINAR	306.42
5/18	EMBI TEC	4,227.00
5/18	SPARKLIGHT	1,457.00
5/18	CALFED FINANICAL CORPORATION	32,526.00
5/18	CATFISH & COMPANY	1,461.20
5/18	CDW-G	123,912.45
5/18	CECILIA NUNEZ	80.09
5/18	CECILIA VENEGAS	48.43
5/18	CHRISTINE VAN SYOC	8.19
5/18	CHRISTY KENNEDY	366.52
5/18	CARD INTEGRATORS CORPORATION	2,365.50
5/18	CICI'S PIZZA	314.50
5/18	CINDY MCCORD	23.25
5/18	CIRCLE P RANCH SUPPLY, INC	1,235.82
5/18	CITY OF ODESSA	12,000.00
5/18	CLAUDIA CALLEROS	21.00
5/18	CLINT STOWE	100.62
5/18	COLLEGE BOARD INSTITUTIONS	11,497.50
5/18	CRAIG J GRANSBERY	368.00
5/18	CREATIVE LANGUAGE CLASS LLC	200.00
5/18	CRISTA MITCHEL	52.59
5/18	CROWN AWARDS	241.93
5/18	CRYSTAL PENA	8.42
5/18	CULLIGAN WATER CONDITIONING OF WEST TEXAS	155.51
5/18	D.S FABELAS RESTAURANT LLC	709.45
5/18	DANNY YEAGER	907.36
5/18	DEANNA MCBRIDE	73.19
5/18	DOMINO'S PIZZA	168.75
5/18	DS WATERS OF AMERICA INC	45.52

5/18	ED PRICE	972.00
5/18	ELAINE SMITH	412.39
5/18	ELISHA M VEGA	354.00
5/18	ELISHA M VEGA	2,270.70
5/18	ELIZABETH QUINTELA	129.23
5/18	ELUMA LLC	60,805.61
5/18	EVA FRANKS	82.78
5/18	FAST SIGNS	3,832.84
5/18	FRANCES CARLOS	52.64
5/18	G FORCE ELECTRICAL SERVICES	8,000.00
5/18	G H DAIRY	42,127.41
5/18	GABRIEL ALMENDAREZ	87.99
5/18	GARDENDALE WATER CO	237.00
5/18	MGUC LLC	2,000.00
5/18	GINGER STOREY	900.00
5/18	GINGER STOREY	128.00
5/18	GOODSON SERVICE COMPANY	925.00
5/18	GRAINGER	1,498.58
5/18	HARVARD ASSOCIATES	2,781.89
5/18	HENRY R CANAS	367.50
5/18	HENRY R CANAS	3,760.00
5/18	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	12,171.50
5/18	HILL COUNTRY DOG CENTER LLC	10,500.00
5/18	HONEY JACKSON	100.91
5/18	HOPE KING TEACHING RESOURCES INC	575.00
5/18	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	131,600.00
5/18	HOUSTON ISD	1,764.87
5/18	IMAGERY GRAPHIC SYSTEMS	1,002.09
5/18	IMAGES INK	352.50
5/18	INK LION DESIGNS, LLC	1,117.63
5/18	INTERNATIONAL SOCIETY FOR	1,740.00
5/18	JEB HARRIS	205.70
5/18	JEFF DANIELS	320.00
5/18	JEFFERY ELLISON	108.00
5/18	JIEUN PANDO	416.35
5/18	JIMMY OLAGUE	390.96
5/18	JOSTENS INC	4,583.38
5/18	JULIA KELTON	399.15
5/18	JULIAN MANCHA	750.00
5/18	KAREN EYCHANER	587.50
5/18	KAY'S EMBLEMS INC	892.00
5/18	KIMBERLY CARRASCO	103.54
5/18	KIMBERLY SUTTON	1,494.00
5/18	LABATT FOOD SERVICE	120,353.77
5/18	LAKRISHA RODRIGUEZ	21.06
5/18	LIBERTY PAPER	55,229.44
5/18	LINDA GONZALES	77.94
5/18	LISA HULSEY	29.78
5/18	LOVING GUIDANCE	212.75
5/18	LOVING GUIDANCE	549.00

5/18	LOWE'S	171.05
5/18	LUNCH MONY INC	5,767.85
5/18	LYNDSAY FREEMAN	53.53
5/18	LYNSEY WOODY	178.07
5/18	MABEL MORALES	25.39
5/18	MAHIRA SALINAS	75.59
5/18	MARIA STUTES	43.35
5/18	MARIA ZUBIATE	79.97
5/18	MARK DAWSON	260.00
5/18	MARK HARRIS HJ INC	5,701.73
5/18	MARK KNOX FLOWERS	112.95
5/18	MCCALL, PARKHURST & HORTON L.L.P.	11,186.58
5/18	MCM ICE LLC	560.00
5/18	MELINA RENTERIA	22.35
5/18	MELISSA LEE DAVIS	57.80
5/18	MICAH PETTIGREW	28.70
5/18	MICHAEL HORTON	2.05
5/18	MIGHTY WASH OPERATIONS LLC	162.00
5/18	MISTY HINER	34.81
5/18	MISTY MICHELLE CARRELL	147.89
5/18	MISTY STEWART	42.12
5/18	N-TUNE MUSIC & SOUND INC	3,758.22
5/18	NATALIE GUARA	74.06
5/18	NATALIE THOMS	39.37
5/18	NATIONAL TRAVEL SYSTEMS	30,136.12
5/18	NOBUYUKI SHIRAISHI	127.24
5/18	NOELIA JIMENEZ	184.27
5/18	ODESSA CHAMBER OF COMMERCE	400.00
5/18	ODESSA FAIRGREEN ASSOCIATES	4,648.50
5/18	ODESSA FAMILY YMCA	75.00
5/18	ODESSA KINGS CROSSING ASSOCIATES L.P.	4,985.50
5/18	SWECO INC	189,352.98
5/18	SEWCO INC	113.43
5/18	OHS GRAPHIC DESIGN	120.00
5/18	ONCE RAMOS LLC	167.25
5/18	ANISSA CASAS	23.50
5/18	BIRT TINKISHU	59.50
5/18	CINDY LOPEZ	32.80
5/18	CYNTHIA HERNANDEZ	21.80
5/18	DAVID BAVOUSETT	49.25
5/18	ESMERALDA ORNELAS	29.50
5/18	INEZ GARCIA	21.50
5/18	LEA BIRCHER	20.00
5/18	LESLIE MARTINEZ	51.25
5/18	MARLENA RAMIREZ	37.35
5/18	STEPHANIE CLARK	21.00
5/18	PARKS BELL RANCH APARTMENTS II LLC	21,892.60
5/18	PENSKE COMMERCIAL VEHICLES US LLC	7,646.44
5/18	PERLA QUINTANA	44.64
5/18	PETROLEUM TRADERS CORPORATION	30,431.41

5/18	PHILIP HILL	1,040.00
5/18	PRECISION BUSINESS MACHINES	980.29
5/18	RAISSA RENACIA	185.37
5/18	REBECCA MILLETT	192.63
5/18	REBECCA RICHARDSON	14.96
5/18	REGION 18 EDUCATION SERVICE CENTER	450.00
5/18	RHONDA LONG	40.83
5/18	RICK YEAGER	199.73
5/18	RIGO NUNEZ	155.85
5/18	RIVERSIDE ASSESSMENTS LLC	360.80
5/18	ROBERT RODGERS	205.70
5/18	ROCIO DAVILA	37.15
5/18	SANDRA BANDA	184.27
5/18	SARAH PATTON	63.00
5/18	SHANNON CRISWELL	84.77
5/18	SHEILA LACKEY	39.25
5/18	SHELBY BULLOCK	59.00
5/18	SHERWIN WILLIAMS	153.39
5/18	SIDNEY H NORTON	2,128.00
5/18	SIRIA DUTCHOVER	95.00
5/18	SONIA ROCHA	42.59
5/18	SOUTHERN FLORAL COMPANY	118.45
5/18	STANFORD TICKET OFFICE	19,600.00
5/18	STEAK RUNNER GO LLC	76.41
5/18	STEPHANIE BURTON	3,103.20
5/18	STEPHANIE BURTON	205.70
5/18	STEPHANIE EVANS	61.71
5/18	STEPHEN FROHNHOFER	48.96
5/18	SU CLAYPOOLE	145.55
5/18	SWEET PIZZA LLC	380.00
5/18	TEXAS ASSOCIATION OF SCHOOL	140.00
5/18	TEXAS ASSOCIATION OF SCHOOL	275.00
5/18	TERESA ESPARZA	57.86
5/18	TEXAS A&M UNIVERSITY	575.00
5/18	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	485.00
5/18	TEXAS COUNCIL OF ADMINISTRATORS OF	1,110.00
5/18	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
5/18	THE ELMS OF MIDLAND ASSOCIATES, L.P.	913.50
5/18	THE HON COMPANY LLC C/O OFFICEWISE	1,621.39
5/18	TRACIE CHAPA	444.76
5/18	TRIPLE TREATS ODESSA INC	280.00
5/18	UNITED REFRIGERATION	72.17
5/18	UNITED SUPERMARKET LLC	84.81
5/18	VANCE WASHINGTON	190.49
5/18	VERIZON WIRELESS SERVICES LLC	2,549.47
5/18	VITAL SIGNS	417.00
5/18	W. DEAN WEIDNER	17,141.75
5/18	W. DEAN WEIDNER	5,651.00
5/18	W. DEAN WEIDNER	25,115.50
5/18	W. DEAN WEIDNER	1,237.50

5/18	W. DEAN WEIDNER	1,471.33
5/18	WALSWORTH PUBLISHING CO	6,930.47
5/18	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	4,839.50
5/18	WHITE HOUSE MEAT MARKET	2,840.25
5/18	WHITNEY CREEKMORE	44.23
5/18	WILLIAM MILLER	520.00
5/18	WORLD CENTRIC	72,682.75
5/18	XEROX CORPORATION	3,995.26
5/18	XEROX CORPORATION	19,852.36
5/20	AMAZON CAPITAL SERVICES	95,381.11
5/20	TEXAS HIGH SCHOOL COACHES ASSOCIATION	2,730.00
5/25	2W INTERNATIONAL LLC	3,500.00
5/25	A-1 EMBROIDERY & SCREEN PRINTING	1,030.54
5/25	ACCELERATE LEARNING INC.	29,000.00
5/25	ADT PIZZA LLC	460.00
5/25	ALLEN JONES	101.43
5/25	ALMA D GUERRERO	1,200.00
5/25	AMAZON CAPITAL SERVICES	80,362.26
5/25	AMELIA WASSEL	1,050.00
5/25	AMERICAN EXPRESS	9,690.98
5/25	AMERICAN PRINTING HOUSE FOR THE	402.55
5/25	ANDERSON TILE SALES INC	665.80
5/25	APPLE, INC	25,275.00
5/25	ARA OF ODESSA	69.50
5/25	AT&T	9,199.36
5/25	AT&T	7,727.48
5/25	ATHLETIC SUPPLY INC	1,050.00
5/25	ATKINS HOLLMAN JONES PEACOCK	5,590.00
5/25	ATKINS HOLLMAN JONES PEACOCK	22,957.92
5/25	ATMOS ENERGY	35,624.58
5/25	BACKYARD BRAINS INC	2,894.32
5/25	BERKSHIRE PRODUCTION SUPPLY LLC	3,530.96
5/25	BEST BUY BUSINESS ACCOUNT	39.99
5/25	BEST CHOICE RESTAURANTS LLC	1,886.76
5/25	BIG DADDY'S	723.64
5/25	BIMBO BAKERIES USA	1,895.52
5/25	DICK BLICK COMPANY	695.57
5/25	BLUEFIN LLC	98,382.26
5/25	BLUEFIN LLC	7,523.35
5/25	BRANDON BASS	255.00
5/25	BRAZOS DOOR & HARDWARE	10,715.00
5/25	SPARKLIGHT	97.45
5/25	CAITLIN BOAL	534.48
5/25	CAVALLO ENERGY TEXAS LLC	173,986.09
5/25	CAVALLO ENERGY TEXAS LLC	120,902.80
5/25	CASHWAY WEST, INC.	5,999.96
5/25	CDW-G	431,489.63
5/25	CENTER FOR EDUCATOR	8,625.00
5/25	CHERYL CUNNINGHAM	92.83
5/25	NBCEC INC	1,448.29

5/25	CICI'S PIZZA	259.45
5/25	CITY OF ODESSA WATER DEPT	136,556.09
5/25	COACHCOMM LLC	38,210.00
5/25	COCA-COLA SOUTHWEST BEVERAGES LLC	290.03
5/25	COFIROUTE CORPORATIO	6.24
5/25	COLLEGE BOARD INSTITUTIONS	58,680.00
5/25	COLOR BLAZE SUPPLY, INC.	625.80
5/25	CONSERVE	608.42
5/25	CORINA ORTIZ	700.00
5/25	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
5/25	COURTNEY HALLCY	5.07
5/25	COX SUBSCRIPTIONS INC	184.97
5/25	CULLIGAN WATER CONDITIONING OF WEST TEXAS	3.00
5/25	CURRICULUM ASSOCIATES INC	10,767.60
5/25	CUSTOM WHOLESALE SUPPLY INC	699.50
5/25	CYNTHIA GONZALEZ	39.78
5/25	CYNTHIA RUBALCADO	322.16
5/25	DALE C. CALLEN, JR.	243.56
5/25	DANIEL SORENSEN	300.00
5/25	DECKER INC	947.50
5/25	DOMINO'S PIZZA	657.98
5/25	DR. JOSE MEDINA EDUCATIONAL SOLUTIONS	2,500.00
5/25	ECISD CULINARY ARTS	4,000.00
5/25	ECTOR COUNTY UTILITY DISTRICT	7,537.11
5/25	ED PRICE	1,485.65
5/25	ERIC UNTERBRINK	55.93
5/25	FERGUSON FACILITIES SUPPLY	74.22
5/25	FERL GILES	14,651.30
5/25	FLOR YUDHIT LEYVA	220.00
5/25	FORT BEND BATTERY & GOLF CARS LLC	13,250.00
5/25	FOSTER POULTRY FARMS	31,993.20
5/25	G H DAIRY	35,105.97
5/25	GARDENDALE WATER CO	410.00
5/25	GARY MCMILLAN	320.00
5/25	GINA EATON	255.00
5/25	GOODSON SERVICE COMPANY	245.00
5/25	GRAINGER	2,169.48
5/25	GRANDE COMMUNICATIONS NETWORK LLC	1,501.99
5/25	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	401.00
5/25	HILBERTO OCHOA	496.19
5/25	HOPE KING TEACHING RESOURCES INC	4,610.00
5/25	IDAHO CHILD SUPPORT RECEIPTING	278.00
5/25	KEVIN D BALLARD INC	9,150.45
5/25	JINSI SHU	1,880.66
5/25	JOSTENS INC	218.49
5/25	JUDITH CAWLEY	3,999.40
5/25	JULIA WILLETT-WEEKLY	214.63
5/25	JUMBURRITO	558.00
5/25	KAY'S EMBLEMS INC	408.00
5/25	KEITH A RODRIGUEZ	250.00

5/25	KENT ADHESIVE PRODUCTS COMPANY - KAPCO	28.62
5/25	KRISTEN ROE	255.00
5/25	L WALLACE CONSTRUCTION CO., INC.	424,810.55
5/25	LABATT FOOD SERVICE	63,624.90
5/25	LAWNMOWER SALES AND SERVICE, INC	184.78
5/25	LENNOX INDUSTRIES INC	2,435.72
5/25	LINDE GAS & EQUIPMENT INC	276,650.00
5/25	LONE STAR FURNISHINGS	110,116.78
5/25	LOVING GUIDANCE	4,500.00
5/25	MARK BENNETT	3,700.00
5/25	MARK DAWSON	650.00
5/25	MARK HARRIS HJ INC	4,000.00
5/25	MARK KNOX FLOWERS	132.95
5/25	MARY GORMAN	255.00
5/25	MDT ALLSTAR CLEANERS	639.00
5/25	MEGAN LIEFF	640.00
5/25	MIDLAND SPORTS INC	2,700.00
5/25	MONTESSORI OUTLET	4,619.05
5/25	NATIONAL ASSOCIATION OF CHARTER SCHOOL	199.00
5/25	NATIONAL ASSOCIATION OF CHARTER SCHOOL	300.00
5/25	NATIONAL TRAVEL SYSTEMS	935.88
5/25	NCS PEARSON INC	5,928.00
5/25	NEW MEXICO CHILD SUPPORT	300.00
5/25	NEW MEXICO CHILD SUPPORT	659.00
5/25	ODP BUSINESS SOLUTIONS LLC	25,416.95
5/25	SWECO INC	55,248.61
5/25	SEWCO INC	179.66
5/25	OHS GRAPHIC DESIGN	80.00
5/25	AMBER GARCIA	49.26
5/25	ISELA CANAVA	10.50
5/25	KARI PEER	37.00
5/25	LYNNETT BROWN	24.00
5/25	MAXIE HODGES	50.00
5/25	RITA AGUAYO	42.50
5/25	SAM MARTINEZ	88.25
5/25	SILVIA DOMINGUEZ	7.95
5/25	SONIA GUERRERO	8.25
5/25	OPAL BOOZ & ASSOC	370.08
5/25	PADRINO FOODS	34,634.95
5/25	PAUL R FULCE	255.00
5/25	PENSKE COMMERCIAL VEHICLES US LLC	580.88
5/25	REED BOYD	1,000.00
5/25	JIMMIE DO GAYLOR	830.00
5/25	PETROLEUM TRADERS CORPORATION	42,445.24
5/25	PHILIP HILL	160.00
5/25	PIRAINO CONSULTING, INC	396.00
5/25	PRECISION BUSINESS MACHINES	748.87
5/25	RAISSA RENACIA	4.25
5/25	REBECCA RHODES	698.52
5/25	REGION 18 EDUCATION SERVICE CENTER	75.00

5/25	REGION 20 EDUCATION SERVICE CENTER	25.00
5/25	REYES A. HERNANDEZ	54.00
5/25	RICKY HICKEY	1,235.52
5/25	ROBBYNE TEEL	300.00
5/25	ROBERTS TRUCK CENTER OF TEXAS	746.69
5/25	ROSA'S CAFE / BOBBY COX Co.	188.92
5/25	SAMANTHA HUTSON	160.58
5/25	SANDY EMMERSON	937.50
5/25	SCOTT MURI	450.41
5/25	SHELLEY WRIGHT	79.56
5/25	SHERWIN WILLIAMS	238.54
5/25	PINNACLE PROPANE LLC	114.00
5/25	SKILLSUSA TEXAS	2,900.00
5/25	SOUTHERN TIRE MART LLC	2,114.48
5/25	SPIRIT MONKEY, LLC	4,394.50
5/25	STACEY J NUNEZ	396.28
5/25	STAR TECH GROUP	10,000.00
5/25	STEPHANIE L CARTER	400.00
5/25	STEPS TO LITERACY LLC	222.53
5/25	STERICYCLE	80.85
5/25	STONE TOWER GRAFIX	2,232.25
5/25	SUSAN BUTLER	2,120.00
5/25	SWEET PIZZA LLC	303.99
5/25	TEXAS ACADEMIC DECATHLON FOUNDATION	64.00
5/25	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	1,025.00
5/25	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	258.00
5/25	TEXAS DEPARTMENT OF TRANSPORTATION	22.10
5/25	TEXAS DEPARTMENT OF PUBLIC SAFETY	66.00
5/25	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
5/25	TEXAS EDUCTION TECHNOLOGY LEADERS	1,194.00
5/25	TEXAS TECH UNIVERSITY	3,957.50
5/25	TEXAS TECH HEALTH SCIENCES CTR	15,830.00
5/25	THE HON COMPANY LLC C/O OFFICEWISE	6,051.43
5/25	THE LINCOLN ELECTRIC COMPANY	4,116.00
5/25	THRU CONSULTING LLC	12,000.00
5/25	TIMOTHY DE LA VEGA	544.00
5/25	TOP OF TEXAS PHOTOGRAPHY INC	2,078.84
5/25	TRACEY BORCHARDT	220.71
5/25	UIL MUSIC REGION 6	4,500.00
5/25	UNITED REFRIGERATION	1,905.30
5/25	UNITED WAY OF ODESSA	80.00
5/25	UNIVERSE TECHNICAL TRANSLATION INC	302.07
5/25	UNIVERSITY BRIDALS & FORMALS	700.00
5/25	UNIVERSITY MEDICAL SUPPLY	997.00
5/25	US FOODS, INC.	5,930.72
5/25	VERIZON WIRELESS SERVICES LLC	1,127.50
5/25	VITAL SIGNS	5,654.60
5/25	IMPERIAL BAG & PAPER LLC	46,541.48
5/25	WATSON TRUCK & SUPPLY	14.50
5/25	WEST TEXAS EDUCATORS	266,139.78

5/25	WHITE HOUSE MEAT MARKET	1,556.12
5/25	XEROX CORPORATION	31,847.17
5/26	AMAZON CAPITAL SERVICES	12,298.48
5/26	WEST TEXAS EDUCATORS	2,859.50
6/1	ACT DALLAS LLC	406.00
6/1	ADAM PORTILLO	1,634.76
6/1	ADONICA GALINDO	1,004.68
6/1	ALAN WILLIAMS	2,715.13
6/1	ALAN WILLIAMS	445.58
6/1	ALICIA SYVERSON	187.00
6/1	ALISHA PIERCE-DESHAZO	977.70
6/1	ALYSSA GARCIA	219.00
6/1	AMAZON CAPITAL SERVICES	45,295.15
6/1	AMBER R MUNOZ	1,004.68
6/1	AMERICAN FAMILY LIFE & CANCER	164.46
6/1	AMERICAN FAMILY LIFE & CANCER	12.00
6/1	AMY ANDERSON	102.59
6/1	AMY ANDERSON	700.18
6/1	ANGEL RODRIGUEZ	1,234.76
6/1	ANNETTE MACIAS	187.00
6/1	APPLE, INC	11,338.50
6/1	ARA OF ODESSA	588.50
6/1	ASEL ART SUPPLY	2,033.00
6/1	ASHLEY ROJO	977.70
6/1	ASSOCIATION FOR COMPENSATORY EDUCATORS OF TEXAS	395.00
6/1	ASSOCIATION OF TEXAS	2,484.20
6/1	AT&T	743.06
6/1	AT&T LONG DISTANCE	5,920.24
6/1	ATHLETIC SUPPLY INC	5,474.00
6/1	AUDIO ACOUSTICS HEARING CENTERS	570.00
6/1	AVANT ASSESSMENT LLC	2,690.00
6/1	AZURE HOLGUIN	720.01
6/1	BATTERSHELL VETERINARY SERVICES	1,538.00
6/1	BERNARD HOOPER	2,188.98
6/1	BERNARD HOOPER	161.71
6/1	BEST CHOICE COFFEE SERVICES LLC	973.96
6/1	BIG DADDY'S	889.50
6/1	BIMBO BAKERIES USA	518.40
6/1	BLUE STAR BUS SALES LTD	33.59
6/1	BLUEFIN LLC	3,350.81
6/1	BLUEFIN LLC	9,533.58
6/1	BLUEFIN LLC	8,726.03
6/1	BLUEFIN LLC	3,169.26
6/1	BRET HENDRICKS	800.00
6/1	BRUNSON FAMILY BBQ	951.64
6/1	SPARKLIGHT	3,268.06
6/1	CALAMP WIRELESS NETWORKS CORPORATION	1,067.00
6/1	CASHWAY WEST, INC.	149.36
6/1	CDW-G	378,022.12
6/1	CDW-G	207.90

6/1	CECILIA KELLAR	715.95
6/1	CHARLES AND LEZIEE CHURCHFIELD	29,207.36
6/1	CHARLOTTE HAMPTON	1,442.01
6/1	RUSSELL DUNN	1,143.70
6/1	NBCEC INC	476.40
6/1	CHRIS STANLEY	1,333.48
6/1	CHRISTA GALVAN	202.00
6/1	CHRISTA GALVAN	415.35
6/1	CHRISTOPHER FLORES	192.00
6/1	CICI'S PIZZA	165.00
6/1	CINERGY ENTERTAINMENT ODESSA INC	4,089.86
6/1	CINNAMON JEAN WOODY	536.64
6/1	CIRCLE P RANCH SUPPLY, INC	255.00
6/1	CLAUDIA LOPEZ	760.01
6/1	CLEANBOX TECHNOLOGY INC	6,969.77
6/1	COFIROUTE CORPORATIO	13.93
6/1	CORRAL ENVIRONMENTAL CONSULTING, LLC	4,815.00
6/1	COURTNEY HEMBREE	686.67
6/1	CRYSTAL DAY	704.65
6/1	CRYSTAL HERNANDEZ	1,328.53
6/1	CRYSTAL HERNANDEZ	93.19
6/1	CURRICULUM ASSOCIATES INC	9,820.00
6/1	CYNTHIA GILLETTE	1,686.10
6/1	CYNTHIA JUAREZ	929.39
6/1	CYNTHIA RUBALCADO	24.69
6/1	DARRYL WILLIAMS	15,675.00
6/1	DAVID CUPP	22.23
6/1	DAWN L MILLER	173.00
6/1	DELMA ABALOS	1,385.43
6/1	DEVON VASQUEZ	941.00
6/1	DOMINO'S PIZZA	231.99
6/1	DONNA ALLEN	20.48
6/1	DONNA MARIA SEABROOKS	536.64
6/1	EAGLE RUBBER & SUPPLY	104.73
6/1	ECISD EDUCATION FOUNDATION	682.00
6/1	ELIZABETH GRAY	716.18
6/1	ELIZABETH GUERRA	977.70
6/1	ELLISON EDUCATIONAL EQUIPMENT INC	1,153.16
6/1	ELSA ENRIQUEZ	72.13
6/1	EMILY REKER	219.00
6/1	ERLEICDA, LLC.	1,345.00
6/1	RANDAL D GLENN	4,800.00
6/1	RANDAL D GLENN	7,500.00
6/1	FAMILY & CONSUMER SCIENCES	26.00
6/1	FEDEX	55.71
6/1	FIRST BAPTIST CHURCH/ ODESSA	500.00
6/1	FIRST FINANCIAL ADMINISTRATORS	34,329.21
6/1	FIRST FINANCIAL ADMINISTRATORS	26,623.33
6/1	FIRST FINANCIAL ADMINISTRATORS	90,116.20
6/1	FIRST FINANCIAL ADMINISTRATORS	3,550.00

6/1	FIRST FINANCIAL ADMINISTRATORS	225.00
6/1	FIRST FINANCIAL ADMINISTRATORS	225.00
6/1	FIRST FINANCIAL ADMINISTRATORS	225.00
6/1	FIRST FINANCIAL ADMINISTRATORS	225.00
6/1	FIRST FINANCIAL ADMINISTRATORS	5,321.00
6/1	FIRST FINANCIAL ADMINISTRATORS	1,289.98
6/1	FIRST FINANCIAL ADMINISTRATORS	1,870.43
6/1	FIRST FINANCIAL ADMINISTRATORS	15,338.89
6/1	FIRST FINANCIAL ADMINISTRATORS	11,044.11
6/1	FIRST FINANCIAL ADMINISTRATORS	7,703.70
6/1	FIRST FINANCIAL ADMINISTRATORS	4,759.56
6/1	FIRST FINANCIAL ADMINISTRATORS	3,500.59
6/1	FIRST FINANCIAL ADMINISTRATORS	17,946.60
6/1	FIRST FINANCIAL ADMINISTRATORS	3,934.23
6/1	FIRST FINANCIAL ADMINISTRATORS	29,685.71
6/1	FIRST FINANCIAL ADMINISTRATORS	131,446.58
6/1	FIRST FINANCIAL ADMINISTRATORS	12,106.48
6/1	FIRST FINANCIAL ADMINISTRATORS	92,839.08
6/1	FIRST FINANCIAL ADMINISTRATORS	3,268.18
6/1	PETTY CASH	6,000.00
6/1	G H DAIRY	13,897.17
6/1	GARDENDALE WATER CO	433.00
6/1	MGUC LLC	1,834.00
6/1	GEORGINA FIGUEROA	219.00
6/1	GERARDO RAMIREZ	219.00
6/1	GRAINGER	9,664.75
6/1	GRANDE COMMUNICATIONS NETWORK LLC	1,575.00
6/1	HAYLEY OLSON	255.00
6/1	HEALTH SERVICES ADMINISTRATION	1,037.82
6/1	HEALTH SERVICES ADMINISTRATION	28,032.60
6/1	HILBERTO OCHOA	704.65
6/1	HOME DEPOT USA INC - STORE #562	1,656.00
6/1	HOPE KING TEACHING RESOURCES INC	4,680.00
6/1	HORACE MANN INS CO	48.82
6/1	HORTENCIA DEL BOSQUE	202.42
6/1	HOUSTON ISD	1,027.87
6/1	SEAN PATTY	109.33
6/1	INVESTRUST	41,456.20
6/1	ISABEL CARDONA	14.04
6/1	JAMES RAMAGE	158.00
6/1	JAMES RAMAGE	100.00
6/1	JANICE GRANADO	219.00
6/1	JASON OSBORNE	292.90
6/1	JEFFERY P WOLTZ	960.39
6/1	JNT RESOURCES PARTNERS, LP	868.04
6/1	JNT RESOURCES PARTNERS, LP	23,862.66
6/1	JOSTENS INC	1,213.66
6/1	JUMBURRITO	543.06
6/1	KADESHA WRIGHT	255.00
6/1	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	1,535.60

6/1	KARL MILLER	429.61
6/1	KARL MILLER	404.83
6/1	KAY'S EMBLEMS INC	1,425.00
6/1	KEELEY RENE SIMPSON	598.30
6/1	KELSA BERTRAND	1,437.69
6/1	KIMBERLY NEAL	219.00
6/1	KRISTI EICHER	508.13
6/1	L WALLACE CONSTRUCTION CO., INC.	55,682.35
6/1	LA MARGARITA	2,328.00
6/1	LABATT FOOD SERVICE	4,843.59
6/1	LARRY SANCHEZ	1,026.61
6/1	LAURA PEREZ	21.76
6/1	LIDIA C VALENZUELA	102.37
6/1	LILIA NANEZ	87.00
6/1	LINDA CARRASCO	20.00
6/1	LINDE GAS & EQUIPMENT INC	679.60
6/1	LINDSAY JONAS	285.00
6/1	LORRI PETTY	18.66
6/1	LUNCH MONY INC	1,727.45
6/1	LVR COMMERICAL FLOORING	110,949.85
6/1	MACKENZIE WEATHERFORD	35.04
6/1	MACKENZIE WEATHERFORD	1,160.91
6/1	MARIA ORTIZ	4,784.01
6/1	MARISSA DAWN KING	73.83
6/1	MARK ALAN TEEL II	150.00
6/1	MARK HARRIS HJ INC	1,032.48
6/1	MARK HARRIS HJ INC	1,079.57
6/1	MARK KNOX FLOWERS	267.95
6/1	MARY CASS	540.00
6/1	MARY CASS	192.00
6/1	MARY JANE HUTCHINS	984.13
6/1	MDT ALLSTAR CLEANERS	15.00
6/1	MELINDA VEGA	47.03
6/1	MELISA LEYVA VALENZUELA	1,442.89
6/1	MELISSA ESCALANTE	255.00
6/1	MELISSA O. AVILA	1,534.57
6/1	MICHAEL SCOWN	1,394.01
6/1	MIKAL CROWDER	23.25
6/1	MIRNA JIMENEZ	341.79
6/1	MIROIR ARMENDARIZ	18.49
6/1	MONIQUE NICHOLE SELLERS	536.64
6/1	MONROE ROOFING, INC.	91,692.63
6/1	MONROE ROOFING, INC.	78,677.00
6/1	N J MALIN & ASSOCIATES LLC	129.00
6/1	NAOMI FUENTES	960.39
6/1	NATALIE FITZGERALD	634.01
6/1	NATIONAL TRAVEL SYSTEMS	12,015.46
6/1	NCS PEARSON INC	595.00
6/1	NEW HORIZONS COMPUTER LEARNING CENTERS, INC	8,040.00
6/1	NOELIA JIMENEZ	251.11

6/1	NOEMI CHAVEZ	49.14
6/1	ODP BUSINESS SOLUTIONS LLC	1,975.24
6/1	SWECO INC	12,477.26
6/1	SEWCO INC	144.43
6/1	SEWCO INC	95.75
6/1	OHS BRONCHETTES	718.11
6/1	OLD FASHIONED PRODUCTS, INC.	1,164.20
6/1	OVERDRIVE INC	9,943.18
6/1	PATRICIA LOGAN	81.72
6/1	PEAK ROOFING INC	302,293.05
6/1	PENSKE COMMERCIAL VEHICLES US LLC	1,661.93
6/1	PETROLEUM TRADERS CORPORATION	40,517.83
6/1	PIRAINO CONSULTING, INC	3,490.00
6/1	POCKET NURSE ENTERPRISES INC	2,131.13
6/1	PRISCILLA AGUILAR	585.50
6/1	QA ROOFING, INC.	32,325.34
6/1	REBECCA MILLETT	124.02
6/1	REGION 13 EDUCATION SERVICE CENTER	390.00
6/1	REGION 18 EDUCATION SERVICE CENTER	300.00
6/1	REGION 18 EDUCATION SERVICE CENTER	800.00
6/1	RICKY HICKEY	4,096.96
6/1	ROSA'S CAFE / BOBBY COX Co.	680.79
6/1	ROSALITA GARCIA	19.66
6/1	ROSE VALDERAZ	2,490.42
6/1	SAM'S CLUB DIRECT	14,381.86
6/1	SAM'S CLUB DIRECT	603.37
6/1	SAM'S CLUB DIRECT	7,770.36
6/1	SANDRA BANDA	221.77
6/1	SANDRA TALAVERA	20.12
6/1	SANDRA VALDERAZ	941.00
6/1	SANDY VASQUEZ	1,234.76
6/1	SARAH B HOLMAN PHD	4,799.00
6/1	SARAH R AGUIRRE	29.57
6/1	SEWELL FORD INC	229.29
6/1	SHELBYE HILL	727.65
6/1	SHELLEY WRIGHT	290.16
6/1	SHERWIN WILLIAMS	44.26
6/1	SHONA DEE ANN LEWIS	1,534.57
6/1	SIDNEY H NORTON	110.00
6/1	SMG	4,860.00
6/1	STACEY J NUNEZ	1,033.00
6/1	STACI WALTON	262.00
6/1	STOUT IMAGES, INC.	15,463.74
6/1	SUSAN HENDRICKS	1,004.68
6/1	SWEET PIZZA LLC	307.98
6/1	TARA BUGARIN	977.70
6/1	TARA WEIN	219.00
6/1	TEXAS AFT AMP	350.00
6/1	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	163.93
6/1	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	195.00

6/1	TEXAS DEPARTMENT OF PUBLIC SAFETY	121.00
6/1	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	838.00
6/1	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	530.91
6/1	TEXAS INDUSTRIAL VOCATIONAL ASSOCATION	92.00
6/1	TEXAS LIFE INSURANCE CO	129,815.35
6/1	TEXAS STATE TEACHERS ASSOCIATION	31,308.07
6/1	TEXAS TECH UNIVERSITY	100.00
6/1	THE CINCINNATI LIFE INS. CO	44.51
6/1	THE CINCINNATI LIFE INS. CO	44.51
6/1	THE CINCINNATI LIFE INS. CO	266.28
6/1	THE HON COMPANY LLC C/O OFFICEWISE	1,200.81
6/1	THE MCCRELESS COMPANY	279.60
6/1	THE RON CLARK ACADEMY	995.00
6/1	THE SUPPLY ROOM, INC	322.50
6/1	TNTP. INC.	33,250.00
6/1	TRIPLE TREATS ODESSA INC	154.00
6/1	TRIPLE TREATS ODESSA INC	277.50
6/1	TROPHY DEN	2,303.82
6/1	UNITED WAY OF ODESSA	6,187.12
6/1	VALAREE TISA HAWKINS	12.76
6/1	VICTORIA SMITH	1,534.57
6/1	IMPERIAL BAG & PAPER LLC	367.48
6/1	WATSON TRUCK & SUPPLY	264.00
6/8	AARON ALEX MOLINA	19.25
6/8	AARON CARRILLO	1,503.22
6/8	ABEL AVILA	255.00
6/8	ABIGAIL JOY ADAME-HERRERA	830.00
6/8	ACCELERATE LEARNING INC.	174,865.00
6/8	ADT PIZZA LLC	160.00
6/8	AIDE GARCIA	26.44
6/8	AIR TUTORS LLC	47,900.00
6/8	ALAN WILLIAMS	148.28
6/8	ALBERT J VALENCIA	292.33
6/8	ALICIA DOMINGUEZ	2.24
6/8	ALISHA SLIDER	25.56
6/8	AMANDA PADILLA	48.96
6/8	AMANDA PARSONS	86.11
6/8	AMAZON CAPITAL SERVICES	35,739.88
6/8	ANH NGUYEN	19.56
6/8	ANNA MCMEANS	1,200.00
6/8	ANNETTE MACIAS	26.00
6/8	ANNETTE MACIAS	162.63
6/8	ANNIE NELSON	244.12
6/8	ANTHONY GARCIA	1,102.84
6/8	ANTHONY JOEL SOROLA	588.01
6/8	ANTONIO ROSSINI	33.29
6/8	APPLE, INC	1,052.00
6/8	ASHLEY MENDOZA	27.67
6/8	AT&T	123.40
6/8	ATHLETIC SUPPLY INC	12,728.00

6/8	AUDIO ACOUSTICS HEARING CENTERS	595.00
6/8	AUDRA MUNOZ	47.33
6/8	AUSTIN PERRIN	22.56
6/8	BECKY QUIROZ	77.81
6/8	BEST CHOICE RESTAURANTS LLC	91.00
6/8	BEST CHOICE COFFEE SERVICES LLC	507.46
6/8	BILLIE SHIPMAN	31.59
6/8	BLANCA ANAYA	105.24
6/8	BLUE CROSS BLUE SHIELD TEXAS	21.06
6/8	BRANDON MUNIZ	400.00
6/8	BYRNE BROS FOODS INC	3,658.50
6/8	SPARKLIGHT	397.30
6/8	CAROL GREGG	900.03
6/8	CARRIE ANN PROCTOR	700.00
6/8	CASHWAY WEST, INC.	25.97
6/8	CDW-G	173,593.14
6/8	CHARLES AND LEZIEE CHURCHFIELD	47,465.60
6/8	RUSSELL DUNN	2,196.36
6/8	NBCEC INC	1,221.95
6/8	CHRISTI NICKELS	1,298.78
6/8	CHRISTINE LINNEHAN	300.00
6/8	CHRISTINE VAN SYOC	6.79
6/8	CHRISTOPHER BARTLETT	348.00
6/8	CHRISTY KENNEDY	366.02
6/8	CICI'S PIZZA	411.95
6/8	CINDA BROWN	830.00
6/8	CITY OF ODESSA	4,257.17
6/8	CITY OF ODESSA WATER DEPT	178,013.37
6/8	CLAUDIA CALLEROS	56.56
6/8	CLINT STOWE	53.06
6/8	COFIROUTE CORPORATIO	11.48
6/8	COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL	24,750.00
6/8	COMMERCIAL FOOD SERVICE	7,300.00
6/8	COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN INC	87,500.00
6/8	COMPASS GROUP USA, INC	299.00
6/8	CORY COBB	1,757.21
6/8	COURTNEY M HARGIS	1,062.84
6/8	CRISTA MITCHEL	40.37
6/8	CRISTINA FIGUEROA	41.42
6/8	CROWN AWARDS	1,262.65
6/8	CROWN EQUIPMENT INC	100.00
6/8	CRYSTAL GUTIERREZ	425.00
6/8	CRYSTAL PENA	6.55
6/8	CULLIGAN WATER CONDITIONING OF WEST TEXAS	52.50
6/8	CUSTOM WHOLESALE SUPPLY INC	1,557.45
6/8	CYNTHIA RUBALCADO	462.00
6/8	D.S FABELAS RESTAURANT LLC	2,138.30
6/8	DANIEL BUSTAMANTE	60.49
6/8	DAVID EDSON	351.00
6/8	DAVID EDSON	28.00

6/8	DAVID EDSON	161.71
6/8	DEBORAH S. WHEELER	300.00
6/8	DESTINY RAMIREZ	18.66
6/8	DISCOUNT SCHOOL SUPPLY	144.10
6/8	DONNA SMITH	1,230.93
6/8	DS WATERS OF AMERICA INC	78.37
6/8	ECTOR COUNTY APPRAISAL DIST	537,145.75
6/8	EFREN ZUNIGA	105.90
6/8	ELIZABETH QUINTELA	58.56
6/8	EMILEE TRAMMEL	1,062.84
6/8	G FORCE ELECTRICAL SERVICES	5,040.00
6/8	G H DAIRY	3,749.24
6/8	GABRIELA GRANADO	9,160.00
6/8	GARDENDALE WATER CO	221.50
6/8	GOODSON SERVICE COMPANY	204.61
6/8	GRAINGER	24,409.66
6/8	GRANDE COMMUNICATIONS NETWORK LLC	616.90
6/8	HAPPY GRINGO LLC	466.60
6/8	HEIDI TAYLOR	929.39
6/8	HOME DEPOT USA INC - STORE #562	4,047.47
6/8	HONEY JACKSON	107.64
6/8	HOPE KING TEACHING RESOURCES INC	1,150.00
6/8	HOUSTON ISD	4,866.89
6/8	SEAN PATTY	71.88
6/8	HUMBERTO HERNANDEZ JR	8,574.03
6/8	HURT EXTERMINATING	22,175.00
6/8	IMAGERY GRAPHIC SYSTEMS	2,065.55
6/8	INNOVATIVE REHAB SYSTEMS	1,500.00
6/8	INSOURCE INSURANCE GROUP, LLC	71.00
6/8	ISABEL ARRAS-HUERTA	66.57
6/8	JANA NORMAN	830.00
6/8	JANICE CRAWFORD	1,350.00
6/8	JENNIFER CRONICK	46.62
6/8	JENNIFER TIJERINA	25.77
6/8	S LYNN JENNINGS	300.00
6/8	JOHANNA F SOTELO	1,366.68
6/8	JOHN'S SALES & SERVICE	3,326.58
6/8	JON PHILLIPS	1,216.00
6/8	JOSTENS INC	4,732.41
6/8	JUANITA OCON	37.50
6/8	JULIA KELTON	343.98
6/8	KAILEY TATE	830.00
6/8	KAMYE SMITH	138.00
6/8	KARA ROSENBLATT	2,600.00
6/8	KAREN EYCHANER	150.00
6/8	KAREN VICORY	1,062.84
6/8	KAY'S EMBLEMS INC	5,138.75
6/8	KEELEY RENE SIMPSON	117.00
6/8	KELLIE COLLINS	44.05
6/8	KELLIE WILKS	409.29

6/8	KENDRA SALGADO	87.53
6/8	KENNER PRINTING	2,317.00
6/8	KENT ADHESIVE PRODUCTS COMPANY - KAPCO	238.71
6/8	KIMBERLY CARRASCO	75.11
6/8	KIMBERLY POOR	255.00
6/8	KRISTI EICHER	574.65
6/8	KRONOS INC.	7,500.06
6/8	KYLE RIPPE	149.47
6/8	LABATT FOOD SERVICE	12,413.94
6/8	LAKRISHA RODRIGUEZ	14.04
6/8	LALONNIE KING	1,144.38
6/8	LAURA SIKES	154.22
6/8	LAWNMOWER SALES AND SERVICE, INC	2,523.17
6/8	LILIA NANEZ	834.32
6/8	LINDA GONZALES	121.24
6/8	LINDSAY JONAS	1,223.01
6/8	LISA HULSEY	33.46
6/8	LISA WILLS	102.00
6/8	LISA WILLS	370.00
6/8	LUIS MENDOZA	90.03
6/8	LYDIA GAIL ROUNDTREE	23.25
6/8	LYNDSAY FREEMAN	23.52
6/8	LYNSEY WOODY	130.87
6/8	MABEL MORALES	21.76
6/8	MADDISON R KENNEDY	1,437.69
6/8	MAHIRA SALINAS	74.94
6/8	MARGARET U. RODRIGUEZ	50.84
6/8	MARIA CLAUDIA RICHARDS	89.10
6/8	MARIA ORTIZ	629.58
6/8	MARIA STUTES	34.22
6/8	MARIA ZUBIATE	48.26
6/8	MARK CRISSINGER	999.00
6/8	MARK HARRIS HJ INC	24,299.75
6/8	MARK KNOX FLOWERS	2,660.00
6/8	MARLA HOPPINS	104.01
6/8	MARY JANE HUTCHINS	1,281.71
6/8	MELISA BOZKURT	257.00
6/8	MELISSA LEE DAVIS	38.61
6/8	MICHAEL HAWLEY	55.00
6/8	MICROSOFT CORPORATION	487.13
6/8	MIROIR ARMENDARIZ	13.86
6/8	MISTY MICHELLE CARRELL	111.27
6/8	N J MALIN & ASSOCIATES LLC	129.00
6/8	N-TUNE MUSIC & SOUND INC	13,532.92
6/8	NASCO EDUCATION LLC	763.08
6/8	NATALIE GUARA	51.42
6/8	NATALIE THOMS	20.59
6/8	NATIONAL TRAVEL SYSTEMS	2,446.71
6/8	NETSYNC NETWORK SOLUTIONS	27,500.00
6/8	NICHOLE JOHNSON	830.00

6/8	NICOLAS REYES	1,263.81
6/8	NIMBUS DRINKING WATER SYSTEMS	230.00
6/8	NOBUYUKI SHIRAISHI	59.32
6/8	SWECO INC	4,116.37
6/8	OLIVIA PORRAS	37.62
6/8	ABEL CARRASCO	54.25
6/8	ALEJANDRA ROBLES	24.36
6/8	BELINDA CAMARENA	19.10
6/8	BELINDA MARTINEZ	152.05
6/8	BETSY ROSENBERG	412.12
6/8	BLANCA GARCIA	14.00
6/8	BRIAN KWIATKOWSKI	104.50
6/8	CHRISTINE ALLEN	38.00
6/8	CHRISTY OATES	23.35
6/8	COLLIN SEWELL	105.25
6/8	DARLA MATA	88.05
6/8	DENISE CANSLER	5.00
6/8	ERIK R QUINTELA GARCIA	24.10
6/8	ESTHER NATIVIDAD	21.25
6/8	GABRIELA JACKSON	1,600.00
6/8	HEIDI MENDEZ	51.25
6/8	HELEN BOHN	42.95
6/8	HELEN BOHN	44.90
6/8	HELEN BOHN	42.90
6/8	HELEN BOHN	47.65
6/8	HOPE ESPINOZA	8.25
6/8	JACQUE JOHNSON	81.75
6/8	JAMES ROSE	71.25
6/8	JEANIE HISER	32.75
6/8	JEANIE HISER	33.50
6/8	JEANIE HISER	37.25
6/8	JENECA CORONADO	26.50
6/8	JENNIFER SOSA	17.50
6/8	JESSICA VAUGHN	32.75
6/8	JUSTIN DOBBS	24.85
6/8	LETTIA GOLDEN	18.90
6/8	LISA COPPEDGE	94.25
6/8	LISA VIETH	63.40
6/8	LORI PROFFITT	33.25
6/8	MARIA GONZALEZ HOLGUIN	28.00
6/8	MARLYN PRIETO	28.50
6/8	MAXIE HODGES	39.75
6/8	MELISSA BARAJAS	20.05
6/8	MIGUEL PADILLA	47.75
6/8	MYRA NAVARRETTE	17.63
6/8	NICHOLE ADAMS	16.00
6/8	REBECCA BROWN	39.20
6/8	REBECCA SALAZAR	16.40
6/8	ROBERT CARILLO	49.30
6/8	RUTH GARICIA	30.25

6/8	SANDY CANAVA	33.50
6/8	SANDY CANAVA	35.10
6/8	SASHA NORTH	20.00
6/8	SHANNON CROSS	83.75
6/8	SHAUNA KEITH	24.25
6/8	STARLINA WITHROW	37.50
6/8	STEVEN MATA	20.00
6/8	SULEMA ALANIZ	31.35
6/8	OPAL BOOZ & ASSOC	7,585.49
6/8	OVERDRIVE INC	2,325.35
6/8	PARTS TOWN, LLC	86.68
6/8	PATRICIA LOGAN	61.48
6/8	PENSKE COMMERCIAL VEHICLES US LLC	382.86
6/8	REED BOYD ENTERPRISES INC	1,450.00
6/8	JIMMIE DO GAYLOR	499.73
6/8	PETER C GORMAN	2,250.00
6/8	PETROLEUM TRADERS CORPORATION	33,276.75
6/8	PIRAINO CONSULTING, INC	5,871.05
6/8	PRISCILLA AGUILAR	1,366.68
6/8	QUILL CORPORATION	1,769.90
6/8	REGION 20 EDUCATION SERVICE CENTER	100.00
6/8	RHONDA LONG	48.09
6/8	RICK YEAGER	54.05
6/8	RICKY HICKEY	1,414.00
6/8	RIGO NUNEZ	95.24
6/8	RIVERSIDE ASSESSMENTS LLC	8.48
6/8	ROCIO DAVILA	56.69
6/8	ROSA'S CAFE / BOBBY COX Co.	541.94
6/8	ROSAS CAFE / BOBBY COX Co.	133.94
6/8	SANDRA VALDERAZ	830.00
6/8	SARAH SUMMERSGILL	610.80
6/8	SCOTT MURI	1,932.61
6/8	SHALON JORDAN	64.58
6/8	SHANNON CRISWELL	33.70
6/8	SHEILA LACKEY	54.05
6/8	SHERWIN WILLIAMS	926.91
6/8	PINNACLE PROPANE LLC	114.00
6/8	SIDNEY H NORTON	175.00
6/8	SIRIA DUTCHOVER	34.40
6/8	THE INFLATABLE ZOO INC	890.00
6/8	STEPHANIE EVANS	43.29
6/8	STEPHANIE MORAN	960.39
6/8	STEVE BROWN	1,324.65
6/8	STONE TOWER GRAFIX	1,192.75
6/8	STONE TOWER GRAFIX	1,694.14
6/8	STOUT IMAGES, INC.	1,408.75
6/8	STRONGMIND INC	26,629.50
6/8	SU CLAYPOOLE	79.21
6/8	SUMMIT K12 HOLDING INC	850.00
6/8	SUNBELT JUMPER RENTAL	945.00

6/8	SUSAN HENDRICKS	138.00
6/8	SWAGIT PRODUCTIONS, LLC	695.00
6/8	SWEET PIZZA LLC	111.99
6/8	T&K HOLDINGS INC	1,326.00
6/8	TAMMY HAWKINS	1,228.02
6/8	TARA ROBLES	1,208.00
6/8	TEXAS ASSOCIATION OF SCHOOL	110.00
6/8	TEXAS ASSOCIATION OF SCHOOL	110.00
6/8	TEXAS BOOK COMPANY	933.04
6/8	TEXAS EXCAVATION SAFETY SYSTEM, INC.	29.45
6/8	TEXAS SCOTTISH RITE HOSPITAL	3,582.39
6/8	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
6/8	THE MCCRELESS COMPANY	151.48
6/8	THE RON CLARK ACADEMY	7,960.00
6/8	THIRD FUTURE SCHOOLS TEXAS	149,741.00
6/8	TOM M. CARRIZALES	268.50
6/8	TOP OF TEXAS PHOTOGRAPHY INC	2,467.36
6/8	TRACEY BORCHARDT	623.15
6/8	TRACI AVILA	36.44
6/8	TRUE NORTH CONSULTING GROUP LLC	14,772.00
6/8	UAS SPECIALISTS LLC	537.00
6/8	UIL MUSIC REGION 6	1,000.00
6/8	UNITED REFRIGERATION	3,614.91
6/8	THE UNIVERSITY OF TEXAS AT AUSTIN	24,000.00
6/8	UNIVERSITY OF VIRGINIA DARDEN SCHOOL FOUNDATION	49,000.00
6/8	URBAN SCHOOLS HUMAN CAPITAL ACADEMY	11,877.25
6/8	US FOODS, INC.	4,617.72
6/8	IMPERIAL BAG & PAPER LLC	84,817.92
6/8	WATSON TRUCK & SUPPLY	1,668.00
6/8	WAYFAIR INC	3,464.93
6/8	WHITE HOUSE MEAT MARKET	534.09
6/8	WHITNEY CREEKMORE	44.75
6/8	WILLIAM IKER	1,062.84
6/8	ZULEMA PALOMINO	109.40
5/12	AETNA LIFE INSURANCE COMPANY	401,012.39
5/12	PCARX LLC	129,350.91
5/12	PCARX LLC	64,484.71
5/12	AETNA LIFE INSURANCE COMPANY	106,399.20
5/19	AETNA LIFE INSURANCE COMPANY	348,556.77
5/19	PCARX LLC	129,527.92
5/19	PCARX LLC	545.00
5/26	AETNA LIFE INSURANCE COMPANY	268,749.04
5/26	CAREATC INC	545.00
5/26	PCARX LLC	201,785.59
5/26	PCARX LLC	21,472.00
6/2	CAREATC INC	3,657.56
6/2	AETNA LIFE INSURANCE COMPANY	383,814.79
6/2	PCARX LLC	89,950.41
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	1,393
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 13,121,887.50



REQUEST FOR APPROVAL OF INNOVATIVE SERVICES FOR STUDENTS WITH AUTISM GRANT AWARD PROGRAM SHARED SERVICES AGREEMENT

This shared service agreement between Ector County ISD, Big Spring ISD and Midland ISD is to improve services for students with Autism by providing improved classroom experience, technology and training, impacting educators, parents and ultimately the targeted students in Member Districts.

This agreement allows observation in model classrooms and teacher mentoring funded by the Program and provided through the Region 18 Education Service Center and ECISD. It is a tremendous opportunity to partner with BSISD and MISD to be able to provide a variety of materials, technology and training for educators and parents. It allows us to assist students with severe forms of autism who need a variety of skills, strategies, and alternate curriculum. This partnership will affect a total of approximately 329 students among the three Member Districts combined.

This agreement will be in effect from approval of the school board for 2 years or until terminated by either party with a thirty-day written notice.

INNOVATIVE SERVICES FOR STUDENTS WITH AUTISM GRANT AWARD PROGRAM

SHARED SERVICES ARRANGEMENT AGREEMENT

Ector County Independent School District ("ECISD"), an accredited kindergarten through grade twelve (12) school district, Midland Independent School District ("MISD") and Big Spring Independent School District ("BSISD"), hereinafter collectively referred to as "Member Districts", enter into this collaborative SHARED SERVICES ARRANGEMENT agreement ("Agreement") under the authority of Texas Education Code § 29.026 and Texas Government Code § 791.001 et seq., to implement an INNOVATIVE SERVICES FOR STUDENTS WITH AUTISM GRANT AWARD PROGRAM (the "Program") to serve students with Autism in the following districts:

Ector County Independent School District, Big Spring Independent School District, and Midland Independent School District.

The Program will become effective on June 1, 2022 (the "Effective Date"), upon approval of each Member District's Board of Trustees.

Member Districts agree that:

1. **Purpose of the Program**

   1.1 The overarching aim and purpose of the proposed collaboration between Member Districts is to improve services for students with Autism by providing improved classroom experience, technology and training, impacting educators, parents and ultimately the targeted students in Member Districts.

2. **General Provisions**

   2.1 The Program will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the American with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; Chapter 30 of the Texas Education Code; implementing regulations for all applicable statutes; TEA's General and Fiscal Guidelines; and any applicable Ector County ISD policies and administrative regulations.

2.2 The Member Districts do not intend by entering this Agreement, or otherwise, to create a separate or additional legal entity.

2.3 The purpose of this Agreement is to create a SHARED SERVICES ARRANGEMENT ("SSA") whereby the Member Districts agree to partner to provide a variety of materials, technology, and training for educators and parents to serve students with Autism enrolled in Member Districts.

2.4 It is agreed and understood that the target student population to be served under this Program are students with severe form of autism who need a variety of skills, strategies and an alternate curriculum, a total of approximately 329 students among the three Member Districts combined.

3. Member Responsibilities

3.1 Member Districts agree to participate in staff training, observation in model classrooms and teacher mentoring funded by the Program and provided through the Region 18 Education Service Center and ECISD.

3.2 Member Districts agree to purchase technology and equipment, including Z Space learning stations, charging carts, tripods, cameras, devices for LAMP communication program licensing and warrantees, required for the Program's implementation. Member Districts will submit requests for reimbursement to the Fiscal Agent for the purchased technology and equipment. Fiscal Agent will issue reimbursement from the Grant funds within 90 days of receiving each request. Once the technology and equipment are purchased for use under the Program and are reimbursed by the Grant, the purchasing Member District will retain possession and ownership of the technology and equipment and will use them to serve students with Autism. Member Districts shall be responsible for maintenance of the technology and equipment purchased under the Program with the Grant funds for that District's use.

3.3 Each Member District agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal, personnel, and student records for the Program operations. Member Districts will be responsible for reporting their data to the Fiscal Agent for use in reports required by the Grant.

3.4 Each Member District agrees that certain non-identifying student achievement and implementation data will be collected for the purpose of grant reporting and to provide continuous improvement. Each Member District agrees to provide the required baseline and subsequent student data to the external grant evaluator and the Fiscal Agent. Each Member District shall be responsible for recording its data in the cloud-based platform as required by the external evaluator. It is understood that no student data will be identifiable, and student privacy will be protected in compliance with Family Educational Rights and Privacy Act (FERPA) and its implementing Regulations at 34 CFR Part 99.

4. Advisory Council

4.1 ECISD, hereby designated as the fiscal agent ("Fiscal Agent") under this SSA, shall have the governing authority over the Program and shall establish an SSA Advisory Council ("Advisory Council") comprised of the Special Education Directors for each of the three Member Districts or their designees.

4.2 The role and responsibility of the Advisory Council shall be to act in an advisory capacity to the Fiscal Agent, to assist with gathering stakeholder input toward program planning and goal setting.

4.3 The Fiscal Agent's Executive Director of Special Services will serve as chairperson of the Advisory Council and shall designate a person or persons to maintain minutes of each Advisory Council meeting. The Fiscal Agent's Executive Director of Special Services will act as a chief program supervisor and will oversee the implementation of the Program under the Grant. She will receive no compensation from the Grant funds for this role.

4.4 The Advisory Council will meet at least annually, or more frequently as needed.

5. Fiscal Agent's Responsibilities

5.1 Ector County Independent School District (ECISD) shall serve as the lead Member District and a Fiscal Agent. ECISD acknowledges that it is an accredited Texas school district and that it offers grades kindergarten through 12. As a Member District, the Fiscal Agent is also subject to general Member District responsibilities.

5.2 Except as otherwise provided herein, the Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all Grant funds, in accordance with the prepared budget as submitted to the TEA in the Grant application. The Fiscal Agent shall provide accounting services, reports, Program records, suitable facilities for a full-time grant coordinator and a full-time administrative assistant, appropriate classrooms, and shall perform any other responsibilities as may be required by the Grant Program Guidelines published by Texas Education Agency's Department of Special Education and the Fiscal Agent's policies.

5.3 The Fiscal Agent is responsible for ensuring that funds are used in accordance with the grant provisions. The Fiscal Agent is responsible for maintaining all SSA financial and personnel records required for TEA, in accordance with Financial Accounting and Reporting (FAR).

5.4 The Fiscal Agent is responsible for implementing the grant budget as submitted to the Texas Education Agency in the Grant application. Any changes to the original budget must be approved by the Texas Education Agency. The Fiscal Agent will account for salaries and expenses for the Program's personnel and the Program operating expenses, including reimbursing Member Districts for the Member District's budgeted expenditures on the compensation of any substitute teachers hired in conjunction with the Program. The parties acknowledge that the Fiscal Agent may access total State allocations and any other funding received for the purpose of furthering this Program.

5.5 Except as otherwise provided herein, the Fiscal Agent will prepare and submit any reports or applications required by state law, Texas Education Agency or Fiscal Agent's policy. It is agreed and understood that the Fiscal Agent assumes no responsibility for a Member District's failure to maintain its effort.

5.6 The Fiscal Agent may negotiate contracts with outside service providers as may be needed for services related to this Program in accordance with applicable law and Fiscal Agent policies. The Program will partner with the Region 18 Education Service Center to provide consulting and staff training services. The Program will also partner with an independent external evaluator to evaluate the Program, collect data and prepare reports for the Program. The Program may also partner with another organization or entity to assist with providing parent training, as may

be necessary to carry out the objectives of the Program. Grant funds will be used to pay any outside service providers for their services, in accordance with the Program budget.

5.7 The Fiscal Agent will be responsible for scheduling and coordinating all training and consulting sessions required by the Program for the benefit of all Member Districts.

5.8 The Fiscal Agent will purchase in bulk supplies needed for operating the Program and will distribute the supplies to the Member Districts as needed for classroom redesign and implementation of instruction for students with Autism.

5.9 The Fiscal Agent may utilize other Ector County ISD staff, as appropriate, to accelerate implementation of the observation protocols for the new evaluation system that is planned for use during the grant period.

5.10 Should the Fiscal Agent cease for any reason to serve as a fiscal agent, the Advisory Council will by majority vote of a quorum appoint a Member District as Fiscal Agent. Any Member District who may be appointed to serve as Fiscal Agent has the option to refuse to serve as Fiscal Agent.

6. Fiscal Practices

6.1 The Program will operate on a budget prepared by the Fiscal Agent's staff and submitted by the Fiscal Agent in the Grant application to TEA for the 2-year grant period. Any **c**hanges to the original budget must be approved by TEA.

6.2 The Grant Coordinator may purchase with the Grant funds goods and services necessary to administer and operate the Program, with the approval of the Fiscal Agent's Executive Director of Special Education Services. The Grant Coordinator will follow the applicable Fiscal Agent's policies and state law on purchasing.

6.3 All instructional materials purchased with the Grant funds for or by the Member District for the purpose of educating students with Autism shall be deemed property of the Member District for whom any such instructional materials were purchased with the Grant funds.

6.4 Upon the expiration of the Grant Award and the expiration of this Agreement, each Member District will be responsible for continuing funding the Program at the Member District.

7. Program Personnel

7.1 A Grant Coordinator shall be employed by the Fiscal Agent and will be subject to the personnel policies of the Fiscal Agent. The Grant Coordinator will oversee the day-to-day operations of the grant, will facilitate communication between the partner agencies and the Fiscal Agent, and will prepare any required reports to TEA. This person will also coordinate purchases in compliance with the terms of this Agreement and any applicable state law and the Fiscal Agent's policies on purchasing. The Fiscal Agent's Executive Director of Special Services, on behalf of the Fiscal Agent, will determine the extent of the administrative authority of the Grant Coordinator and will supervise the Grant Coordinator in performance of duties.

7.2 An Administrative Assistant will assist the Grant Coordinator and will be employed by the Fiscal Agent. The Administrative Assistant's functions will include providing support for budget, purchases, coordinating daily scheduling, distribution of materials to member districts, and clerical duties.

7.3 The Program employees described in sections 7.1 and 7.2 above will be employed by the Fiscal Agent and will be subject to the personnel policies, including but not limited to, all policies governing contracts, at-will employment, and standards of conduct, leave and other benefits of the Fiscal Agent and any Program operating guidelines and procedures. Additionally, the Fiscal Agent retains final hiring and termination authority regarding employment of Fiscal Agent personnel. Any Member District that has an employee that serves only that district shall be individually responsible for screening, interviewing, hiring, terminating and the expense of that employee.

7.4 The Program employees described in sections 7.1 and 7.2 will be appropriately certified or licensed, as may be required by State law, to perform any applicable services.

7.5 Substitutes may be hired by MISD and BSISD as needed to provide an opportunity for their teachers to attend the trainings on site in ECISD classrooms. The Fiscal Agent will reimburse Member Districts for the expenditures of paying the substitutes within 90 days of receiving a request for reimbursement, provided the amount requested for reimbursement does not exceed the amount allocated in the Program's budget for hiring substitutes.

8. Risk of Loss

8.1 Except as otherwise provided herein, each Member District bears its own risk of loss. "Loss" includes, but is not limited to, damages to or loss of personal or real property, costs of administrative hearings, litigation expenses, awards of actual damages, court costs, attorney's fees, and settlement costs.

9. Legal Responsibilities

9.1 The Member District wherein the student attends school shall be solely responsible for the provision of a Free Appropriate Public Education ("FAPE").

9.2 The Member District wherein the student attends shall be responsible for legal costs, court costs and attorney's fees, resulting from litigation directly involving that student.

9.3 Each Member District shall be responsible for legal fees incurred due to complaints, grievances, or litigation arising from an employee with whom the Member District has a contract or an employment relationship.

9.4 The legal responsibilities stated herein shall survive the expiration of this Agreement should litigation arise from events that occurred during the term of the contract.

9.5 The Member Districts of this SSA contract agree to negotiate in good faith in an effort to resolve any dispute related to the contract that may arise from the Member Districts. If the dispute cannot be resolved by negotiations, the dispute shall be submitted to mediation before resort to litigation. If the need for mediation arises, a mutually acceptable mediator shall be chosen by the parties to the dispute who shall share the cost of mediation services based upon an equal

split between the Member Districts. Mediation is a voluntary dispute resolution process in which the parties to the dispute meet with an impartial person, called a mediator, who will help to resolve the dispute informally and confidentially. Mediators facilitate the resolution of disputes but cannot impose binding decisions. The parties to the dispute must agree before any settlement is binding.

10. Termination

10.1 A Member District may terminate its participation in the SSA upon providing at least a 30-day written notice to the other Member Districts and the Fiscal Agent.

10.2 If the SSA is terminated by one or more of Member Districts, the assets purchased with the Grant funds will remain with the Member District for whom they were purchased, provided the Member District continues to use them for purposes of serving students with Autism enrolled and attending in the Member District.

10.3 If the SSA is terminated by one or more of Member Districts, disposition of assets purchased with the Grant funds shall be done in accordance with TEA guidelines.

10.4 Any funds carried over will be used as allowed by the Texas Education Agency. The Fiscal Agent will negotiate any changes to the budget, timeline or activities with the Texas Education Agency.

11. The Agreement

11.1 The term of this Agreement is two years from the Effective Date of the Agreement and will cover the 2022-2023 and 2023-2024 school years.

11.2 This Agreement will supersede all previous agreements among the parties in relation to the operation of the Program.

11.3 This Agreement will apply to and bind the representatives and successors in interest of the parties to this Agreement.

11.4 This Agreement is governed by the laws of the State of Texas. Venue for any legal disputes shall lie in Ector County, Texas.

11.5 If any provision of this Agreement is found to violate any law or unenforceable, then the invalidity of that provision will not invalidate the remaining provisions. The Member Districts agree that all remaining provisions of this Agreement will remain in effect.

11.6 Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor of that statute or regulation.

11.7 It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

Executed this _____ day of _____, 20___

_____ INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

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Certificate of Shared Service Arrangement with _____ISD

The undersigned, as the Secretary of the above-named school district does hereby certify that the attached SHARED SERVICES ARRANGEMENT AGREEMENT ("Agreement") for INNOVATIVE SERVICES FOR STUDENTS WITH AUTISM GRANT AWARD PROGRAM was duly signed and executed by the President of the Board of Trustees of the above-named district at a meeting or after a meeting that was lawfully called and held wherein the Board of Trustees of the above-named district approved the Agreement.

Witness my signature this _____ day of _____, 20___.

Secretary's Signature_____

_____Independent School District's standing as a Member District of the Shared Services Arrangement for Innovative Services for Students with Autism Grant Program was duly considered at a lawfully called and held Board meeting and is hereby granted.

_____ _____

ECISD (Fiscal Agent) Board President Date



REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND ODESSA COLLEGE-OCTECHS

The purpose of this Memorandum of Understanding between Odessa College and Ector County Independent School District is for Odessa Career and Technical Early College High School (OCTECHS).

The total budgeted cost is $446,499.00 which is based on the 2021-2022 academic school year. Detailed information is listed under Appendix A of the MOU.

This agreement will be in effect for the 2022-2023 school year.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by and between Odessa College (hereinafter referred to as the College), and Ector County Independent School District, (hereinafter the district), pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code.

The parties to this MOU desired to establish a career and technical education Early College High School (CTE ECHS) in the fall 2015 academic year to be named Odessa Career and Technical Early College (hereinafter referred to as OC TECHS), to serve grades 9-12, and provide dual enrollment for career and technical dual credit college courses for high school students free of charge. Prospective OC TECHS students may be screened and selected through the use of a lottery system that encourages and considers applications from all students. All students will have an equal opportunity for acceptance, regardless of background or academic performance.

OC TECHS has been designated as an Early College High School (ECHS) under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091. The designation and requisite process ensures that the district and the college maintain the integrity of the ECHS model, which was researched and designed to target and serve students who might not otherwise attend college. The district must renew the designation annually.

Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort) which provide students the opportunity to earn both a high school diploma and up to 60 semester credit hours of transferable college credits and/or and an associate's degree. The ECHS will:

- provide dual credit at no cost to students;
- offer rigorous instruction and accelerated courses;
- provide academic and social support services to help students succeed;
- increase college readiness; and
- reduce barriers to college access.

Furthermore, the district and the college will:

- Establish a mutually beneficial partnership between College and ECISD that allows a flexible and creative response to the organizational, missions, and fiscal needs of both institutions.
- Collaborate in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, curriculum development; training and student services.
- Commit to financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private and/or foundation sources to operate the program successfully.
- Provide classes and activities of the Early College High School on the OC campus with students integrated on an age-appropriate basis in campus facilities and college co-curricular activities.
- Commit to shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.

- Select of students based on the framework provided in the Texas Education Agency ECHS Blueprint.

Students enrolled in OC TECHS will be enrolled courses of study which enable the student to combine high school courses and college-level courses to complete an applied associate degree or at least 60 semester credit hours toward a workforce ready degree or an applied baccalaureate degree. The College will offer the following courses of study:

- Associate in Applied Science
    - Automotive Technology
    - Business Leadership
    - Criminal Justice
    - Culinary Arts
    - Diesel Technology
    - Energy Tech: Instrumentation & Electronics Technology
    - OSET: Occupational Safety & Environmental Technology
    - Welding Technology

The dual credit college courses for high school students will be offered in accordance with Chapter 4 of the Texas Higher Education Coordinating Board Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code.

LOCATION
OC TECHS is located at:
Odessa College
201 W University Blvd
Odessa, TX 79764

High school and college courses will be conducted at OC. The College shall provide office space for use by ECHS faculty and staff. The College and the District will identify facility fees in Appendix A, and will review the fees on an annual basis and update as necessary. OC TECHS students, faculty, and staff shall have access to instructional and non-instructional resources available on the campus of OC including but not limited to the cafeteria, the learning resource center (library and tutoring), the campus (student) center, the sports center, performing arts and sporting events.

OC TECHS students, instructors, and staff will receive a College identification cards, and will have access to instructional and certain agreed upon non-instructional resources and services available on Campus. College resources and services will be available to support curricular and co-curricular success and engagement. The District and College will evaluate the facilities and access annually to determine the need for adjustment.

OPERATING HOURS AND INSTRUCTIONAL CALENDAR | OC TECHS will operate within the normal operating hours of the college during a regular school day. The District will align the ECHS academic calendar with the college calendar to minimize missed instructional days due to student holiday and district professional development.

FUNDING, COSTS, TEXTBOOKS AND TRANSPORTATION | The College and the District will identify tuition and fees to be paid by the District (at no cost to the students) in Appendix A. The college and the district will review the tuition and fees annually and update as necessary.

OC TECHS will generate Average Daily Attendance (ADA) funds for the School District from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.

The College will generate state contact hour funding which will be used to provide supplemental funding for the operations and expenditures.

Changes to the funding formula for either the District or the College will be reviewed annually to determine whether adjustments are needed. Adjustments will be communicated in the spring semester to align with the District and College budget processes.

All College textbooks, including Open Educational Resources (OER) and associated fees, as well as supplemental materials required for College courses will be provided by the District. College approved textbooks purchased by the District may be used for the time period consistent with College practices.

The College and the ECHS leverages Blackboard, an online learning management system (LMS), in every course regardless of modality. The LMS is used for assignments, assessments and grading. Additionally, Blackboard allows college and district personnel to monitor student pace and progress, ensuring timely intervention and support. As such, the Early College High School agrees to distribute District issued laptops to all ECHS students.

The District will provide transportation (school bus) to students enrolled at OC TECHS as required under State law and School District rules and procedures.

The District will provide meals for students as appropriate under State and Federal Law and School District rules and procedures. OC TECHS students may purchase food from the College's food service provider.

TESTING | The College will administer the Texas Success Initiative (TSIA) college placement exam, free of charge, to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and ready. Subsequent dates for TSIA college placement exams will be coordinated, scheduled and provided by the College free of charge.

GRADING | Grading periods and policies are delineated in the ECISD Student Handbook which is found online at www.ectorcountyisd.org. The College grading periods and policies are delineated in the College Catalog which is found online at www.odessa.edu.

College instructors shall provide the ISD with a numerical grade equivalent to the corresponding letter grade awarded to the student. The College and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student. The College agrees to report a grade for each student to the District at each nine weeks grading interval. The College and District agree to share necessary student records as appropriate for scheduling and advising of students.

The College recognizes that District's students participating in these classes may also participate in UIL-sanctioned activities. Accordingly, the College and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student.

OC TECHS students are expected to meet academic standards for coursework completed at the high school and at the College. Students who do not meet satisfactory academic progress outlined by the District and the College are subject to academic intervention and remediation including academic probation and academic suspension. Academic probation and suspension may limit continued enrollment in college courses and may result in removal from OC TECHS.

CURRICULUM ALIGNMENT | OC TECHS and the College will provide a rigorous course of study that enables students to receive a high school diploma and complete a workforce ready Associate of Applied Science degree or at least 60 credit hours towards an applied baccalaureate degree during grades 9-12. OC TECHS will provide students with academic, social, and emotional support in their course of study. The College will regularly update the OC TECHS principal regarding College curricular changes. OC TECHS is responsible for ensuring that state course requirements for high school graduation are fulfilled.

The college and the district will use existing course equivalency crosswalk agreements for each degree plan – equating highs school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program. College courses have been evaluated and approved through the College curriculum approval process and will be taught at the College level. College academic policies and procedures will apply to dual credit courses.

INSTRUCTORS AND CLASS SIZE | Dual credit instructors must meet the College's academic requirements for all academic dual credit courses. The District will be responsible for the evaluation and assessment of instructors and staff for high school credit-only courses conducted at OC TECHS. The College will provide instructors who meets the College's academic requirements for dual credit courses. The College will be responsible for the evaluation and assessment of instructors and staff for college credit courses conducted at OC TECHS. Standard College minimum and maximum class enrollment may be required and exceptions will require College approval. The College uses a hybrid course modality for the majority of transfer-level courses. These courses meet face-to-face for one-half of the required college contact hours. To maintain consistency in schedules and ensure the virtual contact hours are met, students enrolled in hybrid courses will be assigned Dual Lab periods. The District will provide a certified teacher to facilitate Dual Lab class periods, monitor student pace and progress, and communicate to the ECHS and to the College accordingly.

OC TECHS and the College will provide opportunities for OC TECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.

When scheduling ECHS students for college and high school courses, all efforts will be made to follow the low student teacher ratio for high school and college class size due to facility limitations and program requirements. This is consistent with the college's philosophy of prioritizing teaching and learning while leveraging AVID high engagement strategies to foster a safe and open culture, with high expectations for teachers and students, and collaboration in all learning spaces. Furthermore, the district will staff the ECHS appropriately to mitigate over-crowding and maintain the cohort model outlined in the TEA ECHS blueprint. Being that AVID is supported by the College and the

District, the ECHS will provide AVID as a high school course for all students.

COLLEGE ADMISSION AND ENROLLMENT IN COURSES | OC TECHS students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85.

OC TECHS students must meet the same requirements and pre-requisites as all College students for college classes. Academic placement is based TSI scores. OC TECHS students are required to meet TSI requirements when changes to the exemption scores occur at the State or College level to comply with policy.

Continued enrollment is contingent upon OC TECHS student's maintaining satisfactory academic progress.

DATA SHARING| FERPA allows protected student data to be exchanged between the College and the District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the District are expected to meet FERPA requirements to maintain the privacy of student data.

The College and the District will identify student data reports that are critical to student success, and will provide data reports upon request or per a data timeline. District and College personnel will be responsible for securely distributing and receiving data via a secure process. Student level data shall not be shared outside without prior authorization from the data source.

ADVISING AND TRANSFERABILITY | The College's ECHS liaison will provide comprehensive advising and pathway planning services for OC TECHS students. The ECHS liaison serves as the designated College support services staff and will provide orientation, advising, registration, and college bound programming, as well as coordination of Section 504 of the Rehabilitation Act and the Individual with Disabilities Education Act. The ECHS liaison serve as the academic early alert liaison for college faculty teaching ECHS courses, and will work closely with the OC TECHS principal and counselor to provide student, academic intervention and remediation as necessary. As outline in Appendix A, the District will fund 50% of the ECHS liaison's total compensation. Due to increased enrollment at OC TECHS, Odessa College will add an additional ECHS liaison FTE. Each ECHS will have a designated liaison. As such, each ECHS will fund 50% of the ECHS liaison's total compensation.

The College will advise OC TECHS students as to the transferability and applicability to applied baccalaureate degree plans of all college credit offered and earned.

ATTENDANCE IN COLLEGE COURSES | OC TECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester.

STUDENT CONDUCT | OC TECHS are subject to discipline and appropriate sanctions up to and including suspension and expulsion from the College. The student code of conduct and sanctions are outlined in the College student handbook. OC TECHS students who receive a sanction of

suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the District. Further, Odessa College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment.

DISCONTINUATION OF ECHS OPERATIONS | Should the District or College elect to discontinue the operation of the OC TECHS the provisions for serving the students will include the following:

- Students in the 9th and 10th grade will be received by the designated comprehensive high school in the district.
- Students in 11th and 12th grade will continue enrollment at OC TECHS and in college course through scheduled graduation.

INDEMNIFICATION | To the extent permitted under Texas law and without waiving any defenses including governmental immunity, each part to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties of this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise to any third party.

TERM | Subject to prior termination or revocation of this MOU, the initial term of this MOU is in full force and effect for a period of one (1) year. This MOU begins on the date of signature by both parties and continues through the initial term and any subsequent renewal terms. It may be renewed for (2) one-year terms. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, OC shall review this MOU and ECISD may renew this MOU on approval of OC.

RIGHT OF REVOCATION | Either party may terminate this MOU on 120 days' written notice to the other party. Termination may occur upon the breach of this MOU by one of the parties. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the OC, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. If this MOU is terminated during an academic term, students enrolled in classes under this MOU will be allowed to finish their coursework and receive appropriate course credit.

ASSIGNMENT | Neither party may assign their interest in this MOU without the written permission of the other party.

LIMITATIONS OF AUTHORITY | Neither party has authority for an on behalf of the other except as provided in this MOU. No other authority, power, partnerships, use of rights are granted or implied.

This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between OC and ECISD. Any representations, promises, or guarantees made but not stated in body of this Agreement are null and void and of no effect.

Neither party may make, revise, alter or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement.

Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

WAIVER | The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

APPLICABLE LAW | This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

VENUE | Venue to enforce this Agreement shall lie exclusively in Ector County, Texas.

MISCELLANEOUS PROVISIONS | Neither party shall have control over the other party with respect to its hours, times, employment, etc. However, OC operational hours and calendar shall take precedence.

The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statues, rules and regulations. Parties to this MOU shall comply with all Federal, State, and local laws.

If the Texas Higher Education Coordinating Board adopts new guidelines or Early College High School programs during the term of this MOU, the new guidelines shall prevail.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

EXECUTED in duplicate original counterparts effective upon the date indicated above.

ODESSA COLLEGE	**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
President	**Superintendent**
Date	**Date**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

APPENDIX A

During each academic year, the ECHS, the college and the district leadership will collect and analyze budget data including but not limited to tuition, fees, state funding, salaries, facilities and operating expenses to develop a sustainable cost-sharing model for the ECHS. Appendix A will be reviewed on an annual basis and updated as necessary. The following costs are based on the 2021-2022 academic year activities of the ECHS and shall be due and payable by the district on December 1, 2022.

The parties agree as follows: the district shall pay 50 percent of the previous year's total compensation, including benefits, of the Early College High School Liaison employed by OC. Due to increased enrollment at OC TECHS, Odessa College has added an additional ECHS liaison FTE. Each ECHS will have a designated liaison. As such, each ECHS will fund 50% of the ECHS liaison's total compensation assigned to their school. OC will invoice the district as shown below:

Annual Salary (FY2021-22)	$45,834
Benefits	$8,974
TOTAL COMPENSATION x 50% (due and payable by Dec.1, 2022)	**$27,404**

CLASSROOM AND OFFICE FACILITIES | OC and ECISD have identified facility fees for academic year 2021-22. OC will invoice ECISD for facility fees as shown below:

Amortization of Constructed Facility (18,807 sq. ft. net assigned): LRC addition & renovations (excluding deferred maintenance items absorbed by OC)	20 Year Amortization of $1,380,000	$69,000
Custodial Services (18,807 sq. ft. of net assigned space)	$0.094 per SF per mo. for 10 mos.	$17,679
Electricity, Gas, Water, Sewer	$1.51 per SF annually	$23,666
Facility Support, including security, insurance, technology infrastructure, maintenance, grounds, parking	$0.10 per SF per month for 10 mos.	$18,807
TOTAL FACILITY FEE (due and payable by Dec. 1, 2022)		**$129,152**

TUITION AND FEES | OC and ECISD will identify tuition and fees to be paid by ECISD (at no cost to the students) based on actual enrollments and foregone tuition (at dual credit rates). Upon the third attempt in a course, the student will be liable for tuition and fees. The tuition and fee calculation will occur at the conclusion of the current academic year and included as a billable item in Appendix A of the following year. Odessa College has suspended the First-6-Free program beginning in the Fall of 2021. The First Class Free program will still be in effect. This change in programming will not affect the tuition and fees allocations in the 2022-23 MOU as charges are assessed in arrears. OC will invoice ECISD for the following tuition and fees related to the 2021-2022 academic year that will be due and payable by December 1, 2022.

APPENDIX A (continued)

Academic Semester	Sem. Credit Hours	Tuition $50/SCH	Activity Fees $2/SCH	OER & Course Fees	TOTAL NET
Fall 2021	2,698	$134,900	$5,396	$12,495	$152,791
Spring 2022	2,471	$123,550	$4,942	$8,660	$137,152
TOTAL TUITION & FEES (due and payable by Dec. 1, 2022)					**$289,943**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

APPENDIX A

EXECUTED in duplicate original counterparts effective upon the date indicated above.

ODESSA COLLEGE

President

Date

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Superintendent

Date



REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND ODESSA COLLEGE-ODESSA COLLEGIATE ACADEMY

The purpose of this Memorandum of Understanding between Odessa College and Ector County Independent School District is for Odessa Collegiate Academy (OCA).

The total budgeted cost is $443,857 which is based on the 2021-2022 academic school year. Detailed information is listed under Appendix A of the MOU.

This agreement will be in effect for the 2022-2023 school year.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by and between Odessa College (hereinafter referred to as the College), and Ector County Independent School District, (hereinafter the district), pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code.

The parties to this MOU desired to establish an Early College High School (ECHS) in the fall 2018 academic year to be named Ector County Early College High School (now and hereinafter referred to as **Odessa Collegiate Academy (OCA)**), to serve grades 9-12, and provide dual enrollment for academic dual credit college courses for high school students free of charge. Prospective OCA students may be screened and selected through the use of a lottery system that encourages and considers applications from all students. All students will have an equal opportunity for acceptance, regardless of background or academic performance.

OCA has been designated as an Early College High School (ECHS) under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091. The designation and requisite process ensures that the district and the college maintain the integrity of the ECHS model, which was researched and designed to target and serve students who might not otherwise attend college. The district must renew the designation annually.

Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort) which provide students the opportunity to earn both a high school diploma and up to 60 semester credit hours of transferable college credits and/or and an associate's degree. The ECHS will:

- provide dual credit at no cost to students;
- offer rigorous instruction and accelerated courses;
- provide academic and social support services to help students succeed;
- increase college readiness; and
- reduce barriers to college access.

Furthermore, the district and the college will:

- Establish a mutually beneficial partnership between College and ECISD that allows a flexible and creative response to the organizational, missions, and fiscal needs of both institutions.
- Collaborate in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, curriculum development; training and student services.
- Commit to financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private and/or foundation sources to operate the program successfully.
- Provide classes and activities of the Early College High School on the OC campus with students integrated on an age-appropriate basis in campus facilities and college co-curricular activities.
- Commit to shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.

- Select of students based on the framework provided in the Texas Education Agency ECHS Blueprint.

Students enrolled in OCA will be enrolled courses of study which enable the student to combine high school courses and college-level courses to complete the Texas core curriculum and earn either an associate degree or at least 60 semester credit hours toward a baccalaureate degree. The College will offer the following courses of study:

- Associate in Science
    - Biology
    - STEM
- Associate in Arts
    - Business Administration
    - General Studies
    - Liberal Arts
    - Teaching - Early Childhood to 6thGrade

The dual credit college courses for high school students will be offered in accordance with Chapter 4 of the Texas Higher Education Coordinating Board Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code.

LOCATION
OCA is located at:
Odessa College
Deaderick Hall
201 W University Blvd
Odessa, TX 79764

High school and college courses will be conducted at OC. The College shall provide office space for use by ECHS faculty and staff. The College and the District will identify facility fees in Appendix A, and will review the fees on an annual basis and update as necessary. OCA students, faculty, and staff shall have access to instructional and non-instructional resources available on the campus of OC including but not limited to the cafeteria, the learning resource center (library and tutoring), the campus (student) center, the sports center, performing arts and sporting events.

OCA students, instructors, and staff will receive a College identification cards, and will have access to instructional and certain agreed upon non-instructional resources and services available on Campus. College resources and services will be available to support curricular and co-curricular success and engagement. The District and College will evaluate the facilities and access annually to determine the need for adjustment.

OPERATING HOURS AND INSTRUCTIONAL CALENDAR | OCA will operate within the normal operating hours of the college during a regular school day. The District will align the ECHS academic calendar with the college calendar to minimize missed instructional days due to student holiday and district professional development.

FUNDING, COSTS, TEXTBOOKS AND TRANSPORTATION | The College and the District will identify tuition and fees to be paid by the District (at no cost to the students) in Appendix A. Both the college and the district will review the tuition and fees annually and update as necessary.

OCA will generate Average Daily Attendance (ADA) funds for the School District from the attendance

of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.

The College will generate state contact hour funding which will be used to provide supplemental funding for the operations and expenditures.

Changes to the funding formula for either the District or the College will be reviewed annually to determine whether adjustments are needed. Adjustments will be communicated in the spring semester to align with the District and College budget processes.

All College textbooks, including Open Educational Resources (OER) and associated fees, as well as supplemental materials required for College courses will be provided by the District. College approved textbooks purchased by the District may be used for the time period consistent with College practices.

The College and the ECHS leverages Blackboard, an online learning management system (LMS), in every course regardless of modality. The LMS is used for assignments, assessments and grading. Additionally, Blackboard allows college and district personnel to monitor student pace and progress, ensuring timely intervention and support. As such, the Early College High School agrees to distribute District issued laptops to all ECHS students.

The District will provide transportation (school bus) to students enrolled at OCA as required under State law and School District rules and procedures.

The District will provide meals for students as appropriate under State and Federal Law and School District rules and procedures. OCA students may purchase food from the College's food service provider.

TESTING | The College will administer the Texas Success Initiative (TSIA) college placement exam, free of charge, to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and ready. Subsequent dates for TSIA college placement exams will be coordinated, scheduled and provided by the College free of charge.

GRADING | Grading periods and policies are delineated in the ECISD Student Handbook which is found online at www.ectorcountyisd.org. The College grading periods and policies are delineated in the College Catalog which is found online at www.odessa.edu.

College instructors shall provide the ISD with a numerical grade equivalent to the corresponding letter grade awarded to the student. The College and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student. The College agrees to report a grade for each student to the District at each nine weeks grading interval. The College and District agree to share necessary student records as appropriate for scheduling and advising of students.

The College recognizes that District's students participating in these classes may also participate in UIL-sanctioned activities. Accordingly, the College and all instructors shall work with the District to

ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student.

OCA students are expected to meet academic standards for coursework completed at the high school and at the College. Students who do not meet satisfactory academic progress outlined by the District and the College are subject to academic intervention and remediation including academic probation and academic suspension. Academic probation and suspension may limit continued enrollment in college courses and may result in removal from OCA.

CURRICULUM ALIGNMENT | OCA and the College will provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum as defined by the Texas Administrative Code (TAC 4.28 or an associate's degree or at least 60 credit hours towards a baccalaureate degree during grades 9-12. OCA will provide students with academic, social, and emotional support in their course of study. The College will regularly update the OCA principal regarding College curricular changes. OCA is responsible for ensuring that state course requirements for high school graduation are fulfilled.

The college and the district will use existing course equivalency crosswalk agreements for each degree plan – equating highs school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program. College courses have been evaluated and approved through the College curriculum approval process and will be taught at the College level. College academic policies and procedures will apply to dual credit courses.

INSTRUCTORS AND CLASS SIZE | Dual credit instructors must meet the College's academic requirements for all academic dual credit courses. The District will be responsible for the evaluation and assessment of instructors and staff for high school credit-only courses conducted at OCA. The College will provide instructors who meets the College's academic requirements for dual credit courses. The College will be responsible for the evaluation and assessment of instructors and staff for college credit courses conducted at OCA. Standard College minimum and maximum class enrollment may be required and exceptions will require College approval. The College uses a hybrid course modality for the majority of transfer-level courses. These courses meet face-to-face for one-half of the required college contact hours. To maintain consistency in schedules and ensure the virtual contact hours are met, students enrolled in hybrid courses will be assigned Dual Lab periods. The District will provide a certified teacher to facilitate Dual Lab class periods, monitor student pace and progress, and communicate to the ECHS and to the College accordingly.

OCA and the College will provide opportunities for OCA teachers and higher-education faculty to collaborate through planning, teaching, and professional development.

When scheduling ECHS students for college and high school courses, all efforts will be made to follow the low student teacher ratio for high school and college class size due to facility limitations and program requirements. This is consistent with the college's philosophy of prioritizing teaching and learning while leveraging AVID high engagement strategies to foster a safe and open culture, with high expectations for teachers and students, and collaboration in all learning spaces. Furthermore, the district will staff the ECHS appropriately to mitigate over-crowding and maintain the cohort model outlined in the TEA ECHS blueprint. Being that AVID is supported by the College and the District, the ECHS will provide AVID as a high school course for all students.

COLLEGE ADMISSION AND ENROLLMENT IN COURSES |OCA students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85.

OCA students must meet the same requirements and pre-requisites as all College students for college classes. Academic placement is based TSI scores. OCA students are required to meet TSI requirements when changes to the exemption scores occur at the State or College level to comply with policy. Continued enrollment is contingent upon OCA student's maintaining satisfactory academic progress.

DATA SHARING | FERPA allows protected student data to be exchanged between the College and the District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the District are expected to meet FERPA requirements to maintain the privacy of student data.

The College and the District will identify student data reports that are critical to student success, and will provide data reports upon request or per a data timeline. District and College personnel will be responsible for securely distributing and receiving data via a secure process. Student level data shall not be shared outside without prior authorization from the data source.

ADVISING AND TRANSFERABILITY | The College's ECHS liaison will provide comprehensive advising and pathway planning services for OCA students. The ECHS liaison serves as the designated College support services staff and will provide orientation, advising, registration, and college bound programming, as well as coordination of Section 504 of the Rehabilitation Act and the Individual with Disabilities Education Act. The ECHS liaison serve as the academic early alert liaison for College faculty teaching ECHS courses, and will work closely with the OCA principal and counselor to provide student, academic intervention and remediation as necessary. As outline in Appendix A, the District will fund 50% of the ECHS liaison's total compensation. Due to increased enrollment at OCA, Odessa College will add an additional ECHS liaison FTE. Each ECHS will have a designated liaison. As such, each ECHS will fund 50% of the ECHS liaison's total compensation.

The College will advise OCA students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

ATTENDANCE IN COLLEGE COURSES |OCA students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester.

STUDENT CONDUCT | OCA are subject to discipline and appropriate sanctions up to and including suspension and expulsion from the College. The student code of conduct and sanctions are outlined in the College student handbook. OCA students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the District. Further, Odessa College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment.

DISCONTINUATION OF ECHS OPERATIONS | Should the District or College elect to discontinue the

operation of the OCA the provisions for serving the students will include the following:

- Students in the 9th and 10th grade will be received by the designated comprehensive high school in the district.
- Students in 11th and 12th grade will continue enrollment at OCA and in college course through scheduled graduation.

INDEMNIFICATION | To the extent permitted under Texas law and without waiving any defenses including governmental immunity, each part to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties of this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise to any third party.

TERM | Subject to prior termination or revocation of this MOU, the initial term of this MOU is in full force and effect for a period of one (1) year. This MOU begins on the date of signature by both parties and continues through the initial term and any subsequent renewal terms. It may be renewed for (2) one-year terms. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, OC shall review this MOU and ECISD may renew this MOU on approval of OC.

RIGHT OF REVOCATION | Either party may terminate this MOU on 120 days' written notice to the other party. Termination may occur upon the breach of this MOU by one of the parties. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the OC, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. If this MOU is terminated during an academic term, students enrolled in classes under this MOU will be allowed to finish their coursework and receive appropriate course credit.

ASSIGNMENT | Neither party may assign their interest in this MOU without the written permission of the other party.

LIMITATIONS OF AUTHORITY | Neither party has authority for an on behalf of the other except as provided in this MOU. No other authority, power, partnerships, use of rights are granted or implied.

This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between OC and ECISD. Any representations, promises, or guarantees made but not stated in body of this Agreement are null and void and of no effect.

Neither party may make, revise, alter or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement.

Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

WAIVER | The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute

a waiver of any such rights upon the occurrence of any such contingencies.

APPLICABLE LAW | This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

VENUE | Venue to enforce this Agreement shall lie exclusively in Ector County, Texas.

MISCELLANEOUS PROVISIONS| Neither party shall have control over the other party with respect to its hours, times, employment, etc. However, OC operational hours and calendar shall take precedence.

The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statues, rules and regulations. Parties to this MOU shall comply with all Federal, State, and local laws.

If the Texas Higher Education Coordinating Board adopts new guidelines or Early College High School programs during the term of this MOU, the new guidelines shall prevail.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

EXECUTED in duplicate original counterparts effective upon the date indicated above.

ODESSA COLLEGE	**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
President	**Superintendent**
Date	**Date**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

APPENDIX A

During each academic year, the ECHS, the college and the district leadership will collect and analyze budget data including but not limited to tuition, fees, state funding, salaries, facilities and operating expenses to develop a sustainable cost-sharing model for the ECHS. Appendix A will be reviewed on an annual basis and updated as necessary. The following costs are based on the 2021-2022 academic year activities of the ECHS and shall be due and payable by the district on December 1, 2022.

The parties agree as follows: the district shall pay 50 percent of the previous year's total compensation, including benefits, of the Early College High School Liaison employed by OC. Due to increased enrollment at OCA, Odessa College has added an additional ECHS liaison FTE. Each ECHS will have a designated liaison. As such, each ECHS will fund 50% of the ECHS liaison's total compensation assigned to their school. OC will invoice the district as shown below:

Annual Salary (FY2021-22)	$45,834
Benefits	$8,974
TOTAL COMPENSATION x 50% (due and payable by Dec.1, 2022)	**$27,404**

CLASSROOM AND OFFICE FACILITIES | OC and ECISD have identified facility fees for academic year 2021-22. OC will invoice ECISD for facility fees as shown below:

Amortization of Facility Renovations to Deaderick Hall: (excluding deferred maintenance items absorbed by OC)	10 Year Amortization of $332,804	$33,280
Custodial Services (21,727 sq. ft. of net assigned space)	$0.094 per SF per mo. for 10 mos.	$20,423
Electricity, Gas, Water, Sewer	$1.51 per SF annually	$27,340
Facility Support, including security, insurance, technology infrastructure, maintenance, grounds, parking	$0.10 per SF per month for 10 mos.	$21,727
TOTAL FACILITY FEE (due and payable by Dec. 1, 2022)		**$102,770**

TUITION AND FEES | OC and ECISD will identify tuition and fees to be paid by ECISD (at no cost to the students) based on actual enrollments and foregone tuition (at dual credit rates). Upon the third attempt in a course, the student will be liable for tuition and fees. The tuition and fee calculation will occur at the conclusion of the current academic year and included as a billable item in Appendix A of the following year. Odessa College has suspended the First-6-Free program beginning in the Fall of 2021. The First Class Free program will still be in effect. This change in programming will not affect the tuition and fees allocations in the 2022-23 MOU as charges are assessed in arrears. OC will invoice ECISD for the following tuition and fees related to the 2021-

2022 academic year that will be due and payable by December 1, 2022.

APPENDIX A (continued)

Academic Semester	Sem. Credit Hours	Tuition $50/SCH	Activity Fees $2/SCH	OER & Course Fees	TOTAL NET
Fall 2021	2,564	$128,200	$5,128	$14,714	$148,042
Spring 2022	2,974	$148,700	$5,948	$10,993	$165,641
TOTAL TUITION & FEES (due and payable by Dec. 1, 2022)					**$313,683**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ODESSA COLLEGE AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

APPENDIX A

EXECUTED in duplicate original counterparts effective upon the date indicated above.

ODESSA COLLEGE

President

Date

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Superintendent

Date



REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND THE UNIVERSITY OF TEXAS PERMIAN BASIN FOR ACADEMIC DUAL CREDIT

This Memorandum of Understanding between Ector County ISD and UTPB is designed to allow high school students an opportunity to earn dual high school credit and college credit.

Tuition costs for dual credit hours are $100. ECISD utilizes state Career and Technical Education (CTE) funds to pay the tuition for CTE dual credit courses.

This agreement will be in effect from August 1, 2022 until July 31, 2023.

The University of Texas Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2022–Summer 2023

This Memorandum of Understanding ("MOU") is entered into by and between The University of Texas Permian Basin ("UTPB") and Ector County Independent School District, ("ECISD"), pursuant to section 29.908 of the Texas Education Code.

1. Term

The term of this agreement is August 1, 2022 through and including July 31, 2023.

2. Recitals

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

3. MOU Purpose

The purpose of this MOU is to outline the roles and responsibilities of the University and the School Districts that participate in the Academic Dual Credit Programs at UTPB. This MOU is the agreement that encompasses all programs and initiatives under the Academic Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional Memorandum of Understanding is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

4. Non-Discrimination

The University of Texas Permian Basin is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex, national origin, age, disability, genetic information, or veteran status. The University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender expression and gender identity. For more information, please visit UTPB's Non-Discrimination Policy: https://www.utpb.edu/life-at-utpb/campus-safety/non-discrimination-policy

5. Recognition of Higher Education Partner

The School District, when reporting and publicizing high school students' completion of academic dual credit courses, will recognize all Higher Education partners, including The University of Texas Permian Basin. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize The University of Texas Permian Basin as their Higher Education partner. The following statement must be included in all the School District's publications and/or

advertisements in regards to the Academic Dual Credit Programs: "ECISD" collaborates with The University of Texas Permian Basin, our Higher Education partner, to offer University credit hours, while saving families hundreds of thousands of dollars in reduced costs in tuition and fees." In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the University's Branding, Marketing, and Advertising Guidelines for The University of Texas Permian Basin at https://www.utpb.edu/university-offices/communications-and-marketing/images/ut-permian-basin-brand-guidelines_updated-04012019.pdf. Failure to follow this provision will result in a non-compliance notification as stated in Section 23 of this document.

6. Academic Policies and Procedures

Regular academic policies and procedures applicable to regular University courses and students will also apply to dual credit courses and dual credit students.

a) Eligible Courses

Academic courses offered by the University for dual credit are developed based on the guidelines published by the Texas Higher Education Coordinating Board in the Academic Course Guide Manual. The University does not offer remedial, kinesiology, or developmental courses for dual credit.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The University has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the University's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the University's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the UTPB Academic Affairs Handbook (AAH).

i. The School District will collaborate with the University to ensure that the School District instructor applying to teach in the Academic Dual Credit Program meets the credential requirements.

ii. The University will ensure that University Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.

iii. School District faculty approved as Dual Credit Faculty must be cleared by the University's Office of Human Resources to teach any dual credit courses.

iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the University.

v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete Canvas LMS and Quality Measures Trainings offered through the University's Falcon Online Department prior to or during their first semester teaching Academic Dual Credit Program courses.

vi. University and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual Credit Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.

vii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required University departmental meetings, discipline and course-specific professional development training. The department chairs will provide meeting schedule information to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.

viii. University Faculty and Dual Credit Faculty teaching University-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate University or School District support services.

ix. The School District will forward any concerns regarding Dual Credit Faculty or University Faculty teaching the University-level course to the University Department Chair for investigation. To resolve the concerns, a meeting shall take place between the University Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.

x. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.

xi. Even though Academic Dual Credit Faculty members are full-time employees of the School District wherein they teach the University course(s), they are expected to follow all the University's policies as applicable during the instructional time designated for dual credit courses. Because Dual Credit Faculty are employed by both the University and the School District, they are confronted with unique challenges, but should have the same rights, responsibilities, and privileges as University Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as Dual Credit Faculty

while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

xii. Dual Credit Faculty Rights and Responsibilities when teaching a Course for the University:

- Course Work: The rigor of University course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.

- Issuing of University Grade: Dual Credit Faculty shall not inflate the University letter grade, which might differ from the high school numeric grade.

- Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make–up work for class absences will be permitted only as specified by the faculty in the course syllabus.

- Dual Credit Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to a lack of effort and/or excessive student absences.

c) Location, Facilities, Teaching Environment, and University Courses

The location of dual credit courses will be held at approved high school sites in accordance with SACSCOS standards.

i. University Courses

Faculty teaching dual credit courses must use the University's approved Learning Management System. The University maintains security measures to protect faculty and students while learning in an online environment.

ii. Course Delivery at High School

The School District will ensure that all academic dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction, except when a State of Emergency is activated, is when a Dual Credit Faculty may be approved to conduct online instruction to adhere to the University's Instructional Guidelines, using the University's Learning Management System.

iii. Online Method of Delivery

UTPB offers one method of delivery via online Learning Management System.

An electronic course is defined as a course in which instruction and content are primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

iv. Facilities

The School District will work with the University to ensure that the School District's facilities meet the expectations and criteria required for University classes and are appropriate for University-level instruction by the first day of class including the following:

- School District will ensure that University Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;

- School District shall permit access to the University's electronic learning resources when the course is taught at the School District; and

- School District offering science courses shall meet the laboratory safety standards and have material/equipment required for University courses available in all labs in which classes are being taught to comply with the University science program requirements.

v. Teaching Environment

The School District will ensure that the classroom environment is conducive to University level learning by:

- Designating a classroom for the dual credit classes;

- Displaying signs outside of the classroom that indicate "University Course is in Session";

- Assuring no interruptions take place in the University dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and

- Accepting the faculty member's attendance requirements as stated in the course syllabus.

d) Course Curriculum, Instruction, and Grading

School Districts that participate in the Academic Dual Credit Programs at the University will comply with procedures and guidelines as published by the University, including the following:

i. Academic Instructional Calendar

Dual credit classes will follow the University Academic Calendar. Exceptions may be arranged through collaboration between the University and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The University requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. University courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction

The School District will work with the University so University personnel will have the opportunity to monitor the quality of instruction in compliance with the University course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials

Courses offered for dual credit will be identified in the course schedule as University-level courses. Instruction and materials for dual credit courses will be equivalent or identical to courses taught to traditional university students. When possible, UTPB will: (i) utilize open resource textbooks for all dual credit courses, and (ii) utilize the same textbook for multiple years. District shall be responsible for providing all academic textbooks to students.

iv. Grading Procedures

All Dual Credit Faculty will follow the University Grading System as well as the grading criteria in the department approved syllabus. The University recognizes that certain of the district's students participating in dual credit classes are also participating in UIL-sanctioned activities. Accordingly, the University and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new coursework has been performed by the student.

v. Submission of University Grade

The primary responsibility for assigning University grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. University and School District officials will not interfere with the faculty member's responsibility for assigning University grades. The final course grade for the University will be a letter grade and for the high school a numeric grade that might differ from the University grade.

vi. Grade Appeal

The School District will direct students to follow the University's Grade Appeal process. An electronic copy of these documents may be accessed on the Student Services Department webpage at the following link: https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-grievances

7. Student Enrollment & Support Services

a) Student Eligibility

Beginning in the 9th grade, Texas public school students may enroll in dual credit courses for up to 15 hours per semester. Texas Administrative Code §4.85(b) identifies requirements that must be met by students who enroll in a college course for concurrent enrollment college credit.

1. Students must comply with the Texas Success Initiative as follows:

- Reading—TSIA score of 351 or TSIA2 of CRC>=950
- Writing—
  a. a placement score of at least 340, and an essay score of at least 4; or
  b. a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.
- Mathematics—TSIA score of 350

TSIA2

- Mathematics College and Career Readiness —
  - CRC>=950;
  - CRC<950 and Diagnostic Level = 6
- English Language Arts and Reading College and Career Readiness —
  - CRC > = 945 and Essay > = 5;

- CRC < 945 and Diagnostic Level > = 5 and Essay > = 5 Diagnostic Level Range: 1-6 CRC– College Readiness Classification Test CRC Range 910-990

2. Alternatively, students may qualify under one of the following standardized exemptions from TSI requirements:
   - Exemption from TSIA reading and writing:
     - Scored a 23 or higher on the ACT composite and a minimum of 19 on both the English and math tests;
     - SAT administered prior to March 2016: Earned a combined (verbal critical reading + math) SAT score of 1070, with a minimum score of 500 on both sections;
     - SAT administered March 2016 and later: Evidence-Based Reading and Writing (EBRW) minimum score of 480, Mathematics minimum score of 530 (no combined score needed);
     - TAKS scale score of at least 2200 on the math section and/or 2200 on the English Language Arts section with a writing subsection score of at least 3.

b) Library Services

UTPB shall provide dual credit enrolled student's access to the instructional and digital resources available on the campus of UTPB and ensure that all distance education students have access to library resources to support appropriately the courses in which the students are enrolled. These services include document delivery, electronic access to reference services, reserves, interlibrary loan, and a web page that includes ready links to services, contacts, and self-help modules. The library will regularly evaluate the effectiveness of resources provided to distance education students and will demonstrate that services are improved where appropriate. Instructors will provide distance education students information about library services.

c) Student Support Services

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to University students on the main campus. The University is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Currently, support services available to the online students from UTPB include:

- Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
- Smarthinking Online Tutoring;
- Writing Center assistance and tutorials with writing assignments;

- Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;
- Academic Advising and My Edu;
- Career Services; and
- Technical Support for Canvas users

d) Student Policies

Regular academic policies applicable to courses taught at the University's main campus must also apply to dual credit courses, in accordance with TAC Chapter 4. These policies shall include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and when the syllabus must be distributed.

e) Student Complaints

UTPB's policies and procedures for handling student academic and non-academic complaints are applicable to all students including those enrolled in distance education programs and courses. Students with complaints about distance education delivered by UT Permian Basin should follow the process described at http://www.utpb.edu/campus-life/dean-of-students/grievances/index. Students who wish to file a written complaint are encouraged to submit their complaint using the University Complaint Resolution Portal located at http://www.utpb.edu/services/business-affairs/complaint-resolution. If an issue cannot be resolved internally/locally, students may file a complaint about UT Permian Basin with their state of residence or the University's accrediting organization. Information on both are available at http://www.utcoursesonline.org/complaints.

f) Student Conduct

Dual credit students must abide by the UTPB Student Code of Conduct outlined in the current Handbook of Operating Procedures.

8. Finance Support Services

a) Faculty Stipend

School District instructors approved by the University to be Dual Credit Faculty and approved to teach University level courses will be paid a stipend by the University per class, per semester, as outlined in the Academic Affairs Handbook (AAH).

b) Tuition and Fees

District shall pay $100 per semester credit hour. Each school district is liable for making complete payment for all students before the 12th class day. Each district and or dual credit student will adhere to enrollment cancellation processes that are set in place by the University.

c) Invoicing

UTPB will issue an invoice to District listing all enrollments in all subject areas. District will have up 15 business days to appeal any registrations for that semester, to the Office of Accounting. District must remit payment within 30 days of receipt of invoice. Failure to pay may result in District's inability to enroll students in future courses.

d) TXVSN Enrollment

When District enroll in courses via the Texas Virtual Schools Network (TXVSN), it will follow UTPB enrollment procedures, including:

a. Applying to and enrolling students in UTPB;
b. Adhering to UTPB's enrollment and drop schedule; and
c. Entering into a written agreement approved by the governing boards or designated authorities of District and UTPB.
d. District is responsible for 100% of the course cost for each student that completes coursework. District is responsible for 70% of the course cost for each student who withdraws from a course after expiration of the designated drop period.
e. TXVSN Central Operations will issue an invoice to District at the end of each semester based on the conditions noted above; TXVSN will remit payment to UTPB at the end of each semester.

9. Human Resources Department, Data Privacy & Sharing Agreement

The School District will collaborate with the University to ensure that all School District faculty applying to teach in the Academic Dual Credit Programs meet the credential requirements, and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a University course are required to be reported to the University's Office of Human Resources to the attention of the Director for investigation.

b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the University's Policy on Sexual Harassment/Sexual Misconduct, and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the University's policy may be accessed on following link: https://www.utpb.edu/life-at-utpb/campus-safety/sexual-harassmentsexual-misconduct/sh-sm-policy

Title IX Statement:

> The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination

based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator (as outlined in Section 3.1 of this Policy).

c) The School District will designate a specific School District official that is certified as a Title IX Investigator/Coordinator to serve as the authorized liaison for The University of Texas Permian Basin Office of Human Resources. The School District official and the University's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

10. Quality Control

UTPB will monitor student academic performance and quality of instruction to assure compliance with the Texas Administrative Code Title 19, Part 1, Chapter 4.

11. Student Identification

UTPB online students are eligible to receive a UTPB Student Identification Card and students who wish to obtain a UTPB Identification Card shall send an email to the UT System Police at StudentID@utpb.edu, included information should be:

*Full name, address, and student ID number.

*A scanned image attachment of another photo-bearing official government ID (driver's license, passport, etc.) for verification in digital (JPEG) format.

*A scanned image attachment of a passport-quality photo (headshot with a plain background) in digital (JPEG) format.

District or student shall pay a fee of $10.00 for the ID and will receive the ID in a prompt and timely manner. Dual credit students may use their student ID to obtain the same privileges that traditional students hold, with the exception of the weight room.

12. UTPB Student Authentication Process

UTPB registers students for online courses using a student information system and manages access through a centralized authentication system. The learning management system in which all online courses are hosted authenticates student user accounts and passwords to the UTPB centralized authentication system. To obtain access to online courses in the learning management system, students must establish their identity through a secure login and password. At least one additional student identification technique will be required within each course. This technique is determined and approved by the Provost/Academic VP.

The District principal shall notify UTPB in the event a high school does not use photo IDs. UTPB will determine an alternative means of authentication. One additional method of student authentication using an approved photo ID must be clearly stated on the course syllabus minus webcams and may include the following:

- Proctored exams using an approved photo ID.
- Presentation of approved photo ID through a web cam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- Other technologies or procedures specified by faculty in their course syllabus.
- Public school designee/facilitators can proctor an exam identifying themselves to the instructor for testing environment criteria.
- UTPB emails are a secondary form of authentication.

Dual credit students may use District identifications. Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

TEC 28.009

UTPB has aligned its goals with House Bill 1638 statewide goals as codified in Texas Education Code, Section 28.009 (b-1) and (b-2). These require the Texas Higher Education Coordinating Board (THECB), and Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas.

UTPB offers dual credit courses to high school students in accordance with state, legislative, and regulatory requirements, as well as the SACSCOC.

UT Permian Basin offers a course equivalency crosswalk for equating high school courses with college courses. This crosswalk identifies the number of credits that may be earned for each course completed through the dual credit program.

While UTPB offers a variety of dual credit and early college access courses, most courses are part of the Texas Core Curriculum. Core courses are transferable to any public university or college in Texas.

All courses are 3 credit hours unless noted otherwise

*ART 1301:	Art Appreciation	MATH 1324:	Applications of Discrete Mathematics
COMM 1315:	Intro to Public Speaking	MATH 1332:	Contemporary Mathematics I
CRIM 2336:	Intro to Criminology	MATH 2412:	Pre-Calculus {4 credit hours}
ECON 2301:	Intro to Macroeconomics	MATH 2413:	Calculus I {4 credit hours}
*ENGL 1301:	Composition I	*MUSC 1301:	Jazz, Pop, and Rock
*ENGL 1302:	Composition II	PLSC 2305:	American National Politics

*ENGL 2322:	British Literature to 1800	*PSYC 1301:	Intro to Psychology
ENGL 2323:	British Literature since 1800	*SOCI 1301:	Intro to Sociology
*ENGL 2327:	American Literature to 1865	SPAN 1411:	Beginning Spanish I {4 credit hours}
ENGL 2328:	American Literature since 1865	SPAN 1412:	Beginning Spanish II {4 credit hours}
*HIST 1301:	U.S. to 1877	SPAN 2311:	Second Year Spanish I
*HIST 1302:	U.S. since 1877	SPAN 2312:	Second Year Spanish I
MATH 1314:	College Algebra		

UTPB offers dual credit to Early College High School and high school students across the state of Texas. Our classes are taught by SACSCOC qualified university professors. UTPB ensures the quality and instructional rigor of the dual credit program's content, which meets, SACSCOCs requirements. Course content and rigor are comparable with similar courses that are taught to traditional UTPB students.

UT Permian Basin Dual Credit goals are listed below.

Goal 1: UT Permian Basin and its school district partner will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- Measures of Implementation: Examples of items to include in documentation:
    a. UT Permian Basin and its school district partner will host informational sessions for students and parents on dual credit opportunities, benefits, and cost.
    b. UT Permian Basin and its school district partner's webpages will reflect the most current dual credit program information including enrollment and fee policies.
    c. UT Permian Basin will host dual credit 101 sessions for high school counselors via webinar.
    d. UT Permian Basin and its school district partner will collaborate on a marketing campaign.

Goal 2: The Dual credit program will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge successfully into college course completion.

- Metric: Examples of items included in analysis:
    e. Student enrollment in postsecondary after high school
    f. Time to degree completion
    g. Decrease in excess number of semester hours beyond required hours to degree completion
- Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

Metric: Award of credit and transcripts

a) UTPB will award academic credit for courses that are listed in the core curriculum. These courses shall be evaluated in accordance with Texas Higher Education Coordinating Board and Texas Education Agency. They shall be at a more advanced and rigorous level than courses taught at the high school level.

b) For all its programs, including those delivered through distance education, UTPB will identify expected student learning outcomes, assess the extent to which a course achieves these outcomes, and provide evidence of improvement based on analysis of the results. Additional items to be evaluated shall include but are not limited to: the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty. Finally, students will evaluate courses delivered via distance education using the course evaluation procedures in effect for campus-based courses.

13. Schedule Changes

Schedule changes that include additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

14. Transcribing of Credit and Student Withdrawal

A college grade shall be transcribed upon completion of the semester for the courses in which the student officially enrolled and will adhere to the current grading policy.

The school district agrees to evaluate the objectives to be achieved by students completing the UTPB dual credit courses and to transcribe the credit on the student's high school transcript accordingly.

Students may request transcripts at www.getmytranscript.com. The fee is $7.00.

15. Grading Periods and Policies

The university has adopted a policy that allow school facilitators observer access in Canvas. The account holder will have credentials and understand that all users of UTPB Information Resources are subject to having all such uses monitored and/or recorded by system personnel, and that anyone using UTPB Information Resources expressly consent to such monitoring and that the results of such monitoring may be provided to law enforcement personnel. Individuals will be able to follow the academic calendar for the grading periods and polices adopted by UTPB and school district.

16. Use of UTPB Email

Use of UTPB email as primary email in distance education courses further protects student personal emails independent of their coursework and ensures the student enrolled in the online courses is using the email account assigned to that student by UTPB. University email will serve as second authentication method.

17. Privacy

The Family Educational Rights Privacy Act (FERPA) guidelines will be followed for all students regardless of instructional environment. Submission of student work online creates an academic record that is subject to FERPA. Online posting of grades must not be viewable to other members of the online class. Exemplary works may be posted with individual student permission. Instructors must not compel online students to reveal private information to classmates. Private information includes full name, physical address, birth date, birth place, social security number, gender, race, color, marital status, religion, citizenship, immigration status, physical image, information about family, or information a student considers too sensitive to share.

18. Data Sharing

FERPA allows protected student data to be exchanged between the University and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the University disclosed. The University and the School District are expected to meet FERPA requirements to maintain the privacy of student data. The University will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the University. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the University shall not be shared outside the District without prior authorization from the University. The School District may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the School District and the University
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need. The School District may submit an e-mail request for reports to: chavez_mi@utpb.edu

19. Transportation

UTPB assumes no obligation/responsibility for transportation of students to and from the UTPB campus.

20. Off-site Locations Southern Association of Colleges and Schools Commission (SACSCOC) Requirement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires Universities to report all off-site locations in which dual credit students may earn at least 25% but less than 50% of credits toward a program, in-person or via distance learning, if courses are taken on high school property. This rule does not give the University the right to manage the classroom or technology in the classroom, nor does it imply that the University will supply learning technology. However, high schools may be subject to a site visit during SACSOC reaffirmation processes that occur every five years.

21. Decision to Non-Renew MOU Agreement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) substantive change policy requires institutions to notify them of all off-campus instructional locations that require students (including dual credit and early high school students) to take courses in a place that is geographically apart and independent of the main campus location. Furthermore, institutions are required to have an approved teach-out plan that ensures equitable treatment of students when an off-campus instructional site closes. Because a decision not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit high school partner closes an off-campus location, the UTPB teach-out plan will ensure the University makes a good faith effort to assist affected students, faculty, administrative and support staff so that they experience minimal disruption in the pursuit of their course of study or professional careers.

If a decision is made not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit partner, the following proposed protections will occur:
This plan provides details regarding:

a. administration and organization
b. affected students
c. maintenance of records and reports
d. affected faculty and staff

Administration and Organization

The Administration, Provost, Program Director, and faculty of the UTPB Dual Credit Program will continue to adhere to and remain accountable for ensuring affected students, faculty, and support staff experience minimal disruption in the pursuit of their course of study or professional careers.

The University administration will provide direct support and resources to the appointed Director of Dual Credit/Early College High School in fulfilling his/her responsibilities and duties until all affected students have completed their course work.

Affected Students

The University has maintained and will continue to maintain open communication with all currently enrolled students.

A decision not to renew an agreement between UTPB and a dual credit partner prohibits students enrolled by that high school from taking dual credit courses from UTPB. In that case, affected students will be notified by mail of the ending agreement and will be informed of their rights as follows:

1. Affected students are no longer eligible to take dual credit courses at the University
2. No additional charges/expenses will incur as a result of the ending agreement
3. Any earned credit will be recorded and remain on student transcripts
4. Affected students are entitled to a copy of their transcripts
5. All other affected student records will be kept on file following UTPB policy
6. Affected students have a right to appeal a grade
7. Grievance procedures still apply
8. Incomplete grades and ongoing agreements between the affected student and instructor will remain honored

Affected students will be notified that they can continue taking dual credit courses at UTPB if the stated agreement is renewed at a later time. Once they graduate from high school, they are eligible to apply to UTPB and complete their programs of study.

Maintenance of Records and Reports

All current records will be maintained in a secure manner to prevent loss, destruction or unauthorized use. All records will be maintained for the required specified time and will remain accessible to those with a need for access (e.g., Program Director, Provost).
The University will also continue to maintain the records listed below in accordance with the required institutional education guidelines:

a. University catalogs, programs of study, mission and goals, curriculum and course outlines
b. Student/Faculty records
c. Memoranda of agreements with affiliating agencies
d. Strategic planning documents and program/course evaluation methods

Affected Faculty and Staff

In the unlikely event that full-time faculty or staff are affected by the ending contract between UTPB and a dual credit partner, they will be notified in writing.

22. Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both UTPB and the school district at least 30 days before any term or provision may be changed.

23. Notification of Non-Compliance and Termination of Agreement

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the University President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

The University of Texas of the Permian Basin
4901 E. University Blvd.
Odessa, Texas 79761

By: Date:

_____ _____
Dr. William Fannin
Interim Provost and Vice President for Academic Affairs, UTPB

Ector County Independent School District

By: Date:

_____ _____
Dr. Scott Muri
Superintendent, Ector County ISD

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT BETWEEN ECTOR COUNTY ISD AND ODESSA COLLEGE– CONTINUING EDUCATION CLASS OFFERINGS

The purpose of this Memorandum of Understanding and Articulation Agreement is to facilitate the cooperation between Ector County ISD and Odessa College in the provision of continuing education college courses for qualified students beginning their freshmen (9th grade) year.

The Texas Education Code, Chapter 9, Subchapter H, Partnerships between Secondary schools and Texas Public two-year Associate degree granting institutions establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college level credit. Continuing education requirements are identified/outlined in Chapter 4, Subchapter D, Continuing education Partnerships Between Secondary Schools and Texas Public Colleges, §4.85.

This agreement will be in effect for the 2022-2023 Academic Year.

MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT

--DUAL CREDIT CLASS OFFERINGS—

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND ODESSA COLLEGE

This Memorandum of Understanding and articulation agreement between Ector County Independent School District and Odessa College is designed to allow high school students an opportunity to earn dual high school credit and college credit. The Texas Education Code, Chapter 9, Subchapter H, Partnerships between Secondary schools and Texas Public two-year Associate degree granting institutions establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college level credit. Dual Credit requirements are identified/outlined in Chapter 4, Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, §4.85.

PURPOSE

The purpose of this agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit college courses for qualified students beginning their freshmen (9th grade) year.

The following terms and conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board rules and regulations, §4.85:

ELIGIBLE COURSES

1. Only courses as permitted by TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (a) identified as college-level academic courses in the current edition of the College Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.

2. Courses approved for dual credit for an individual student must be applicable to a college or University certificate or degree.

3. Approved courses must be listed in the appropriate high school course description guide and reviewed and updated periodically.

4. This agreement includes courses offered in all Odessa College terms and/or semesters.

STUDENT ELIGIBILTY AND COURSE LOAD

1. To be eligible for enrolment in a dual credit course offered by a public college, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test or minimum grade in a previous course, etc.)

2. To be eligible for enrollment in a certain dual credit courses the high school student may be required to attain a qualifying or passing score on a Texas Higher Education Coordinating Board approved college readiness assessment instrument. The required assessment will depend on the dual credit course prerequisites, if any, and will be in one or more of the following areas; mathematics, reading, and/or writing.

3. A student who is exempt from taking a state assessment college readiness instrument may be otherwise evaluated by the college to determine eligibility for enrolling in certain workforce education dual credit courses.

STUDENT RESPONSIBILITY

Dual credit students must abide by both the Odessa College Code of Conduct and the Ector County Independent School District Code of Conduct. The Odessa College Code of Conduct may be found online at www.odessa.edu or https://www.odessa.edu/current-students/student-handbook/index.html.

The student must obtain and maintain throughout their enrollment a policy of health and accident insurance. Health and Accident coverage shall be in effect at all times, including clinical make-up time during interim session when the College is not in session. Under no circumstances will the College or the Facility be liable for any losses or expenses as a result of an accident or illness to the student.

The student must complete and maintain compliance with their American DataBank Complio account throughout the duration of the program. Students must have a compliant American DataBank Complio account in order to attend a practicum and/or skills lab.

LOCATION OF CLASS

For the purpose of this agreement, dual credit courses may be taught on the Odessa College campus, on the High school campus(es) in Ector County Independent School District, at Odessa College/ Ector County Independent School District approved locations, or online and include all modes of delivery of classes by Odessa College. Scheduling of classes on a high school campus will be aligned with the master schedule at the high school campus as applicable.

COMPOSITION OF CLASS

Dual credit courses may include dual credit students only or a mix of dual credit students and non-dual credit students.

FACULTY SELECTION, SUPERVISION, EVALUATION, AND COMPENSATION

1. All instructors, without exception, of dual credit courses must meet the minimal credential requirements specified by the Southern Association of Colleges and Schools and Commissions on Colleges (SACSCOC), which is the accrediting body for Odessa College.

2. High school faculty who meet the SACSCOC credential requirements for teaching college courses may be considered to teach dual credit courses by Odessa College. SACSCOC qualified high school instructors will follow the same selection procedures used by the college to select faculty responsible for teaching courses at the college's main campus.

3. Odessa College shall supervise and evaluate dual credit instructors and courses using the same or comparable procedures and standards used for faculty on the College's main campus.

4. All Odessa College instructors including those teaching dual credit course are encouraged to adhere to the principals set forth in the college's award winning *Drop Rate Improvement Program* for establishing and maintaining high in-class retention levels and exceptional student success. This program was recognized by the Texas Higher Education Coordinating Board in 2012 with an Award of Excellence and in 2014 with the Star Award, the highest award given for improving education in the state of Texas.

5. Odessa College will provide funds to Ector County Independent School District that are sufficient to cover annual rates of compensation to the high school's dual credit instructors. The college shall identify appropriate rates of compensation annually.

COURSE CURRICULUM, TEXTBOOKS, INSTRUCTION, AND GRADING

1. Odessa College will ensure parity between a dual credit course and the corresponding course offered at the main campus with respect to the curriculum, materials, instruction, method, and rigor of student learning assessment. These standards shall be upheld regardless of the student composition of the class.

2. All instructors of dual credit classes shall follow departmental guidelines set forth by the college department chair or respective division Dean of Odessa College. Dual credit instructors will be required to use the College's department syllabus and implement all learning outcomes set forth in the syllabus. Adaptions to the departmental syllabus must be approved in writing by the college department chair.

3. Dual credit instructors shall be required to use the College departmentally approved textbook(s) and any other materials as set by college departmental policies. These standards shall be upheld regardless of the student composition of the class. Requests for use of alternate materials must have prior approval from the College department chair.

4. Odessa College's dual credit instructors shall provide the ISD with a numerical grade equivalent to the corresponding letter grade awarded to the student.

5. The college recognizes that certain of the District's students participating in these classes are also participating in UIL-sanctioned activities. Accordingly, the College and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

1. Academic policies applicable to courses taught at the College's main campus will also apply to dual credit courses.

2. Students in dual credit courses are eligible to use the same learning and support services that are afforded college students on the main campus including, but not limited to: advising, career assessment and planning, tutoring, library services, the College Sports Center, Student Life leadership and Development opportunities.

3. Dual credit students will have access to the College Portal to access grades, unofficial transcripts, and to a college email account for official college communication.

TRANSCRIPTION OF CREDIT

For dual credit courses, both high school and college credits should be transcribed immediately upon a student's completion of the performance required in the course. The student is responsible for providing the ISD with an official transcript if the high school requires one.

FUNDING

1. Applicable state funding for dual credit courses shall be available to both the District and the College based on the relevant funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.

2. Odessa College tuition and fees for dual credit course shall be paid by the student to the college unless paid for by a third party, including the District, under a separate agreement. No payment or reimbursement of dual credit tuition and/or fees shall be made to Ector County Independent School District by Odessa College.

2a. Certified Nurse Aide (CNA) tuition is $10,000 per semester, with a 10 student minimum enrollment. The tuition includes $125.00 Texas Nurse Aide Exam Fee, $95.00 American DataBank Complio account, $60.00 CPR Basic Life Support for Healthcare Providers course, Scrubs, and a textbook, workbook, open educational resources (OER), learning management system (LMS), e-book, and/or digital e-learning content. Students may check out and return textbooks, if applicable. The tuition does not include the cost of student health and accident insurance, immunizations, and travel expenses.

2b. Registered Dental Assisting (RDA) tuition is $10,000.00 per semester with a 10 student minimum enrollment. The tuition includes $95 Registered Dental Assistant (RDA) exam voucher, $95.00 American DataBank Complio account, $60.00 CPR Basic Life Support for Healthcare Providers course, Scrubs, and a textbook, workbook, open educational resources (OER), learning management system (LMS), e-book, and/or digital e-learning content. Students may check out and return textbooks, if applicable. The tuition does not include the cost of student health and accident insurance, immunizations, and travel expenses.

2c. HVAC program tuition will be $12,000.00 per school year with a maximum of 12 students. The tuition includes a $57.99 textbook and a $90.00 test exam fee that provides the student two attempts.

3. Dual credit tuition and fees are subject to change in accordance with Odessa College Board policy.

TERM AND MODIFICATION AGREEMENT

1. This agreement may only be modified in writing by the Ector County Independent School District Superintendent and the Odessa College President or their designees at least thirty (30) days in advance of such modification.

2. This agreement shall become effective on the date the last party executes the Agreement and shall remain in effect for two years from that date. This agreement shall renew automatically for an additional two years if neither party elects to terminate the agreement by notifying the other party in writing within ninety (90) days of the scheduled two-year renewal date.

3. This agreement may be terminated upon sixty (60) days' notice by either party provided that the effective termination date does not fall within an active dual credit class term. The parties to this condition on the understanding that to terminate the agreement within an active class term could negatively impact student learning and outcomes.

_____	_____
Superintendent	Louis Gonzales Associate Dean of Continuing Education Odessa College
_____	
School	
_____	_____
Date	Date

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND ANGELO STATE UNIVERSITY - SCHOOL COUNSELING PATHWAY

This Memorandum of Understanding between Angelo State University and Ector County ISD is to implement the School Counseling Pathway. ECISD-approved candidates will be able to complete their Masters in Science coursework for Professional School Counseling through an online platform. The two-year program includes the first year of coursework through Angelo State University and professional development through the Ector County ISD Guidance and Counseling Department. The second year of the program, ECISD would be able to hire these candidates as interns in an ECISD school counseling position.

The agreement would be in effect from August 1, 2022 through July 31, 2024.

MEMORANDUM OF UNDERSTANDING
BETWEEN

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND
ANGELO STATE UNIVERSITY

Angelo State University (herein referred to as 'ASU') and Ector County Independent School District (herein referred to as the 'School District') enter into the following Memorandum of Understanding (MOU) to support the development and delivery of the School District's "Grow Your Own" program. Collectively the parties are referred to as 'Parties'.

The purpose of this MOU is to outline the collaboration of the Parties, as listed above, in developing, maintaining and delivery of the "Grow Your Own" program.

1. **SCOPE OF SERVICES**

ASU and School District agree to collaborate to develop and maintain the program requirements that meet the terms of this MOU as outlined below. ASU and School District are required to meet at the onset of the MOU and may convene at least one time per year, to maintain the integrity and evaluate the effectiveness of the Program.

It is agreed by all parties that the overarching goal of the "Grow Your Own" program is to recruit qualified candidates at the district level for placement in the ASU M.S. in Professional School Counseling program and, upon candidates' completion of the program requirements, retain those candidates in school counselor positions within School District as a means to supplement district counseling programs.

2. **TERMS**.

Subject to any annual approvals that may be required by law, by the Texas Education Agency ("TEA"), by the Texas Higher Education Coordinating Board ("THECB"), or by the United States Department of Education ("USDE"), the term of this MOU shall commence upon **August 1, 2022** ("Commencement Date") and shall end on **July 31, 2024**, unless terminated earlier. Notwithstanding the foregoing, the Parties acknowledge and agree that a condition precedent to a party's signing the MOU is approval of the MOU by that party's governing board. Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, THECB, and USDE, this MOU may be extended for a one-year renewal term ('Renewal Term"). As used in this MOU, "Term" shall mean the initial term. The initial term as may be extended by the Renewal Term, or such shorter period of time in the event of termination of this MOU.

3. PROGRAM COMPLETION REQUIREMENTS

Candidate shall adhere to program curriculum as prescribed in the ASU Graduate Catalog at the time of candidate's enrollment and as outlined in the candidate's

official degree plan. Any deviations from this could result in delay of degree and/or certification and/or dismissal from the Program.

4. **COUNSELOR CANDIDATE SELECTION, SUPERVISION, AND EVALUATION**.

a. School District

The School District shall select participating candidate(s) for program participation and refer them to ASU for application process and enrollment.

School District will work with ASU's Educator Preparation Information Center to complete all necessary paperwork for Intern Certification. After successful completion of at least 12 hours of ASU coursework and passing of TExES School Counselor exam, along with any applicable Texas Administrative Code and additional ASU requirements, candidates will be eligible for School District to hire on Intern Certification, beginning **August, 2023**.

School District will work with ASU to provide a Site Supervisor. Through the collaboration of the ASU EPP with the district or campus administrator, the site supervisor will be selected (TAC, 2018). The site supervisor (mentor) is the person that is employed where the candidate will complete their practicum activities. This person should have experience in school counseling and should serve as a mentor and advocate for the candidate. The site supervisor must be an educator who has at least three years of experience as a school counselor; who is currently certified as a school counselor; who has completed (or will complete) training by the ASU Education Preparation Program (EPP) within three weeks of being assigned to a candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum, and who reports the candidate's progress to the candidate's field supervisor.

b. Angelo State University

ASU will guide candidates through the application process and ensure they meet admission criteria for College of Graduate Studies and Research. Once admitted into the Master of Professional School Counseling program at ASU, candidates will be assisted by ASU faculty and staff with enrollment and course registration processes.

After successful completion of at least 12 hours of ASU coursework and passing of TExES School Counselor exam, along with any applicable Texas Administrative Code and additional ASU requirements, candidates will be eligible for School District to hire on Intern Certification, beginning **August, 2023**. School District will work with ASU's Educator Preparation Information Center to complete all necessary paperwork for Intern Certification. While on Intern

Certification, candidate will receive supervision from both a site supervisor (mentor) and a field supervisor, hired by ASU. Both supervisors shall be certified as school counselors per Texas Administrative Code.

The site supervisor (mentor) is the person that is employed where the candidate will complete their practicum activities. This person should have experience in school counseling and should serve as a mentor and advocate for the candidate. The site supervisor must be an educator who has at least three years of experience as a school counselor; who is currently certified as a school counselor; who has completed (or will complete) training by the ASU Education Preparation Program (EPP) within three weeks of being assigned to a candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum, and who reports the candidate's progress to the candidate's field supervisor. Through the collaboration of the ASU EPP with the district or campus administrator, the site supervisor will be selected (TAC, 2018).

The ASU EPP will hire a field supervisor for each candidate. This supervisor must be currently certified, preferably with advanced credentials (school counselor certification), and will observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. In addition, the field supervisor will have completed TEA-approved observation training, pursuant to TAC 228.35: "For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor".

The candidate will be evaluated through documented feedback by the campus supervisor and field supervisor. In addition, candidates will be required to complete and submit to their professor in accordance with timelines all requirements for the internship course, including maintaining an accurate log of hours, reflection and self-evaluation, and other necessary documentation.

5. **LOCATION OF COUNSELOR CANDIDATE**.

The candidate shall be located within participating School District. It is at the discretion of the School District as to the physical location of the candidate's office space; however, it is agreed by all parties that the candidate(s) must remain at the identified campus of need through the duration of their internship.

6. COUNSELOR CANDIDATE COURSE AND CERTIFICATION

SUCCESS

Candidate is expected to comply with all MS in Professional School Counseling expectations, including those outlined in the Program Handbook, as well as policies and procedures outlined in the ASU Student Handbook, the ASU Graduate Catalog, any TEA and TAC guidelines, and any guidelines established by Parties related to this opportunity.

Candidate will be provided with a degree plan upon acceptance into the ASU degree program that must be signed and returned. Candidate will also be provided with an outline of the course rotation to be completed in order to stay on track to finish in the allotted time of the grant.

In order to complete all School Counselor certification requirements, candidates must:

- Complete an approved School Counselor Educator Preparation Program,
- Complete the MS in Professional School Counseling degree,
- Complete the TExES School Counselor exam with a passing score,
- Have two years of classroom teaching experience in a public or accredited private school

Documentation of all requirements must be submitted to the EPP at ASU for verification prior to recommendation for certification.

7. **PROFESSIONAL DEVELOPMENT**.

Candidates will meet regularly, a minimum of one time per month, with either School District and/or ASU personnel to ensure that they are receiving professional development. The School District will be responsible in ensuring candidates attend offered trainings.

The field supervisor, hired by ASU, will meet with candidate three times per semester during the internship. In addition, ESC 15 offers regularly scheduled trainings in San Angelo for school counselors that ASU candidates are eligible to participate in.

8. **DATA SHARING.**

Candidates agree to allow School District to have access to educational records at ASU as needed, and will set up the FERPA Authorized Proxy as such. School District agrees to share information regarding candidate with ASU as needed to determine adequate progress toward completion of requirements and for any evaluation purposes.

9. **COMPLIANCE.**

School District agrees to participation in project through

- identification of candidates
- provision of copy of signed MOU to ASU (sample provided) between district and candidate outlining:
    - terms of agreement to include:
        - course completion

    - amount of financial support for tuition
- maintenance of placement of candidate on identified campus of need for full duration of internship
- supervision of candidates
- provision of information to Parties as needed

10. AMENDMENTS/REVISIONS.
This MOU may only be amended by mutual written agreement of the Parties.

11. NOTICE.
All notices, demands, or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.

12. TERMINATION.
Each party to the MOU may terminate this agreement upon thirty (30) days prior written notice to the others. All notices, demands, or requests shall be given or mailed to:

EPICenter
Angelo State University
ASU Station #10914
San Angelo, Texas 76909
(325) 942-2209
epicenter@angelo.edu

All notices, demands, or requests to School District shall be given or mailed to (Point of Contact):

[Name]
[Title]
[Address]

Tel:
Email: _____

13. CHOICE OF LAW.
This MOU is to be performed in Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this MOU shall be in Tom Green County, Texas.

14. NONASSIGNABILITY.
Parties herein shall not assign any interest in this MOU and shall not transfer any

interest in same without prior written consent of the Parties**.**

15. INDEPENDENT CONTRACTOR.

Parties shall provide services pursuant hereto, as independent contractors. The Parties understand that the tasks, the details of which the Parties do not have legal right to control and no such control are assumed by this MOU. This MOU does not create an employment relationship, partnership, or joint venture between the Parties (or its employees). None of the Parties nor its employees shall be deemed employees of one another for any purpose whatsoever, and none shall be eligible to participate in any benefit program provided by a party.

16. NO THIRD-PARTY BENEFICIARIES.

Nothing in this MOU, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the Parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this MOU or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the Parties hereto and their successors and permitted assigns.

17. COUNTERPARTS.

This MOU may be executed in counterparts, each one of which shall be an original, and different Parties may sign different counterparts, all of which shall constitute but one document.

18. NON-FUND OBLIGATING DOCUMENT.

Nothing in this MOU obligates any party to obligate or transfer any funds. Specific work projects or activities that involve the transfer of funds, services, or property among the various parties will require execution of separate agreements and be contingent upon the availability of appropriated funds. Such activities must be independently authorized by appropriate statutory authority. This MOU does not provide such authority.

ASU is held harmless in the exchange of money between ESC and School District and between School District and Participant.

19. COMPLIANCE WITH LAWS.

Parties will fulfill their respective responsibilities under this MOU in accordance with the provisions of law and regulation that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures.

20. ENTIRE AGREEMENT.

This MOU and any and all exhibits attached thereto shall constitute the complete agreement between the Parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings,

representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein.

IN WITNESS WHEREOF, the Parties have caused this MOU to be signed by its duly authorized officer, to become effective as of the date stated above.

ANGELO STATE UNIVERSITY:

_____

Dr. Scarlet M. Clouse, Dean, College of Education Date

SCHOOL DISTRICT:

_____

Superintendent or Designee Date

Memorandum of Understanding
between
Ector County Independent School District
and
_____

Congratulations on being a recipient of the ECISD and Angelo State University (ASU) Counselor Pathway Award! Under this agreement dedicated ECISD employees are recruited and selected to serve as school counselors for the purposes of improving the profession and long-term retention by recruiting staff who have a passion for mental health.

ECISD and _____(candidate) enter into the following Memorandum of Understanding (MOU) to support participation in completing a Master of Science (M.S.) in Professional School Counseling and the school counselor certification (EC-12) through ASU.

The purpose of this agreement is to confirm:

- The rights and obligations of ECISD and the candidate while in the ASU School Counseling graduate program.
- The conditions of receiving the Elementary and Secondary School Emergency Relief (ESSER) and Abell-Hanger Foundation grant funds to complete your degree and certification;
- The terms and conditions of our acceptance as a grant recipient; and
- Your rights and obligations as a candidate in relation to the grant requirements.

TERMS

The term of this MOU shall commence upon August 1, 2022 ("Commencement Date") and shall end on July 31, 2029 unless terminated earlier.

COMMITMENTS

ECISD commits to:

1. Provide grant funding to ASU on behalf of the awarded School Counselor Pathway candidate for tuition and fees for the 2022 Fall semester through the 2024 Summer semester as indicated here:
    a. Tuition and fees up to $4,044.68 for Fall 2022, $4,044.68 for Spring 2023, $2,387.95 for Summer 2023, $4,246.91 for Fall 2023, $4,246.91 for Spring 2024, and $2,507.35 for Summer 2024: 100% less any additional scholarships/grants awarded for course rotation
    b. Fees up to $200 for one TExES school counselor certification (EC-12) exam; should the candidate perform unsatisfactorily, the candidate will be responsible for registering for the next available exam date and will be responsible for all fees associated with the TExES school counselor certification (EC-12) exam until scores are satisfactory
2. ECISD agrees to employ and retain candidates in a district teaching role aligned with their Texas educator certification provided they maintain satisfactory performance evaluations and meet terms contained in the standard ECISD teacher contract during participation of the program.
3. Consult with the candidate regarding any changes necessary under item 1 above and execute any changes to that portion of this agreement only with written consent by both parties.
4. Provide a Site Supervisor that is employed where the candidate will complete their practicum activities and who guides, assists, and supports the candidate during the practicum, and who reports the candidate's progress to the candidate's field supervisor.
5. Ensure candidates remain an ECISD employee throughout the full duration of their internship provided they

maintain satisfactory performance evaluations and meet terms contained in the standard ECISD contract.

6. Ensure candidates attend offered training/professional development through the ECISD School Counselor Academy (platform can be face-to-face or virtual).
7. Transition Teacher to School Counselor position Fall 2023 on intern certification and maintain a School Counselor position through duration of the Cohort (through Summer 2024) provided they maintain satisfactory performance evaluations and meet terms contained in the standard ECISD contract.

Candidate commits to:

1. Candidates will maintain an overall GPA of 2.5 or higher. If the Candidate fails to fulfill the ECISD or ASU School Counseling Pathway program requirements, candidates will be required to repay the District any portion of the tuition or other fees paid for by the grants in the event that the candidate drops out or fails to maintain the GPA requirements of the MS program before completing it.
2. The candidate will commit to remain an ECISD employee throughout the full duration of the ECISD/ASU School Counseling Pathway program and internship by maintaining satisfactory performance evaluations and meeting terms contained in the standard ECISD contract. Candidates will be required to repay the District any portion of the tuition or other fees paid for by the grants in the event that the candidate leaves employment with the District before completing the program.
3. The candidate will provide the Director of Talent Development and the Director of Guidance and Counseling with their college schedule and ASU registration receipts (each semester), grade reports (at the end of each 8-week course), professor progress reports (for each 8-week course), TExES school counselor certification (EC-12) exam registration receipts and scores, and up-to-date transcripts (upon request).
4. During the candidate's Summer 2023 term of the program, they will apply for any available school counselor positions in the ECISD Guidance and Counseling Department for their fall and spring internships. Starting pay for a new school counselor will be determined individually based on each person's job-related experience, qualifications, and salaries paid to peer employees in the same position with similar experience as determined by the Human Resources Department.
5. Candidates agree to complete an ASU Master's degree of Science (M.S.) in Professional School Counseling and obtain the school counselor certification (EC-12) no later than Summer 2024.
6. As a condition of receiving grant funding for completing the school counselor certification, the candidate will commit to serve as a school counselor in the ECISD Guidance and Counseling Department for five years once on a standard school counseling certificate. If the Candidate fails to fulfill the 5-year school counseling commitment, the candidate will be required to repay all ASU tuition and fees and TExES school counselor certification (EC-12) exam fees.

AMENDMENTS

The terms of this MOU can be amended by written agreement of both parties.

TERMINATION

The termination of this agreement can be made with a written 30 day notice transmitted from one party to the other.

ENTIRE AGREEMENT

This MOU and any and all exhibits attached thereto shall constitute the complete agreement between the Parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein.

IN WITNESS WHEREOF, the Parties have caused this MOU to be signed by its duly authorized officer, to become effective as of the date stated above.

Your signature below indicates your agreement and understanding of the terms of the grant funding.

Candidate Signature	Date
Director of Talent Development Signature	Date
Director of Guidance and Counseling Signature	Date
Superintendent or Designee	Date

Starting Fall 2022:					
	Spring A	**Spring B**	**Summer**	**Fall A**	**Fall B**
2022				EDG 6307 Professional Writing	EDG 6302 Data Analysis
				EDSC 6301 Comprehensive School Counseling Programs	
2023	EDG 6331 Role of the School Counselor	EDG 6301 Social and Cultural	EDG 6323 Theories of Counseling	EDG 6321 Group Counseling	EDG 6320 Individual Counseling
		EDG 6324 Career and Occupational	EDG 6327 Dysfunctional Behavior	EDG 5361 Internship in School Counseling	
2024	EDSC 6303 Human Growth and Development	EDG 6304 Research	EDG 6305 Legal and Ethical		
	EDG 5361 Internship in School Counseling		EDSC 6300 Capstone		



REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN ECTOR COUNTY ISD AND THE UNIVERSITY OF TEXAS AT AUSTIN FOR 2022-2023 ONRAMPS PROGRAM

This Interlocal Agreement between Ector County ISD and the University of Texas at Austin is to implement OnRamps by offering distance college courses through a dual-enrollment model. UT at Austin will provide training for high school teachers who work alongside the UT professors for implementation of select courses. This opportunity allows high school students to earn their high school credit from ECISD and college credits from UT Austin through a distance education course.

This agreement includes data sharing between the district and UT Austin. It allows ECISD to provide individual student level data to UT Austin for the purpose of implementing, billing and evaluating the OnRamps dual enrollment program. Likewise, UT Austin in accordance with FERPA agrees to provide individual student-level data to ECISD for the purpose of evaluation, accountability and student record keeping.

This agreement will be in effect from June 1, 2022 through August 31, 2023.

Interlocal Agreement
Between
The University of Texas at Austin
and
Ector County ISD

FOR THE 2022-2023 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2022, is entered on the Effective Date by Ector County ISD (ECISD) and The University of Texas at Austin, on behalf of its OnRamps program, collectively referred to as the Parties.

Contracting Parties:

Receiving Party (ECISD)
Ector County ISD
802 N Sam Houston
Odessa, TX 79761

Performing Party The University of Texas at Austin
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712

WHEREAS, UT Austin and ECISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from UT Austin and their ECISD high school(s).

WHEREAS, eligible students will be able to participate in a dual enrollment, distance education program called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. **Interlocal**
   The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an "interlocal contract" within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide "governmental functions or services," as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. **Nature of OnRamps**

UT Austin and ECISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from ECISD and college credits from UT Austin through a distance education course.

ECISD and UT Austin will share the responsibility to implement the OnRamps program. By entering into this Agreement for the delivery of distance college courses, ECISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at ECISD.

3. Fees and Payments

Enrollment Fees:

If joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for ECISD will be defined on a per-student, per-course basis. Program costs will be evaluated annually.

ECISD is paying a subsidized rate. Subject to available funding, during the 2022-2023 school year, the fee of $249 (or $199 for students identified free and reduced lunch), per student and per course is subsidized to $149 (or $99 for students identified free and reduced lunch). The subsidy is being covered by OnRamps and applicable 87th legislative appropriation. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the designated course census date. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student is not eligible to earn college credit in the course.

Professional Learning Development (PLD) Fee:

The cost of OnRamps professional development will be assessed on a per-teacher basis at a rate of $850 for teachers implementing a course for the first year or after an absence of more than one year and $550 for teachers implementing the same course for two or more consecutive years. This fee covers professional learning and development requirements during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, virtual learning modules, virtual coaching, and professional development assignments. If ECISD or the ECISD high school teacher joins after the conclusion of Summer PLI, the total fee is still required based upon the status of the teacher at student census.

The Professional Learning Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

ECISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps distance college courses will be shared by ECISD and OnRamps. ECISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the "Services."

4.1 Responsibilities of OnRamps

Enrollment and Records

A. Register high school students for OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal).
B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to UT Austin and ECISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
C. Record grades on UT Austin transcripts for students who are eligible for and accept college credit for the distance college course.
D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Curriculum and Instruction

E. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses.
F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).
G. Administer OnRamps distance college courses via a dual-enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or

year-long courses. The college enrollment process differs between the two course types.

a. Semester-long and year-long course college enrollment information
    i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to earn college credit.
    ii. Students in year-long courses must earn a passing grade (D- or above) on the designated portion of the course determined by the UT Austin Instructor of Record to be eligible to earn college credit in the OnRamps distance college course.
    iii. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
    iv. Students who accept college credit will have an official UT Austin transcript showing the letter grade earned in the course.
b. Additional year-long course college enrollment information
    i. A student who does not earn a passing grade (D- or above) may be determined to be eligible if the student meets the Texas Success Initiative (TSI) exemption criteria for that course. Grade-based eligibility criteria and TSI exemption criteria are detailed in each college course syllabus for which TSI exemption may be used.
    ii. Eligible student enrollments are recorded with the University in alignment with OnRamps and University processes.

H. Provide technology and support services necessary for teaching and learning in OnRamps courses and program implementation:
    a. Maintain servers operated by or hosted on OnRamps's web-based Canvas LMS.
    b. Provide access and training on the Canvas LMS for every OnRamps student to access course content and instructional experiences.
    c. Provide online and phone-based technical support for OnRamps teachers, students, and UT Austin faculty using the curriculum when that support is not provided through Canvas LMS.
    d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
    e. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
    f. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
    g. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.

Professional Development and Support

I. Deliver professional learning to participating ECISD teachers who teach the OnRamps course.

a. Summer PLI for participating ECISD teachers will be delivered by OnRamps using distance education and virtual learning technologies. Summer PLI is required for all OnRamps high school teachers.
b. Academic year PLIs: One-day PLIs for new and returning participating ECISD teachers will be held at UT Austin or designated regional sites, or delivered virtually during the fall and spring semesters, at UT Austin's sole discretion. ECISD teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
c. Participating ECISD teachers will be credited with continuing professional education hours for the hours of documented attendance.

J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to ECISD and its administration.
K. Deliver in-person or virtual presentations and/or workshops to ECISD staff and community members regarding the OnRamps program overview, implementation, and strategies for success.
L. OnRamps will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
N. Provide virtual coaching to each OnRamps high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as ECISD high school teachers and administrators. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of OnRamps implementation, based on communication with the OnRamps ECISD high school teacher(s) and classroom observations.
    a. OnRamps staff will alert ECISD administration of any serious concerns regarding ECISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If ECISD implementation of the OnRamps course is deemed unsatisfactory, OnRamps reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
    b. A ECISD high school teacher deemed by OnRamps to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with OnRamps expectations and be provided coaching and support as available through the course staff, OnRamps PLIs, virtual coaching, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement in OnRamps's sole discretion, OnRamps will notify ECISD, who will use its best efforts to identify an alternate high school teacher, and ECISD will work with OnRamps to continue implementation of the course with the

alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

c. Should OnRamps deem an OnRamps ECISD high school teacher as not compatible with or not in the best interest of the program in OnRamps's sole discretion, OnRamps will notify ECISD who will work with OnRamps to continue the course through an alternate teacher.
d. Any person performing Services under this Agreement on behalf of OnRamps must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of the OnRamps program must inform the ECISD district contact.

Extended Student Absences [subject to ECISD policies]

P. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the ECISD point of contact, campus principal and/or the high school teacher of the campus must notify the OnRamps Associate Director for Enrollment Management. Information needs to include the length of the placement to determine if the student will continue in the enrolled OnRamps course. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
    a. The administrator, OnRamps ECISD high school teacher, and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
        i. If this occurs prior to the identified course census date, then the ECISD will not be invoiced for this student.
        ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in History or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking History or Rhetoric in the fall, the student will have the opportunity to enroll in History or Rhetoric in the spring, if the student returns to the home campus in time for registration at the beginning of spring instruction.
Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the ECISD point of contact, campus principal and/or the high school instructor must notify the OnRamps Associate Director of Enrollment Management immediately to determine if eligibility for enrollment may continue, which decision will be made on OnRamps in its sole discretion.

4.2 Responsibilities of ECISD [subject to ECISD policies and applicable law]

A. Implement one or more OnRamps courses.
   a. Assign a(n) ECISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for ECISD administration with OnRamps staff.
      i. This ECISD contact will provide up-to-date contact information for ECISD and its campus administration. In the event there is a change in administration at ECISD or at its campuses, the ECISD contact will update the OnRamps Portal.
   b. Assign 1-2 campus administrators to attend the OnRamps train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
   c. OnRamps courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Neither OnRamps syllabi nor course content may be used for submission to satisfy the requirements for third party evaluation.
   d. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing: the Rhetoric of American Identity, the UT Austin Department of Rhetoric and Writing:
      i. Prohibits the OnRamps courses from being offered as an AP English course.
      ii. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternatively, a teacher may have 60 students distributed in three (3) or more sections. With approval, the cap of 60 students may be exceeded in exceptional circumstances at OnRamps sole discretion.

B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), all consistent with ECISD policies.
   a. Minimum requirements for all OnRamps ECISD high school teachers include:
      i. Bachelor's degree in the discipline or a related field.
      ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
      iii. Completed annual OnRamps teacher application.
      iv. Obtain a UT EID in order to access Canvas LMS, the OnRamps Portal, and other systems required for implementation of the OnRamps program. OnRamps will provision the EID as high assurance and may suspend, terminate, or revoke access to its systems through the EID affiliation at OnRamps sole discretion. The EID affiliation with OnRamps will be revoked if this agreement is terminated or if an OnRamps ECISD high school teacher can no longer complete the course.
      v. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of FERPA training module provided by OnRamps. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. ECISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who

does not complete the required pre-PLI tasks may not be eligible to attend PLI. The decision to admit or deny such teacher and any accompanying conditions will be determined by the UT Austin Faculty Lead and Managing Director at their discretion.

vi. Successful completion of Summer PLI. New OnRamps ECISD high school teachers must participate in the entire Summer PLI and complete all assigned work, both pre- and during PLI.

vii. Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
    1. Completion of the minimum number of virtual coaching uploads over the course of the academic year is required.

viii. Attendance at the Fall and Spring PLIs.
    1. ECISD teachers are required to participate in and fully complete both academic year PLIs in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI will provide up to eight hours of continuing professional education hours.

ix. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.

x. Adhere to guidelines regarding OnRamps course content intellectual property. ECISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.

xi. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS.

b. Additional requirements for OnRamps returning ECISD teachers include:
    i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.

C. Ensure OnRamps ECISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
    a. Access to the OnRamps Portal and Canvas LMS. Participating ECISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.
    b. Access to computer, internet, and allow lists, as specified by OnRamps, and adhere to requirements outlined in the most recent OnRamps Technology Manual.
    c. Scheduled access to technology that meets the specifications defined by OnRamps for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
    d. Graphing calculators as specified in the most recent OnRamps Technology Manual.
    e. Audio/visual projection and/or whiteboard.

f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
g. For Biology, Geoscience, Physics and Chemistry, required lab materials.
h. The Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.

D. Ensure OnRamps ECISD high school teachers implement the program with fidelity, including the following:
   a. OnRamps instructors are expected to adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
   b. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
   c. Have students create a UT EID and register for OnRamps via the OnRamps Portal.
   d. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
   e. Participate in professional learning, including Summer PLI, one-day workshops, monthly video conferences or virtual learning modules, virtual coaching and uploads of classroom video, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the one-day workshops, ECISD agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.
   f. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
   g. Notify OnRamps of ECISD high school teacher absences that exceed four or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.

E. Recruit and approve students to participate in the OnRamps courses.
F. Ensure students enrolled in the OnRamps program meet the minimum academic requirements for each course as shown in Exhibit A.
G. Ensure students complete the OnRamps registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
H. Any person performing Services under this Agreement on behalf of ECISD must be actively employed or eligible for employment by ECISD and may not be on administrative leave. ECISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If ECISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the

district contact, who oversees the OnRamps program, must inform OnRamps within 24 business hours.

5. Summer PLI Teacher Registration and Attendance

A. ECISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of Summer PLI.

B. New OnRamps ECISD high school teachers must participate in the entire Summer PLI and complete all assigned work, both pre- and during PLI. New OnRamps high school teachers are defined as those who are implementing an OnRamps course for the first time or for the first time after more than one year of absence.

   a. The ECISD teacher assigned to the course **must** successfully complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.

C. Cancelation policy:

   a. All high school teachers must cancel their registration in writing at least one week prior to any in-person PLI or will pay 100% of fees for room/board and meals for which those charges apply. ECISD will be invoiced for all high school teachers who are registered on the day three weeks prior to the event starting, and will pay such invoices within thirty (30) days.

   b. If a high school teacher registers for Summer PLI and is unable to attend, the teacher must communicate this change to the OnRamps Professional Learning and Development team in writing at least one week prior to the start of Summer PLI. The district contact may coordinate with OnRamps to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer PLI.

   c. In the event of an emergency about which OnRamps staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer PLI and still be eligible to teach the OnRamps course. OnRamps ECISD high school teachers who miss more than 20% of Summer PLI, regardless of the reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated by OnRamps on a case-by-case basis.

D. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, ECISD will be:

   a. Charged the full fee based on whether they are new or returning, for Summer PLI.

   b. All materials provided to ECISD for the course must be returned to OnRamps within 30 days.

6. Educational Records and Data Sharing

A. ECISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of the OnRamps program consistent with FERPA, as well as applicable UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide the OnRamps program and related

services to ECISD and for ECISD's accountability reporting purposes, OnRamps requires specific student information from ECISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the OnRamps program.

B. Following UT Austin's Institutional Review Board standards and policy, as applicable, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.

C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and ECISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student accommodations under IDEA and/or Section 504; 3) to facilitate early intervention and support student success; 4) pertaining to whether college credit is earned, accepted, and/or declined; 5) to facilitate accurate recordkeeping; and 6) to address academic integrity issues. If either party obtains access to ECISD and/or UT Austin records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to the OnRamps program will be granted access consistent with FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Interlocal Cooperation Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on ECISD or UT Austin not otherwise permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.).

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2022, no matter the date fully executed by both Parties and covers a period beginning June 1, 2022 and ending August 31, 2023. This agreement cannot be renewed or extended.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. ECISD agrees any amounts owed for Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and the OnRamps program shall solely own all intellectual property rights in or relating to OnRamps, including all written materials, study guides, course materials, syllabi, and assessments prepared under the program ("Materials"). Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, or works of authorship fixed in a medium of expression of any kind whether or not patentable, copyrightable, or eligible for registration as a trademark, as well as applications for any such rights. There are no implied licenses; ECISD agrees and understands that it may not copy, modify, share, distribute, or display any Materials without the prior written permission of UT Austin and the OnRamps program.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Disputes

If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.

13. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extend a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified

mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extend a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

ECISD at:
Ector County ISD
802 N Sam Houston
Odessa, TX 79761

UT Austin at:
Darrell Bazzell, Senior Vice President and Chief Financial Officer
101 Inner Campus Dr, Ste 102
Austin, TX 78712

With a copy to:
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

14. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

15. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

16. Entire Agreement

This Agreement and any subsequent amendments constitute the entire and only agreement between the Parties relating to the matters described herein, and supersedes all prior agreements and discussions, whether written or oral. Unless expressly stated, this Agreement confers no rights on any person(s) or business entity(s) that is not a party hereto.

17. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

18. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

19. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

20. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in 1 TAC Chapter 213 and 1 TAC Section 206.70 (ref. Subchapter M, Chapter 2054, *Texas Government Code*). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by 1 TAC Section 213.38(g).

21. Payment of Debt or Delinquency to the State

Pursuant to Sections 2107.008 and 2252.903, *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

22. State Auditor's Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (**Auditor**), to conduct an audit or investigation in connection with those funds (ref. Sections 51.9335(c), 73.115(c) and 74.008(c), *Education Code*). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

23. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

24. Public Records

It will be the independent responsibility of Receiving Party and Performing Party to comply with Chapter 552, *Government Code* (Public Information Act), as it applies to the Contracting Parties' respective information. Receiving Party is not authorized to receive public information requests or take any action under the Public Information Act on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the Public Information Act on behalf of Receiving Party.

25. Signatory Representations

Receiving Party represents and warrants that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Receiving Party has been duly authorized to act for and bind Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party Ector County ISD	Performing Party The University of Texas at Austin
Signature: _____	Signature: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

Exhibit A
OnRamps Courses

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
Foundation of Arts and Entertainment Technologies	AET 304	-	050	-	Graphic Design
Introduction to Biology I	BIO 311C	BIOL 1306	030	Credit in TEKS-based Biology & TEKS-based Chemistry	-
Lab for Introduction to Biology I	BIO 106M	BIOL 1106	-	Credit in TEKS-based Biology & TEKS-based Chemistry	-
College Chemistry: Principles of Chemistry I (Lecture)	CH 301	CHEM 1311	030	Credit in Algebra I	-
College Chemistry: Introduction to Chemical Practices I (Lab)	CH 104M	CHEM 1111	-	Credit in Algebra I	-
College Chemistry: Principles of Chemistry II (Lecture)	CH 302	CHEM 1312	030	Credit in Chemistry	-
College Chemistry: Introduction to Chemical Practices II (Lab)	CH 104N	CHEM 1112	-	Credit in Chemistry	-
Thriving in Our Digital World	CS 302	-	093	Credit in Algebra I	Credit or concurrent enrollment in Algebra II
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	-	030	Credit in Biology and Chemistry or IPC and Chemistry	-
United States, 1492-1865	HIS 315K	HIST 1301	060	Credit or concurrent enrollment in English II	-

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
United States Since 1865	HIS 315L	HIST 1302	060	Credit or concurrent enrollment in English II	-
College Algebra	M 301	MATH 1314	-	Credit in Algebra I	Credit in Geometry
Discovery Precalculus: A Creative and Connected Approach	M 305G	MATH 2312	020	Credit in Algebra II & Geometry	-
Mechanics, Heat, and Sound: General Physics Technical Course I	PHY 302K	PHYS 1301	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Lab for Mechanics, Heat, and Sound	PHY 102M	PHYS 1101	-	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Electromagnetism, Optics, and Nuclear Physics: General Physics Technical Course II	PHY 302L	PHYS 1302	030	Credit in TEKS-based Physics, Algebra II, & Geometry	Credit in PHY 302K, AP Physics I, Honors Physics, PHYS 1301, or Precalculus
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	ENGL 1301	010	Credit in English I & English II	-
Reading and Writing and Rhetoric of American Identity	RHE 309K	ENGL 1302	010	Credit in English I & English II	-
Elementary Statistical Methods	SDS 301	MATH 1342	020	Credit in Algebra I	Credit in Algebra II & Geometry
Quantum Computing	PHY 309L	PHYS 1307	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Ector County ISD
AND
ONRAMPS
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, ECISD agrees to provide individual student-level data to OnRamps at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. ECISD hereby appoints OnRamps as a legitimate educational official of ECISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, OnRamps hereby appoints ECISD as a legitimate educational official of OnRamps in accordance with FERPA. OnRamps agrees to provide individual student-level data to ECISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2023 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline
ECISD Designee for Student Data and OnRamps will coordinate data exchange for all OnRamps program participants for the 2022-2023 academic year, as follows:

Responsible Party	Time Period	Type of Data
OnRamps	August 2022 – July 2023	Throughout the academic year OnRamps will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the portal will be limited to pre-identified campus and ECISD personnel who must obtain a UT Electronic Identification and password in order to access the portal. The following enrollment and performance data is provided throughout the academic year, as information becomes available. • Course enrollments • Eligibility status • Eligibility letter grade • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade

		• Student qualifying status for free/reduced lunch • Student qualifying status for accommodations under IDEA or Section 504
ECISD	December 2022 – February 2023	In order for OnRamps to identify students who qualify for the reduced course enrollment fee, OnRamps must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides OnRamps with students' Economic Disadvantage Status. • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)
ECISD	May 2023 – July 2023	In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged. • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by ECISD and OnRamps.

OnRamps endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. OnRamps further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

3. Information shared with TEA

- Share rosters of individual students, including student state ID, for all students enrolled in an OnRamps course at fall or spring census to determine student eligibility for reduced course fee, AND
- Share rosters of individual students, including student state ID, for students who complete an OnRamps course for the purpose of calculating state accountability and other required state performance reporting and metrics.

REQUEST FOR APPROVAL OF ODESSA HIGH SCHOOL FUTURE TEACHERS OF ODESSA STUDENTS OUT-OF-STATE TRAVEL TO WASHINGTON, D.C.

The Odessa High School Future Teachers of Odessa (FTO) program of study had two national qualifiers at the state level Texas Association of Future Educators (TAFE) competition, and as a result, is requesting to travel to Washington, D.C., June 24-27, 2022. The purpose of the trip is to compete in the Flight Educator Rising National Competition. The group will consist of two students and one FTO Teacher. Total cost of the trip is $6,563.88, covered by Career & Technical Education funds. The cost of the trip will cover all transportation, competition entry, activities, and housing expenses.

Ector County ISD
068901

STUDENT ACTIVITIES
TRAVEL

FMG
(EXHIBIT)21

EXTRA-CURRICULAR
STUDENT TRAVEL APPROVAL FORM

Student travel must be approved based on the direct benefits for the students. The trip must have approval of Superintendent or designee before any travel arrangements and reservations are made or students and parents become involved with any facet of the trip. Out-of-state travel must have Board approval.

Name of Group: Odessa TAFE Campus / Department: CTE @ OHS

Location: OHS Grades Involved: 11th Number of Students: 2

Departure Date: 6-23-2022 Time: 6:05 (AM)/PM Return Date: 6-27-2022 Time: 10:00 AM/(PM)

Number of Instructional Days: 0

The sponsor has checked the number of accrued days for each participant? ___Yes 0 No N/A

(Please attach a complete trip description, proposed itinerary, and justification)

Funding source: ✓District Budget ___Campus Budget ___Department Budget ___Activity Fund ___Personal

Trip function: ___Curricular ___Extracurricular ✓Competition

Trip profile: ___In-state ✓Out -of-state ___International

Transportation mode: ___School Bus ___School Suburban ___Activity Bus ___Charter Bus ✓Plane

Does the trip require fund-raisers? ✓Yes ___No

Are deadlines established to guide the sponsor if the trip has to be canceled due to lack of funding? ___Yes ✓No

What is the ratio of sponsors to students? Sponsors 1 / Students 2

Student orientation - Date: 5-31-2022 Time: 6:00pm Location: OHS Campus

Parent orientation - Date: 5-31-2022 Time: 6:00pm Location: OHS Campus

Sponsor orientation - Date: 4-25-2022 Time: 3:00pm Location: CTE @ NTD Zoom

Sponsor criminal background check - Date: 5-14-2012

Will any kind of insurance be required? ___Yes 0 No

Will room and baggage searches be required? ✓Yes ___No

Coach/Sponsor: _____ (Signature) Cheryl A. Cunningham 5-25-2022 (Date)

Principal Approval: _____ (Signature) 5.26.22 (Date)

Superintendent or Designee Approval: _____ (Signature) 5/26/22 (Date)

Board Approval: _____ (Signature – Required for Out-of-State Travel) _____ (Date)

DATE ISSUED: 06/24/2019
FMG(EXHIBIT)21

Conference, Competitions, Honor Societies



National Conference

HOTEL TRANSPORTATION REGISTRATION COVID-19 PROTOCOLS SPONSOR KEYNOTES COMPETITIONS TENTATIVE SCHEDULE

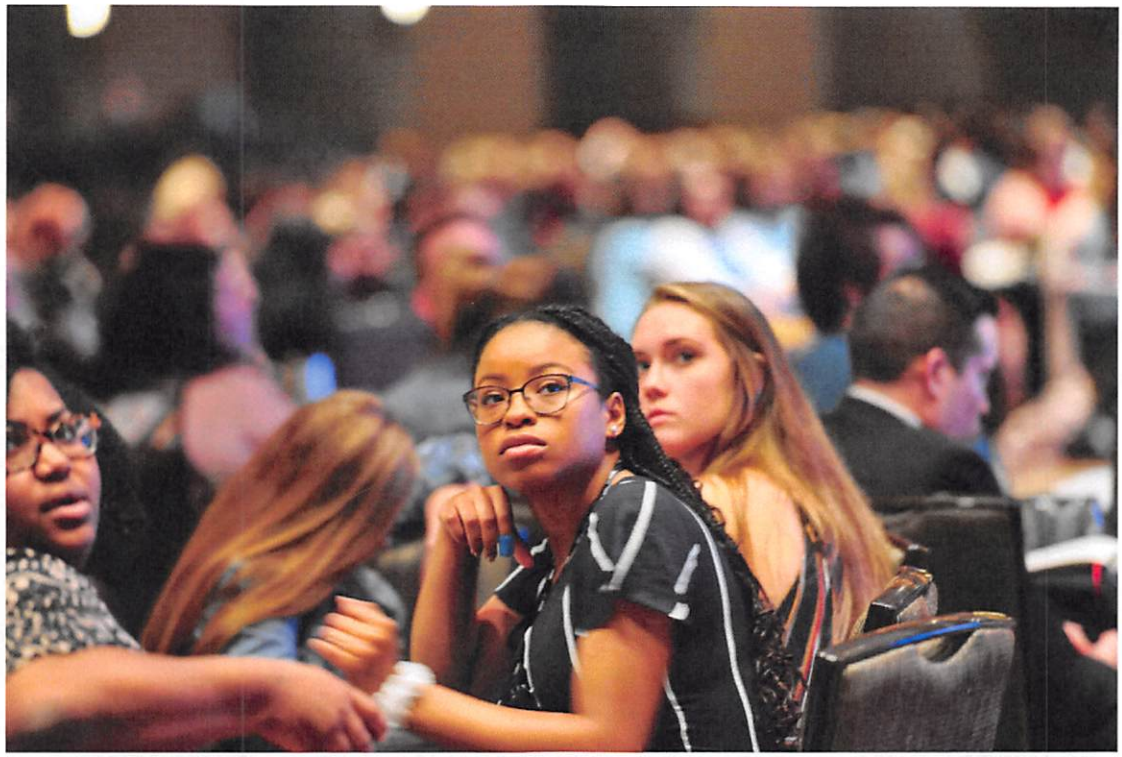
Save the date for the 2022 National Conference!

The 2022 Educators Rising National Conference is scheduled to take place June 24-27, 2022, in Washington, D.C. **This year's theme is Shaping the Future.** All are invited to participate in this unique opportunity for students and their teacher leaders to compete, connect, and learn together.

Each year, Educators Rising hosts a national conference to convene our network of rising educators and teacher leaders. It's a unique opportunity for students and their teacher leaders to:

- Connect and learn from each other through more than 40 breakout sessions;
- Network with other members from across the country;
- Compete for national titles in competitive events designed to allow students to develop and showcase their teaching skills; and
- Be inspired by keynote presentations from national education leaders.

Please note, students must be paid, Active-level members of Educators Rising in order to participate. To have your state dues automatically added to your balance at checkout, be sure to add your correct address so you can link to your state dues. Learn more!



Watch highlights from our 2021 Educators Rising National Conference in this video to learn just some of what the conference has to offer for current and future educators! Educators Rising National Conference 2021 – Join the Movement

Sponsorship, Exhibition, and Advertising Opportunities

Are you struggling to recruit students to enroll in your school/program or utilize your product/service? Then you should sign up now to be a sponsor, exhibitor, and/or advertiser at the Educators Rising National Conference. This an annual celebration with 1,300+ conference participants brings together the best and brightest aspiring educators from across the country for an engaging four-day event. Educators Rising offers a variety of opportunities from sponsorship and exhibiting, to co-branding and advertising, we can help create a package that works best with your objectives, resources, and budget.

If you're interested in getting involved with the 2022 conference, please download our conference prospectus or contact Anna Donley, Programs and Relationships Coordinator, at adonley@pdkintl.org to discover all available opportunities.

Conference Hotel

We have done it again. The overflow hotel room block is sold out as well! What an amazing response. This conference is going to go down in history. To accommodate those who still need rooms, you can now book your own rooms in any hotel that you can find nearby and use the discount code **DCOPTHOTEL2022** to still get the same rate as if you booked in the conference hotel. Need help finding hotel accommodations? Use this link to see what is available in the area.

We thank everyone for their patience as well work through solutions for this unprecedented situation. We cannot wait to see you in June!

Conference Hotel
Washington Hilton
1919 Connecticut Avenue NW
Washington, DC 20009

The conference hotel is easily accessible from the three major airports listed below.

Tentative conference schedule

Thursday, June 23th

- 1:00 PM – 6:00 PM State/Regional Coordinators Meeting
- 3:00 PM – 6:00 PM Registration/Store opens

Friday, June 24th

- 8:00 AM Registration/Store opens
- 1:00 PM - 7:00 PM Competitions
- 7:00 PM Opening Ceremony with Keynote

Saturday, June 25th

- 8:00 AM - 12:00 PM Competitions
- 9:00 AM - 12:00 PM Academy Training Part 1
- 9:00 AM - 10:45 AM Breakout sessions
- 9:00 AM - 5:00 PM College & Innovation Fair
- 11:00 – 12:00 PM Dedicated time to visit exhibit hall
- 12:00 PM Lunch with Keynote
- 2:00 – 5:00 PM Breakout sessions
- 2:00 - 5:00 PM Academy Training Part 2
- 2:00 - 7:30 PM Competitions
- 8:00 - 11:00 PM Student Social Event

Sunday, June 26th

- 8:00 AM Registration/Store opens
- 8:00 AM - 11:00 PM Competitions
- 8:00 AM - 12:00 PM Academy Training Part 3
- 9:00 AM - 10:45 AM Breakout Sessions
- 11:00 AM - 12:00 PM Membership Recognition General Session
- 12:00 PM Lunch on your own
- 2:00 - 4:00 PM Academy Training Part 4 (optional work and networking time)
- Afternoon free for city exploration

Monday, June 27th

- 8:00 AM Store opens
- 9:00 - 11:45 AM Breakout sessions
- 12:00 - 1:00 PM Adult Networking Lunch
- 12:00 - 1:00 PM Student Networking Luncheon
- 1:30 - 3:30 PM Closing General Session & Awards Celebration

REQUEST FOR APPROVAL OF UIL EXEMPTION LIST FOR THE 2022-2023 SCHOOL YEAR

The Guidance and Counseling Department and Curriculum and Instruction/Advanced Academics Services Department request approval of the UIL Exemption List of the 2022-2023 school year.

The UIL Exemption List is updated yearly and exempts students taking these courses from the No Pass No Play provisions. Courses include advanced placement (AP) international baccalaureate (IB), Pre-IB, honors or dual courses in language arts, mathematics, science, social studies economics or a language other than English.

Highlighted Courses are added for the 2022-23 school year

Crs nbr	Title	Svc id	Sp Crs Cr	Core cd
	DUAL CREDIT COURSES			
8608	ACCOUNTING 2 D	13016700	D	M
8712	ACCOUNTING 2 ZD	13016700	D	M
2566	ALG 2 D	03100600	D	M
6917	ALGREA D	O3102540	D	M
4528	ANAT PHYS D S2	13020600	D	X
8718	ANAT PHYS D	13020600	D	X
6853	ANAT PHYS D A	13020600	D	X
6854	ANAT PHYS D B	13020600	D	X
9624	ANAT PHYS D A	13020600	D	X
9625	ANAT PHYS D B	13020600	D	X
2550	BIO D	03010200	D	X
4462	BIO 2 D S2/SCIENTIFIC RESEARCH I	13037200	D	X
4464	BIO 2 D S2/SCIENTIFIC RESEARCH II	13037210	D	X
9632	BIO D A	03010200	D	X
9633	BIO D B	03010200	D	X
2551	CHEM D	03040000	D	X
4561	CHEM 2 D S2/SCIENTIFIC RESEARCH I	13037200	D	X
4557	COMPSCI1 D S2	3580200	D	X
6760	DOT REG D	3020000	D	X
9634	CHEM D A	03040000	D	X
9635	CHEM D B	03040000	D	X
6788	COLLEGE ALG D	3101100	D	M
6789	PRE CAL D	O3101100	D	M
6796	CONTEMP MTH D	13016900	D	M
3358	CREATIVE WR D	O3221200	D	L
7136	CREATIVE WR D	O3221200	D	L
3491	DISMAPS D	O3102520	D	M
2536	ECO-FE D	03310300	D	S
9620	ECO-FE D A	03310300	D	S
3549	APMACECO DP	A3310200	D	S
3548	APMACECO GDP	A3310200	D	S
8692	ENGDPRS D	O13037300	D	X
2327	ENG 3 D	03220300	D	L
4553	ENG 3 D S2	03220300	D	L
9601	ENG 3 D A	03220300	D	L
9602	ENG 3 D B	03220300	D	L
6798	ENGL 3 A D	03220300	D	L
6799	ENGL 3 B D	03220300	D	L
3324	APENGLAN DP	A32201000	D	L
3321	APENGLAN DP	A3220100	D	L
3334	APENGLIT DP	A3220200	D	L
3431	APELNGLIT GDP	A3220200	D	L
2337	ENG 4 D	03220400	D	L
4555	ENG 4 D S2	03220400	D	L
6792	ENG 4 A D	03220400	D	L
6793	ENG 4 B D	03220400	D	L
8580	ENG SCI D	13037200	D	X
2564	EVIRSYS D	03020000	D	X

2667	EVIRSYS D	03020000	D	X
6761	ENVIR REG INT D	03020000	D	X
4502	FINMATH S1 D	13018000	D	M
4503	FINMATH S2 D	13018000	D	M
6916	FINMATHD	13018000	D	M
8229	HIS GEOLOGY D	13037200	D	X
4365	HUMANIT 1 D	O3221600	D	L
4366	HUMANIT 2 D	O3221610	D	L
2491	INSTUMTH D	03102500	D	M
4467	INSTUMTH2 D S2	03102501	D	M
6440	INSTUMTH D	03102500	D	M
6825	INSTUMTH D A	03102500	D	M
6826	INSTUMTH D B	03102500	D	M
6797	MATH FOR BUS D	13016900	D	M
8804	MATH TEACH D	03102400	D	M
6914	MICRO D	13020700	D	X
6745	MTR CNTRLS D	13037600	D	M
8649	ORG CHEM1 D	13037220	D	X
8650	ORG CHEM2 D	13037220	D	X
4551	PHY GEOLOGY D S2	13037200	D	X
8230	PHY GEOLOGY D	13037200	D	X
2522	PHYSICS D	03050000	D	X
4524	PHYSICS D S2	3050000	D	X
6855	PHYSICS D A	03050000	D	X
6856	PHYSICS D B	03050000	D	X
2483	PRE CALC D	03101100	D	M
4533	PRE CALC D S2	03101100	D	M
6789	PRE CALC D	03101100	D	M
9614	PRE CALC D A	03101100	D	M
9615	PRE CALC D B	03101100	D	M
8685	PRIN TECH D	13037100	D	X
8693	ROBOTICS 2 D	13037050	D	M
6283	SCI RSRCH DSN D	13037200	D	X
6857	SCI RSH DSN D A	13037200	D	X
6858	SCI RSH DSN D B	13037200	D	X
8584	SCI RSRCH DSN 2 D	13037210	D	X
8583	SCI RSRCH DSN D	13037200	D	X
8128	SCIRD D	03101100	D	X
8328	SCIRD 1 D	03101100	D	X
8329	SCIRD 2 D	13037210	D	X
4597	SPAN 2 D S2	03440200	D	Z
6861	SPAN 2 D A	03440200	D	Z
6862	SPAN 2 D B	03440200	D	Z
9650	SPAN 2 D A	03440200	D	Z
9651	SPAN 2 D B	03440200	D	Z
4599	SPAN 3 D S2	03440300	D	Z
6843	SPAN 3 D A	03440300	D	Z
6844	SPAN 3 D B	03440300	D	Z
6845	SPAN 4 D A	03440400	D	Z
6846	SPAN 4 D B	03440400	D	Z
2018	SPAN2 D	03440200	D	Z
2450	SPAN3 D	03440300	D	Z

2493	SPAN4 D	03440400	D	Z
4495	TACS1 D	03580200	D	Z
2497	TACS2 D	03580300	D	Z
2367	TECH WR D	03221100	D	L
6289	TECH WR D	03221100	D	L
6790	TECH WRITE A D	03221100	D	L
6791	TECH WRITE B D	03221100	D	L
2025	US GOVT D	03330100	D	S
9621	US GOVT D	03330100	D	S
3527	APUSGOVT DP	A3330100	D	S
3526	APUSGOVT GDP	A3330100	D	S
2534	US HIST D	03340100	D	S
3417	AP US HIST SI DP	03340100	D	S
3530	APUSHIST DP	A3340100	D	S
3532	APUSHIST GDP	A3340100	D	S
6833	US HIST D A	03340100	D	S
6834	US HIST D B	03340100	D	S
9622	US HIST D A	03340100	D	S
9623	US HIST D B	03340100	D	S
8511	STATBDM D	13016900	D	M
DUAL ENROLLMENT ON-RAMPS COURSES				
2270	Algebra II D On-Ramps	03100600	D	M
2251	Chemistry I D On-Ramps	03040000	D	X
2227	English III D On-Ramps	03220300	D	L
2022	Physics D On-Ramps	03050000	D	X
2283	PreCalculus D On-Ramps	03101100	D	M
8028	Scientific Research and Design D On-Ramps	13037200	D	X
2134	U.S. History D On-Ramps	03340100	D	S
2021	Statistics D On-Ramps	03270100	D	M
INTERNATIONAL BACCALAUREATE COURSES				
3841	IB-BIO HL-B	I3010202	I	X
3820	IB-BIO HL-B G	I3010202	I	X
3850	IB-BIO HL-B SI	I3010202	I	X
3832	IB-BIO SL/HL-A	I3010201	I	X
3818	IB-BIO SL/HL-A G	I3010201	I	X
3849	IB-BIO SL/HL-A SI	I3010201	I	X
3582	IBBIOSL SI	I3010201	I	X
3844	IB-CHEM1	I3040002	I	X
3821	IB-CHEM1 G	I3040002	I	X
3848	IB-CHEM1 SI	I3040002	I	X
3840	IBENG 3	I3220700	I	L
3813	IBENG 3	I3220300	I	L
3580	IBENG 3 SI	I3220300	I	L
3804	IBENG 3 G	I3220300	I	L
3814	IBENG 4	I3220400	I	L
3805	IBENG 4 G	I3220400	I	L
3842	IBENG 4 SI	I3220400	I	L
3894	IBFREN 4	I3410400	I	L
3895	IBGERM SL	I3420400	I	L
3829	IBHISTAM 1 G	I3301300	I	S
3853	IBHISTAM 1	I3301300	I	S
3854	IBHISTAM 1	I3301300	I	S

3581	IBHISTAM 1 SI	I3301300	I	S
3858	IBHISTAM 2	I3301300	I	S
3830	IBHISTAM 2 G	I3301300	I	S
3859	IBHISTAM 2 SI	I3301300	I	S
3862	IBHSTEUR	I3301500	I	S
3831	IBHSTEUR G	I3301500	I	S
3914	IBLAT 4	I3430400	I	Z
3827	IBMASL YR2	I3100200	I	M
3817	IBMASL YR2 G	I3100200	I	M
3839	IBMASL YR2 SI	I3100200	I	M
3825	IBMASTL YR2	I3100100	I	M
3809	IBMASTL YR2 G	I3100100	I	M
3837	IBMASTL YR2 SI	I3100200	I	M
3847	IB-PHYS1 1 SI	I3050002	I	X
3846	IB-PHYS1 I	I3050002	I	X
3822	IB-PHYS1 I G	I3050002	I	X
3925	IBSPAN HL	I3440500	I	Z
3924	IBSPAN 4	I3440400	I	Z
3950	IBTACS1	I3580200	I	Z
3941	IBTOK	I3000100	I	L
3834	IBTOK G	I3000100	I	L
3583	IBTOK SI	I3000100	I	L
2357	TECH WR IB EE	03221100	I	L
3801	TECH WR IB EE G	03221100	I	L
3816	USGOVT W-IB	03330100	I	S
3806	USGOVT W-IB G	03330100	I	S
INTERNATIONAL HONORS (Formerly Pre-IB COURSES)				
3823/3423	ALG 2 IH	03100600	K	M
3835/3435	ALG 2 IH	03100600	K	M
3807/3307	ALG 2 IH G	03100600	KG	M
3586/3386	ALG 2 IH SI	03100600	K	M
3833/3333	CHEM IH	03040000	K	X
3819/3319	CHEM IH G	03040000	KG	X
3845/3345	CHEM IH SI	03040000	K	X
3812/3872	ENG 2 IH	03220200	K	L
3803/3873	ENG 2 IH G	03220200	KG	L
3276/3376	ENG 2 IH SI	03220200	K	L
3892/3896	FREN 2 IH	03410200	K	Z
3893/3897	FREN 3 IH	03410300	K	Z
2434/2234	GERMAN 3 IH	03420300	K	Z
3912/3915	LATIN2 IH	03430200	K	Z
3913/3916	LATIN3 IH	03430300	K	Z
3824/3474	PRECAL IH MTH	03101100	K	M
3808/3418	PRECAL IH MTH G	03101100	KG	M
3838/3438	PRECAL IH MTH MA SI	03101100	K	M
3836	PRECAL IH MTH ST SI	03100300	K	M
3826/3476	PRECAL IH MTHMA	03100300	K	M
3810/3410	PRECAL IH MTHMA G	03100300	KG	M
3922/3921	SPAN 2 IH	03440200	K	Z
3923/3920	SPAN 3 SL IH	03440300	K	Z
3811/3411	W GEO IH	03320100	K	S
3802/3402	W GEO IH G	03320100	KG	S

3843/3443	W GEO IH SI	03320100	K	S
3852/3352	W HIST IH	03340400	K	S
3828/3328	W HIST IH G	03340400	KG	S
AP COURSES				
3198	AP BIO SI	A3010200	P	X
3202	AP PHYSICS 2 SI	A3050004	P	X
3201	AP PHYSICS1 SI	A3050003	P	X
2509	AP-BIO P	A3010200	P	X
4670	AP-BIO GP	A3010200	GP	X
2486	APCALCAB P	A3100101	P	M
3267	APCALCAB P CT	A3100101	P	M
3268	APCALCAB P SF	A3100101	P	M
3209	APCALCAB SI	A3100101	P	M
4676	APCALCAB GP	A3100101	GP	M
4677	APCALCBC GP	A3100102	GP	M
2492	APCALCBC P	A3100102	P	M
3210	APCALCBC SI	A3100102	P	M
4672	AP-CHEM GP	A3040000	GP	X
2515	AP-CHEM P	A3040000	P	X
3199	AP-CHEM SI	A3040000	P	X
2324	APENGLAN P	A3220100	P	L
2321	APENGLAN GP	A3220100	GP	L
3100	APENGLAN NC	A3220100	P	L
3101	APENGLAN SI	A3220100	P	L
3102	APENGLAN SIBI	A3220100	P	L
2334	APENGLIT P	A3220200	P	L
3103	APENGLIT NC	A3220200	P	L
3105	APENGLIT SI	A3220200	P	L
2331	APENGLIT GP	A3220200	GP	L
3104	APENGLIT SIBI	A3220200	P	L
2520	AP-ENVIR P	A3020000	P	X
4671	AP-ENVIR GP	A3020000	GP	X
3265	AP-ENVIR SI	A3020000	P	X
2535	APEUHIST P	A3340200	P	S
3213	APEUHIST SI	A3340200	P	S
4686	APEUHIST GP	A3340200	GP	S
2421	APFR-LAN P	A3410100	P	Z
2010	APHUMGEOW	A3360100	P	S
2012	APHUMGEOW G	A3360100	P	S
2433	APLATVG P	A3430100	P	Z
2549	APMACECO P	A3310200	P	S
3215	APMACECO G SI	A3310200	GP	S
3253/3214	APMACECO SI	A3310200	P	S
2548	APMACECO GP	A3310200	GP	S
3234	AP-PHYS1 NC	A3050003	P	X
2519	AP-PHYS1 P	A3050003	P	X
4674	AP-PHYS1 GP	A3050003	GP	X
3233	AP-PHYS1 SIBI	A3050003	P	X
2559	AP-PHYS2 P	A3050004	P	X
4675	AP-PHYS2 GP	A3050004	GP	X
3236	AP-PHYS2 NC	A3050004	P	X
3235	AP-PHYS2 SIBI	A3050004	P	X

4680	AP-PHYSCE GP	A3050005	GP	X
4681/4694	AP-PHYSCE P	A3050005	P	X
4682	AP-PHYSCM GP	A3050006	GP	X
4683/4693	AP-PHYSCM P	A3050006	P	X
2439	APSPALAN P	A3440100	P	Z
2939	APSPALIT	A3440200	P	Z
2478	APSTATS P	A3100200	P	M
4678	APSTATS GP	A3100200	GP	M
3211	APSTATS SI	A3100200	P	M
4497	APTACS1A P	A3580100	P	Z
4499	APTACSAM P	A3580110	P	M
2527	APUSGOVT P	A3330100	P	S
3216	APUSGOVT SI	A3330100	P	S
2526	APUSGOVT GP	A3330100	GP	S
2530	APUSHIST P	A3340100	P	S
3218	APUSHIST G SI	A3340100	P	S
2532	APUSHIST GP	A3340100	GP	S
3217	APUSHIST SI	A3340100	P	S
4679	APWHIST GP	A3370100	GP	S
2541	APWHIST P	A3370100	P	S
3219	APWHIST SI	A3370100	P	S
HONORS (FORMERLY KNOWN AS PRE-AP) COURSES				
1223/1323	ALG 1 GH J	03100500	GHJ	M
1224/1324	ALG 1 HJ	03100500	HJ	M
4688/4888	ALG 1 GH J	03100500	GH J	M
2465/2445	ALG 1 GH	03100500	GH	M
6952/6252	ALG 1 GH	03100600	GH	M
2467/2267	ALG 1 H	03100500	H	M
3264/3364	ALG 1 H NC	03100500	H	M
3205/3305	ALG 1 H SI	03100500	H	M
3259/3359	ALG 1 H SIBI	03100500	H	M
6953/6253	ALG 1 H	03100500	H	M
6957/6257	ALG 1 H SI	03100500	H	M
6961/6261	ALG 1 H SIBI	03100500	H	M
7119/6119	ALG 1 GH	03100500	GH	M
2475/2275	ALG 2 H	03100600	H	M
3206/3406	ALG 2 H SI	03100600	H	M
6817/6217	ALG 2 H A	03100600	H	M
6818/6218	ALG 2 H B	03100600	H	M
6819/6239	ALG 2 H SI A	03100600	H	M
6820/6240	ALG 2 H SI B	03100600	H	M
6951/6251	ALG 2 GH	03100600	GH	M
6954/6254	ALG 2 H	03100600	H	M
6958/6258	ALG 2 H SI	03100600	H	M
2240/2241	ALG 2 GH	03100600	GH	M
6815/6215	ALG 2 GH A	03100600	GH	M
6816/6216	ALG 2 GH B	03100600	GH	M
7120/6220	ALG 2 GH SI	03100600	GH	M
8638 (2024+)	ANAT PHYS	13020600	H	X
3346 (2024+)	ANAT PHYS NC	13020600	H	X
3348 (2024+)	ANAT PHYS SI	13020600	H	X
3347 (2024+)	ANAT PHYS SIBI	13020600	H	X

7121/6421	BIO GH	03010200	GH	X
2507/2107	BIO GH	03010200	GH	X
6967/6267	BIO GH	3010200	GH	X
3507/3508	BIO GH SI/BI	3010200	GH	X
2521/2221	BIO H	03010200	H	X
3204/3203	BIOLOGY H SI	03010200	H	X
3262/3362	BIOLOGY H SIBI	03010200	H	X
6971/6271	BIO H	03010200	H	X
6977/6277	BIO H SI	03010200	H	X
6982/6282	BIO H SIBI	03010200	H	X
2677(2024+)	BIO HD	03010200	H	X
2552/2252	CHEM GH	03040000	GH	X
6972/6272	CHEM GH	3040000	GH	X
7122/6422	CHEM GH	3040000	GH	X
6803/6203	CHEM GH A	03040000	GH	X
6804/6204	CHEM GH B	03040000	GH	X
2513/2243	CHEM H	03040000	H	X
6801/6201	CHEM H A	03040000	H	X
6802/6202	CHEM H B	03040000	H	X
3257/3357	CHEM H NC	03040000	H	X
3200/3310	CHEM H SI	03040000	H	X
6805/6205	CHEM H SI A	03040000	H	X
6806/6206	CHEM H SI B	03040000	H	X
3263/3363	CHEM H SIBI	03040000	H	X
6968/6268	CHEM H	03040000	H	X
6981/6281	CHEM H NC	03040000	H	X
6976/6276	CHEM H SI	03040000	H	X
2307/2207	ENG 1 GH	03220100	GH	L
3273/3373	ENG 1 GH NC	03220100	GH	L
3223/3323	ENG 1 GH SI	03220100	GH	L
3272/3372	ENG 1 GH SIBI	03220100	GH	L
2304, 2244	ENG 1 H	03220100	H	L
3271/3371	ENG 1 H NC	03220100	H	L
3222/3322	ENG 1 H SI	03220100	H	L
3260/3360	ENG 1 H SIBI	03220100	H	L
6924/6224	ENGL 1 H	03220100	H	L
6925/6225	ENGL 1 GH	03220100	GH	L
6927/6227	ENGL 1 H SI	03220100	H	L
6928/6228	ENG 1 GH	3220100	GH	L
6929/6229	ENGL 1 H SIBI	03220100	H	L
6932/6232	ENGL 2 GH	03220100	GH	L
6933/6233	ENGL 2 H	03220200	H	L
6935/6235	ENGL 2 H SI	03220200	H	L
6936/6236	ENG 2 GH	3220200	GH	L
6937/6234	ENGL 2 H SIBI	03220200	H	L
2314/2114	ENG 2 H	03220200	H	L
3254/3354	ENG 2 H NC	03220200	H	L
3224/3424	ENG 2 H SI	03220200	H	L
3274/3374	ENG 2 H SIBI	03220200	H	L
2311/2111	ENG 2 GH	03220200	GH	L
3225/3325	ENG 2 GH SI	03220200	GH	L
3275/3375	ENG 2 GH SI	03220200	GH	L

2416/2116	FREN 2 H	03410200	H	Z
2448/2248	FREN 3	03410300	H	Z
2419/2219	FREN 3 H	03410300	H	Z
2480/2280	GEOM GH	03100700	GH	M
6821/6221	GEOM GH A	03100700	GH	M
6822/6222	GEOM GH B	03100700	GH	M
6955/6255	GEOM GH	03100700	GH	M
6962/6262	GEOM GH	03100700	GH	M
3571/3471	GEOM GH SI	03100700	GH	M
1485/1475	GEOM HJ	03100700	HJ	M
1486/1476	GEOM GHJ	03100700	GHJ	M
2481/2281	GEOM H	03100700	H	M
6823/6223	GEOM H A	03100700	H	M
6824/6324	GEOM H B	03100700	H	M
3255/3355	GEOM H NC	03100700	H	M
3207/3407	GEOM H SI	03100700	H	M
4207/4208	GEOM H SI/BI	03100700	H	M
6956/6256	GEOM H	03100700	H	M
6959/6259	GEOM H SI	03100700	H	M
6960/6260	GEOM H NC	03100700	H	M
2661/2161	GERMAN 3	03420300	H	Z
2425/2225	GERMAN3 H	03420300	H	Z
4689/4699	HUMANIT GH	03221600	GH	L
2368/2168	HUMANIT H	03221600	H	L
3130/3330	IND ENG H SI	03221800	H	L
2363/2263	IND ENG H	03221800	H	L
4690/4890	IND ENG GH	03221800	GH	L
2364/2264	IND ENG2 H	03221810	H	L
3197/3297	IND ENG2 H SI	03221810	H	L
4691/4891	IND ENG2 GH	03221810	GH	L
4692/4892	IND ENG3 GH	03221820	GH	L
2366/2266	IND ENG3 H	03221820	H	L
6265/6266	IND ENG3 H	03221820	H	L
2485	INSTMTH G	03102502	H	M
2490	INSTMTH GH	03102502	GH	M
2561/2261	INSTMTH3 GH	03102502	GH	M
2432/2232	LATIN2 H	03430200	H	Z
2431/2231	LATIN3 H	03430300	H	Z
1120	MATH 7 GH	03103000	GH	M
5109	MATH 7 H	03103000	H	M
1220	MATH8 GH	03103100	GH	M
2560/2260	PHYSICS GH	03050000	GH	X
7123/6219	PHYSICS GH SI	03050000	GH	X
6809/6209	PHYSICS GH A	03050000	GH	X
6810/6210	PHYSICS GH B	03050000	GH	X
2518/2218	PHYSICS H	03050000	H	X
3250/3350	PHYSICS H NC	03050000	H	X
3251/3351	PHYSICS H SI	03050000	H	X
3252/3349	PHYSICS H SIBI	03050000	H	X
6807/6207	PHYSICS H A	03050000	H	X
6808/6208	PHYSICS H B	03050000	H	X
6811/6211	PHYSICS H SI A	03050000	H	X

6812/6212	PHYSICS H SI B	03050000	H	X
6970/6270	PHYSICS H	03050000	H	X
6975/6275	PHYSICS GH	03050000	GH	X
6978/6278	PHYSICS H NC	03050000	H	X
6979/6279	PHYSICS H SI	03050000	H	X
6980/6280	PHYSICS H SIBI	03050000	H	X
2567/2268	PRE CALC GH	03101100	GH	M
2484/2269	PRE CALC H	03101100	H	M
3208/3408	PRE CALC H SI	03101100	H	M
5104	ELAR 7 GH	03200520	GH	X
5105	ELAR 7 H	03200520	H	X
5204	ENG 8 GH	03200530	GH	X
5205	ENG 8 H	03200530	H	X
5206	SS 8 GH	03343100	GH	X
5207	SS 8 H	03343100	H	X
1143	SCI 7 GH	03060700	GH	X
5110	SCI 7 H	03060700	H	X
1243	SCI 8 GH	03060800	GH	X
5210	SCI 8 H	03060800	H	X
6841/6241	SPAN 2 H A	03440200	H	Z
6842/6242	SPAN 2 H B	03440200	H	Z
2440/2040	SPAN2 H	03440200	H	Z
1439/1639	SPAN2 H J	03440200	HJ	Z
7118/6118	SPAN 2 H	03440200	H	Z
1269/1469	SPAN 3 J	03440300	HJ	Z
2443/2043	SPAN3	03440300	H	Z
1260/1270	SPAN3 HJ	03440300	HJ	Z
2437/2438	SPAN3 H	03440300	H	Z
7117/6117	SPAN 3 H	03440300	H	Z
7111/7143	SPAN 3	03440300	H	Z
2462/2162	SPAN 4	3440400	H	Z
7112/7144	SPAN 4	3440400	H	Z
5106	SS 7 GH	03343000	GH	S
5107	SS 7 H	03343000	H	S
5206	SS 8 GH	03343100	GH	S
5207	SS 8 H	03343100	H	S
4496/4396	TACS1 H	O3580200	H	L
4494	TACS3 H	O3580350	H	L
3212/3412	W GEO GH SI	03320100	GH	S
2562/2262	W GEO GH	03320100	GH	S
6993/6293	W GEO GH SI	3320100	GH	S
6829/6129	W GEO GH A	03320100	GH	S
6830/6130	W GEO GH B	03320100	GH	S
2563/2163	W GEO H	03320100	H	S
3258/3458	W GEO H SI	03320100	H	S
3261/3461	W GEO H SIBI	03320100	H	S
6831/6231	W GEO H A	03320100	H	S
6832/6234	W GEO H B	03320100	H	S
6991/6291	W GEO GH	03320100	GH	S
6992/6292	W GEO H	03320100	H	S

6997/6297	W GEO H SI	03320100	H	S
6998/6298	W GEO H SIBI	03320100	H	S
2545/2245	W HIST H	03340400	H	S
3221/3421	W HIST GH SI	03340400	GH	S
3256/3456	W HIST H NC	03340400	H	S
3220/3320	W HIST H SI	03340400	H	S
2546/2246	W HIST GH	03340400	GH	S
6837/6437	W HIST GH A	03340400	GH	S
6838/6438	W HIST GH B	03340400	GH	S
6835/6435	W HIST H A	03340400	H	S
6836/6436	W HIST H B	03340400	H	S
6839/6339	W HIST H SI A	03340400	H	S
6840/6340	W HIST H SI B	03340400	H	S
6989/6389	W HIST H	03340400	H	S
6994/6394	W HIST H SI	03340400	H	S
6996/6396	W HIST H NC	03340400	H	S
6995/6295	W HIST GH SI	03340400	GH	S
6990/6290	W HIST GH	03340400	GH	S

REQUEST FOR APPROVAL OF RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICER(S)

The following request is being presented for approval of recommendation to designate an investment officer.

EXHIBIT B

RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICER(S)

WHEREAS, Section 2256.005(f) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Ector County Independent School District to designate one or more officers or employees as investment officer of the District; and

WHEREAS, the investment officer is responsible for the investment of the District's funds consistent with the District's investment policy;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Ector County Independent School District designates Michael Carrillo to serve as the investment officer of the District to invest District funds as directed by the Board.

The authority of the investment officer granted by this resolution is effective until rescinded by the District or the termination of the named employee's employment by the District.

Adopted this 21st day of June, 2022, by the Board of Trustees.

_____
Presiding Officer

_____
Secretary

REQUEST FOR APPROVAL OF RESOLUTION AMENDING AUTHORIZED REPRESENTATIVES

The following request is being presented for approval to designate an authorized user for TD Ameritrade, TexPool, First Public Lone Star, NexBank and TexSTAR.

Reset Form

TD Ameritrade Institutional

SECRETARY'S CERTIFICATE REGARDING CORPORATE RESOLUTIONS (PROFIT OR NONPROFIT)

Account #: 938035573

Advisor Code: WIH

Case #: _____

Agreement

I hereby certify that I am the Secretary of ECTOR COUNTY ISD (Corporation); a corporation duly organized and existing under the laws of the State/Province of Texas (State/Province), and that the following is a true copy of a resolution duly adopted by the board of directors of said corporation at a meeting held the 21st (Day) day of June (Month), 2022 (Year), at which meeting a quorum was present and acting throughout, or by unanimous consent of the board of directors dated as of the 21st (Day) day of June (Month), 2022 (Year), and that such resolution has not been rescinded or modified and is in full force and effect:

> RESOLVED, that the President, Vice President, and the Treasurer of this corporation, or any one of such officers, are hereby fully authorized and empowered to open a brokerage account, transfer, endorse, sell, assign, set over, and deliver any and all shares of stocks, bonds, debentures, notes, evidences of indebtedness, or other securities (including short sales) now or hereafter standing in the name of or owned by this corporation, to purchase stocks, bonds, debentures, notes, evidences of indebtedness, and other securities (on margin or otherwise), and to make, execute, and deliver, under the corporate seal of this corporation, any and all written instruments necessary or proper to effectuate the authority hereby conferred.

Investments Permitted

The undersigned agree to the entering of purchases and sales of securities as well as all other transactions in the following types of accounts:

☑ **Cash** ☐ **Margin** **Options:** ☐ Writing Covered ☐ Creating Spreads ☐ Purchasing Long ☐ Writing Uncovered

To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify, and record information that identifies each person authorized to trade on an account.

What this means for you: When you are authorized to trade on an account, we will ask for your name, address, date of birth, and other information that will allow us to identify you. We may also utilize a third-party information provider for verification purposes and/or ask for a copy of your driver's license or other identifying documents.

I further certify that the authority hereby conferred is consistent with the charter or by-laws of this corporation. Unless indicated below that I am a sole officer, the following is a true and correct list of the officers of this corporation as of the present date and a record of the officers' signatures:

☐ I am the sole officer.

If you are changing the beneficial owner or control person for this entity, please complete the Beneficial Owner/Control Person Entity Update Form.

PRINT INFORMATION

A. OFFICER/MANAGER/PARTNER/AUTHORIZED AGENT		
First Name: Deborah	Middle Inital:	Last Name: Ottmers
Street Address: 802 N. Sam Houston		
City: Odessa	State: Texas	ZIP Code: 79761
Social Security Number:	Date of Birth:	Phone Number: 462-456-9499
Please specify if you are: ☑ Employed ☐ Self-employed ☐ Unemployed ☐ Retired ☐ Homemaker ☐ Student		
Employer Name *(If self-employed, please provide the name of your business)*: Ector County Independent School District		
Please choose the occupation and industry of occupation code that most accurately describes your situation, from the list provided on page 4. Occupation: A42 Industry of Occupation: E11		
Employer Street Address: 802 N. Sam Houston		
City: Odessa	State: Texas	ZIP Code: 79761

510

Check here if you are a: ☑ U.S. Citizen ☐ Permanent Resident ☐ Not a U.S. Citizen.	Country of Citizenship *(For non-U.S. Citizens and Permanent Residents)*:
Country of Dual or Secondary Citizenship *(if applicable)*:	Country of Birth *(For non-U.S. Citizens and Permanent Residents)*:

Non-U.S. citizens: Do you hold a current U.S. immigration visa? ☐ Yes ☐ No Specify visa type: _____ Visa Number: _____ Expiration: _____

(Nonresident aliens must submit Form W-8BEN and a copy of a current passport. If a U.S. address is listed, then attach a signed "Letter of Explanation for U.S. Mailing Address/U.S. Phone Number Attachment to Form W-8" [Form TDAI 835].)

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents, is a member of the board of directors, 10% shareholder, or policy-making officer of a publicly traded company. Specify the company name, address, city, and state:

_____

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents is licensed, employed by, or associated with, a broker-dealer firm, a financial services regulator, securities exchange, or member of a securities exchange. If checked, please specify entity below, and provide a copy of the required authorization letter.

_____

✗ Signature: _____ Date: _____

B. OFFICER/MANAGER/PARTNER/AUTHORIZED AGENT

First Name:	Middle Inital:	Last Name:
Albessa		Chavez

Street Address:
802 N. Sam Houston

City:	State:	ZIP Code:
Odessa	Texas	79761

Social Security Number:	Date of Birth:	Phone Number:
		432-456-9701

Please specify if you are:
☑ Employed ☐ Self-employed ☐ Unemployed ☐ Retired ☐ Homemaker ☐ Student

Employer Name *(If self-employed, please provide the name of your business)*:
Ector County Independent School District

Please choose the occupation and industry of occupation code that most accurately describes your situation, from the list provided on page 4.

Occupation: A42 Industry of Occupation: E11

Employer Street Address:
802 N. Sam Houston

City:	State:	ZIP Code:
Odessa	Texas	79761

Check here if you are a: ☑ U.S. Citizen ☐ Permanent Resident ☐ Not a U.S. Citizen.	Country of Citizenship *(For non-U.S. Citizens and Permanent Residents)*:
Country of Dual or Secondary Citizenship *(if applicable)*:	Country of Birth *(For non-U.S. Citizens and Permanent Residents)*:

Non-U.S. citizens: Do you hold a current U.S. immigration visa? ☐ Yes ☐ No Specify visa type: _____ Visa Number: _____ Expiration: _____

(Nonresident aliens must submit Form W-8BEN and a copy of a current passport. If a U.S. address is listed, then attach a signed "Letter of Explanation for U.S. Mailing Address/U.S. Phone Number Attachment to Form W-8" [Form TDAI 835].)

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents, is a member of the board of directors, 10% shareholder, or policy-making officer of a publicly traded company. Specify the company name, address, city, and state:

_____

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents is licensed, employed by, or associated with, a broker-dealer firm, a financial services regulator, securities exchange, or member of a securities exchange. If checked, please specify entity below, and provide a copy of the required authorization letter.

_____

✗ Signature: _____ Date: _____

C. OFFICER/MANAGER/PARTNER/AUTHORIZED AGENT

First Name:	Middle Inital:	Last Name:
Michael		Carrillo

Street Address:
802 N. Sam Houston

City:	State:	ZIP Code:
Odessa	Texas	79761

Social Security Number:	Date of Birth:	Phone Number:
		432-456-0078

Please specify if you are:
☑ Employed ☐ Self-employed ☐ Unemployed ☐ Retired ☐ Homemaker ☐ Student

Employer Name *(If self-employed, please provide the name of your business)*:
Ector County Independent School District

Please choose the occupation and industry of occupation code that most accurately describes your situation, from the list provided on page 4.

Occupation: A42 Industry of Occupation: E11

511

Employer Street Address: 802 N. Sam Houston		
City: Odessa	State: Texas	ZIP Code: 79761
Check here if you are a: ☑ U.S. Citizen ☐ Permanent Resident ☐ Not a U.S. Citizen	Country of Citizenship *(For non-U.S. Citizens and Permanent Residents)*:	
Country of Dual or Secondary Citizenship *(if applicable)*:	Country of Birth *(For non-U.S. Citizens and Permanent Residents)*:	

Non-U.S. citizens: Do you hold a current U.S. immigration visa? ☐ Yes ☐ No Specify visa type: _____ Visa Number: _____ Expiration: _____

(Nonresident aliens must submit Form W-8BEN and a copy of a current passport. If a U.S. address is listed, then attach a signed "Letter of Explanation for U.S. Mailing Address/U.S. Phone Number Attachment to Form W-8" [Form TDAI 835].)

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents, is a member of the board of directors, 10% shareholder, or policy-making officer of a publicly traded company. Specify the company name, address, city, and state:

_____

☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents is licensed, employed by, or associated with, a broker-dealer firm, a financial services regulator, securities exchange, or member of a securities exchange. If checked, please specify entity below, and provide a copy of the required authorization letter.

_____

✗ Signature: _____ Date: _____

D. TRUSTED CONTACT *(Optional)*

By completing this section, you authorize TD Ameritrade to contact the person(s) named below for the following reasons: if there are questions or concerns about my whereabouts or health status; if TD Ameritrade suspects that I may be a victim of fraud or financial exploitation; if TD Ameritrade suspects that I might no longer be able to handle my financial affairs; to confirm the identity of any legal guardian, executor, trustee, authorized trader, or holder of a power of attorney; or if TD Ameritrade has any other concerns or is unable to contact me about my account(s) held at TD Ameritrade. **Please review the Client Agreement for the full terms and conditions regarding how TD Ameritrade uses this information.**

NOTE: Your Trusted Contact must be someone other than an account owner and cannot be the Investment Advisor. You may provide more than two Trusted Contact Persons by completing and signing additional Trusted Contact Authorization Forms.

First Name:	Middle Initial:	Last Name:
Relationship:		
Primary Telephone Number:	Email Address:	
Mailing Address:		
City:	State:	ZIP Code:

First Name:	Middle Initial:	Last Name:
Relationship:		
Primary Telephone Number:	Email Address:	
Mailing Address:		
City:	State:	ZIP Code:

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of said corporation this _____ *Day* day of July *Month*, 2021 *Year*,

Secretary's Signature *(or sole officer):* _____ Date: _____

Printed Name of Secretary:

[PLACE YOUR CORPORATE SEAL HERE]

Mailing Address:
TD Ameritrade Institutional
PO BOX 650567
Dallas, TX 75265-0567

TDAI 9303 REV. 11/18

Investment Products: Not FDIC Insured * No Bank Guarantee * May Lose Value

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Occupation Codes

A42 Accountant/Auditor/Bookkeeper
A62 Adjuster
A82 Advertiser/Marketer/PR Professional
A33 Air Traffic Controller
A43 Ambassador/Consulate Professional
A53 Analyst
A63 Appraiser
A73 Architect/Designer
A83 Artist/Performer/Actor/Dancer
A93 Assistant/Executive Assistant
A44 Athlete
A64 Attorney/Judge/Legal Professional
A74 Auctioneer
L51 Banker/Lending Professional
B21 Barber/Beautician/Hairstylist
B31 Broker/Registered Rep
B41 Business Executive (VP, Director, etc.)
B51 Business Owner
C81 Caregiver
C91 Carpenter/Construction Worker/ Contractor
C22 Cashier
C32 Chef/Cook
C42 Chiropractor
C52 Civil Servant
C62 Clergy
C72 Clerk
C82 Compliance/Regulatory Professional
C92 Consultant
C43 Counselor/Therapist
C53 Customer Service Representative
D11 Dealer
D61 Dentist
D31 Distributor
D41 Doctor/Surgeon/Physician
D51 Driver
E51 Engineer
E71 Exterminator
F71 Factory/Warehouse Worker
F81 Farmer/Rancher
F91 Financial Planner/Advisor
F22 Flight Attendant
F32 Human Resources Professional
I41 Importer/Exporter
I51 Inspector/Investigator
I81 Investor
I91 IT Professional/IT Associate
J31 Janitor
J41 Jeweler
L31 Laborer
L41 Landscaper
M91 Mechanic
M22 Military, Officer or Associated
M32 Mortician/Funeral Director
N21 Nurse
O11 Office Associate
O21 Other; If Other, include a description in the Occupation box.
P81 Pharmacist
P91 Physical Therapist
P22 Pilot
P32 Police Officer/Firefighter/ Law Enforcement Professional
P42 Politician
P52 Project Manager
R81 Real Estate Professional
R71 Researcher
S41 Salesperson
S51 Scientist
S61 Seamstress/Tailor
S71 Security Guard
S81 Social Worker
T41 Teacher/Professor
T51 Technician
T61 Teller
T71 Tradesperson/Craftsperson
T81 Trainer/Instructor
U21 Underwriter
V11 Veterinarian
W21 Writer/Journalist/Editor

Industry of Occupation Codes

A11 Accounting
A21 Advertising/Marketing
A31 Aerospace/Defense
A41 Agriculture/Forestry
A51 Amusement and Recreation
A61 Animal Services and Veterinary
A71 Architecture/Design
A81 Arts/Antiques
A91 Athletics/Fitness
A32 Automotive
B11 Aviation
C11 Bar/Nightclub/Adult Entertainment Club
C21 Childcare
C31 Cleaning/Janitorial/Housekeeping
C41 Communications/Telecommunications
C51 Construction/Carpentry/Landscaping
C61 Convenience Store/Liquor Store/ Gas Station
C71 Customer Service and Support
E11 Education
E21 Embassy/Consulate
E31 Energy
E41 Engineering
F11 Fashion/Clothing
F21 Financial Services
F51 Firearms and Explosives
G11 Gaming/Casino/Card Club
G21 Government/Public Administration
G31 Grocery/Supermarket
H11 Healthcare/Medical Services
H21 Hotel/Hospitality
I11 Import/Export
I21 Information Technology (IT)
I31 Insurance
J11 Jewelry, Gems, and Precious Metals
L11 Legal Services/Public Safety
L21 Logistics/Supply Chain
M11 Manufacturing
M21 Maritime
M31 Media/Entertainment
M41 Mining, Oil, and Gas
M51 Money Services Businesses (Check Cashing, Money Transmitting, Payday Loans, Currency Exchange)
N11 Non-Profit/NGO (Non-Government Agency)/Charity
O31 Other; If Other, include a description in the Industry of Occupation box
P11 Parking and Car Washes
P21 Pawn Shops/Brokers
P31 Personal Care/Hygiene (Beauty, Salon, Cosmetics, Massage, etc.)
P41 Pharmaceuticals
P51 Printing/Publishing
P71 Professional/Civic Organizations (Non-Retail)
R11 Real Estate
R21 Religious Organization
R31 Repair Services - Home, Auto, and Other
R41 Restaurant/Food Service
R51 Retail Sales/Retail Trade
S11 Science and Biotechnology
S21 Security
T11 Transportation
T31 Travel
U11 Utilities (Public)
W11 Wholesale Sales/Trade

Print Form Clear Form

Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

*** Required Fields**

1. Resolution

WHEREAS,

ECTOR COUNTY ISD — Participant Name*

7 7 4 0 6 — Location Number*

("**Participant**") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("**TexPool / Texpool Prime**"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.

B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and

C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. Deborah Ottmers — Name; Chief Financial Officer — Title

4 3 2 4 5 6 9 4 9 5 — Phone; 4 3 2 4 5 6 9 7 0 8 — Fax; deborah.ottmers@ectorcountyisd.org — Email

Signature

2. Albessa Chavez — Name; Director of Finance — Title

4 3 2 4 5 6 9 7 0 1 — Phone; 4 3 2 4 5 6 9 7 0 8 — Fax; albessa.chavez@ectorcountyisd.org — Email

Signature

3. Michael Carrillo — Name; Assistant Director of Finance — Title

4 3 2 4 5 6 0 0 7 8 — Phone; 4 3 2 4 5 6 9 7 0 8 — Fax; michael.carrillo@ectorcountyisd.org — Email

Signature

1. Resolution (continued)

4.
Name | Title

Phone | Fax | Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Attn: Finance Director
Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

Dusty Baumann
Name

Accounting Supervisor
Title

4 3 2 4 5 6 9 6 9 1
Phone

4 3 2 4 5 6 9 7 0 8
Fax

dusty.baumann@ectorcountyisd.org
Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the 2 1 day of June , 2 0 2 2 .

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

ECTOR COUNTY ISD
Name of Participant*

SIGNED

Signature*

Printed Name*

Title*

ATTEST

Signature*

Printed Name*

Title*

2. Mailing Instructions

The completed Resolution Amending Authorized Representatives can be faxed to TexPool Participant Services at 1-866-839-3291, and mailed to:

TexPool Participant Services
1001 Texas Avenue, Suite 1150
Houston, TX 77002

1-866-TEXPOOL (839-7665) • TexPool.com
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G45340-17 (3/20)

Managed and Serviced by
Federated Hermes

Authorized Representative Add Form

Name of Participant Ector County Independent School District *Participant Number* 68901

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	Michael Carrillo		
Title	Assistant Director of Finance		
E-mail address	michael.carrillo@ectorcountyisd.org		
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this 21st **day of** June**, 20** 22**.**

By: _____ By: _____

_____ _____

Printed Name, Board President *Printed Name, Board Secretary*

State of Texas,

County of _____

Before me, _____, on this day personally appeared _____, known to
(name of notary) *(name of President and Secretary)*

me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) *(identification item)*

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20 ____,

(Personalized Seal)

516
Notary Public's Signature

NEXBANK

New Business Account Sheet

Updating Signers

USA Patriot Act - Important Information about Procedures for Opening a New Account

To help the government fight the funding of terrorism and money laundering activities, Federal law requires all financial institutions to obtain, verify, and record information that identifies each person who opens an account. What this means for you: When you open an account, we will ask for your name, address, date of birth, and other information that will allow us to identify you. We may also ask to see your driver's license or other identifying documents.

***Primary** (Business Information)*

Business Name: Ector County ISD *Existing Customer (CIP on file) (Y) or (N)*

Business Address (No PO Boxes): _____

City: _____ *State:* _____ *Zip:* _____

TIN (EIN): 75-6001362 *Date Business Established:* _____

Business Phone # _____ *Fax #* _____

Business Email: _____ *Nature of Business:* _____

Purpose of Account: _____ *Source of Funds (Ongoing Transactions):* _____

Does the business operate ATMs? (Y) or (N)

Will there be international wire activity for this account? (Y) or (N), if Y please specify the countries and frequency of the transactions:

_____

Is the business a Marijuana, CBD or Hemp Related Business? (Y) or (N), if Y please provide details: _____

Will the business have any Marijuana, CBD or Hemp related activities? (Y) or (N), if Y please provide details: _____

Is the business a Not for Profit organization? (Y) or (N) If Y, complete the Not for Profit Questionnaire

Authorized Signer(s) (Information must be provided for all signers on the account)

1. *Name:* Deborah Ottmers *Existing Customer (CIP on file) (Y) or (N)*

   Address (No PO Boxes): _____ *Email* _____

   City: _____ *State:* _____ *Zip:* _____

   SS #: _____ *DOB:* _____ *DL #:* _____ *Exp. Date:* _____

   Home Phone #: _____ *Work Phone #:* _____ *Cell Phone #:* _____

   Employer: _____ *Occupation/Job Title:* _____

   Are you or an immediate family member a close associate of a foreign political figure? (Y) or (N)

2. *Name:* Albessa Chavez *Existing Customer (CIP on file) (Y) or (N)*

   Address (No PO Boxes): _____ *Email:* _____

   City: _____ *State:* _____ *Zip:* _____

   SS #: _____ *DOB:* _____ *DL #:* _____ *Exp. Date:* _____

   Home Phone #: _____ *Work Phone #:* _____ *Cell Phone #:* _____

   Employer: _____ *Occupation/Job Title:* _____

   Are you or an immediate family member a close associate of a foreign political figure? (Y) or (N)

Authorized Signature(s): #1 Deborah P. Ottmers *Date* 6/6/2022 *Active Military (Y) or (N)*

#2 Albessa Chavez *Date* 6/6/2022 *Active Military (Y) or (N)*

I certify that the information above is true and correct to the best of my knowledge. You may keep this application whether or not it is approved. By signing this form, I authorize you to check my credit and employment history and to answer questions others may ask you about my credit report with you. I understand that I must update credit information at your request if my financial situation changes.

(For Bank Use Only)

Business Checking 62
Business Checking Affiliate 66
Business Analysis Checking AA

Remote Deposit Analysis Checking RD
HY Business MM 82
Business Savings 85

Business Savings Affiliate 92
HY Business MM Savings Affiliate 93
Certificate of Deposit CD

Rate Variance Exception Approved by: _____

Date: 6/2/22 *Account Type:* 86 *Account #:* 1514165 *Term:* _____ *Rate:* _____ *$* _____

Date: _____ *Account Type:* _____ *Account #:* _____ *Term:* _____ *Rate:* _____ *$* _____

Copy of New Customer(s) DL: _____ *OR Existing Customer/Signer:* _____ *ChexSystems:* _____ *LexisNexis:* _____

*Beneficial Owner(s) Form (Y/N**):* N/A **If Yes, complete the Beneficial Owner(s) Checklist. **If No, provide the Beneficial Ownership Exclusion Reason and the documentation used to determine the exclusion:* _____

CIF (Business): EAA1522 CIF (Auth Signer #1): _____ CIF (Auth Signer #2): _____

Patriot Officer: _____ Source of Funds (Opening Deposit): _____ Checks ordered (Y/N): N

Opened by: DANAB212 Account Officer: MAK Reviewed by: _____

NEXBANK

New Business Account Sheet

USA Patriot Act - Important Information about Procedures for Opening a New Account

To help the government fight the funding of terrorism and money laundering activities, Federal law requires all financial institutions to obtain, verify, and record information that identifies each person who opens an account. What this means for you: When you open an account, we will ask for your name, address, date of birth, and other information that will allow us to identify you. We may also ask to see your driver's license or other identifying documents.

Primary (Business Information)

Business Name: Ector County ISD ***Existing Customer (CIP on file) (Y) or (N)***

Business Address (No PO Boxes): _____

City: _____ ***State:*** _____ ***Zip:*** _____

TIN (EIN): 75-6001362 ***Date Business Established:*** _____

Business Phone # _____ ***Fax #*** _____

Business Email: _____ ***Nature of Business:*** _____

Purpose of Account: _____ ***Source of Funds (Ongoing Transactions):*** _____

Does the business operate ATMs? (Y) or (N)

Will there be international wire activity for this account? (Y) or (N), if Y please specify the countries and frequency of the transactions:

_____

Is the business a Marijuana, CBD or Hemp Related Business? (Y) or (N), if Y please provide details: _____

Will the business have any Marijuana, CBD or Hemp related activities? (Y) or (N), if Y please provide details: _____

Is the business a Not for Profit organization? (Y) or (N) If Y, complete the Not for Profit Questionnaire

---

Authorized Signer(s) (Information must be provided for all signers on the account)

1. ***Name:*** Michael Carrillo ***Existing Customer (CIP on file) (Y) or (N)***

   Address (No PO Boxes): _____ ***Email*** _____

   City: _____ ***State:*** _____ ***Zip:*** _____

   SS #: _____ ***DOB:*** _____ ***DL #:*** _____ ***Exp. Date:*** _____

   Home Phone #: _____ ***Work Phone #:*** _____ ***Cell Phone #:*** _____

   Employer: _____ ***Occupation/Job Title:*** _____

   Are you or an immediate family member a close associate of a foreign political figure? (Y) or (N)

2. ***Name:*** _____ ***Existing Customer (CIP on file) (Y) or (N)***

   Address (No PO Boxes): _____ ***Email:*** _____

   City: _____ ***State:*** _____ ***Zip:*** _____

   SS #: _____ ***DOB:*** _____ ***DL #:*** _____ ***Exp. Date:*** _____

   Home Phone #: _____ ***Work Phone #:*** _____ ***Cell Phone #:*** _____

   Employer: _____ ***Occupation/Job Title:*** _____

   Are you or an immediate family member a close associate of a foreign political figure? (Y) or (N)

Authorized Signature(s): #1 _____ ***Date*** 06/06/2022 ***Active Military (Y) or*** (N)

#2 _____ ***Date*** _____ ***Active Military (Y) or (N)***

I certify that the information above is true and correct to the best of my knowledge. You may keep this application whether or not it is approved. By signing this form, I authorize you to check my credit and employment history and to answer questions others may ask you about my credit report with you. I understand that I must update credit information at your request if my financial situation changes.

(For Bank Use Only)

Business Checking 62	***Remote Deposit Analysis Checking RD***	***Business Savings Affiliate 92***
Business Checking Affiliate 66	***HY Business MM 82***	***HY Business MM Savings Affiliate 93***
Business Analysis Checking AA	***Business Savings 85***	***Certificate of Deposit CD***

Rate Variance Exception Approved by: _____

Date: _____ ***Account Type:*** _____ ***Account #:*** _____ ***Term:*** _____ ***Rate:*** _____ ***$*** _____

Date: _____ ***Account Type:*** _____ ***Account #:*** _____ ***Term:*** _____ ***Rate:*** _____ ***$*** _____

Copy of New Customer(s) DL: _____ ***OR Existing Customer/Signer:*** _____ ***ChexSystems:*** _____ ***LexisNexis:*** _____

Beneficial Owner(s) Form (Y*/N**): _____ *If Yes, complete the Beneficial Owner(s) Checklist. *If No, provide the Beneficial Ownership Exclusion Reason and the documentation used to determine the exclusion:* _____

CIF (Business): _____ CIF (Auth Signer #1): _____ CIF (Auth Signer #2): _____

Patriot Officer: _____ Source of Funds (Opening Deposit): _____ Checks ordered (Y/N): _____

Opened by: _____ Account Officer: _____ Reviewed by: _____

Account #: 1514165

Account Agreement

Date: 08/28/2017

Institution Name & Address

NexBank
McKinney Avenue
2515 McKinney Ave #1700
Dallas, TX 75201
(972) 934-4700

Revised Date: 06/02/2022
Updating Signers

IMPORTANT ACCOUNT OPENING INFORMATION: Federal law requires us to obtain sufficient information to verify your identity. You may be asked several questions and to provide one or more forms of identification to fulfill this requirement. In some instances we may use outside sources to confirm the information. The information you provide is protected by our privacy policy and federal law.

Enter **Non-Individual Owner Information** on page 2. There is additional **Owner/Signer Information** space on page 2.

Owner/Signer Information 1

Name	Deborah Ottmers
Relationship	
Address	
Mailing Address (if different)	
Home Phone	
Work Phone	
Mobile Phone	
E-Mail	
Birth Date	
SSN/TIN	
Gov't Issued Photo ID (Type, Number, State, Issue Date, Exp. Date)	
Other ID (Description, Details)	
Employer	
Previous Financial Inst.	

Owner/Signer Information 2

Name	Albessa Chavez
Relationship	
Address	
Mailing Address (if different)	
Home Phone	
Work Phone	
Mobile Phone	
E-Mail	
Birth Date	
SSN/TIN	
Gov't Issued Photo ID (Type, Number, State, Issue Date, Exp. Date)	
Other ID (Description, Details)	
Employer	
Previous Financial Inst.	

Internal Use Public Funds MMS

Account Title & Address

Ector County ISD
802 N Sam Houston
Odessa TX 79761

Ownership of Account

The specified ownership will remain the same for all accounts.

(For consumer accounts, select and initial.):

Uniform Single-Party or Multiple-Party Account Selection Form Notice: The type of account you select may determine how property passes at your death. Your Will may not control the disposition of funds held in some of the following accounts:

- ☐ Single-Party Account with Payable-On-Death (POD) Designation ____
- ☐ Single-Party Account without POD Designation ____
- ☐ Multiple-Party Account with Right of Survivorship ____
- ☐ Multiple-Party Account with Right of Survivorship and POD ____
- ☐ Multiple-Party Account without Right of Survivorship ____
- ☐ Convenience Account ____
- ☐ Trust Account *(name beneficiaries below)* ____
- ☐ _____ ____

- ☐ Corporation - For Profit
- ☐ Corporation - Nonprofit
- ☐ Partnership
- ☐ Sole Proprietorship
- ☐ Limited Liability Company
- ☐ Trust-Separate Agreement Dated: _____
- ☒ Public Funds

Beneficiary Name(s), Address(es), and SSN(s)

(Check appropriate ownership above.)

☐ If checked, this is a temporary account agreement.

Signature(s)

The undersigned authorize the financial institution to investigate credit and employment history and obtain reports from consumer reporting agency(ies) on them as individuals. Except as otherwise provided by law or other documents, each of the undersigned is authorized to make withdrawals from the account(s), provided the required number of signatures indicated above is satisfied. The undersigned personally and as, or on behalf of, the account owner(s) agree to the terms of, and acknowledge receipt of copy(ies) of, this document and the following:

- ☒ Terms and Conditions
- ☒ Privacy
- ☒ Electronic Fund Transfers
- ☒ Truth in Savings
- ☒ Substitute Checks
- ☒ Funds Availability
- ☒ Common Features
- ☐ _____

Number of signatures required for withdrawal: 1.

See Owner/Signer Information for Convenience Signer designation(s).

1 [X Deborah Ottmers]

2 [X Albessa Chavez]
Albessa Chavez

3 [X Michael Carrillo]

4 [X]

Owner/Signer Information 3

Name	Michael Carrillo
Relationship	
Address	
Mailing Address (if different)	
Home Phone	
Work Phone	
Mobile Phone	
E-Mail	
Birth Date	
SSN/TIN	
Gov't Issued Photo ID (Type, Number, State, Issue Date, Exp. Date)	
Other ID (Description, Details)	
Employer	
Previous Financial Inst.	

Owner/Signer Information 4

Name	
Relationship	
Address	
Mailing Address (if different)	
Home Phone	
Work Phone	
Mobile Phone	
E-Mail	
Birth Date	
SSN/TIN	
Gov't Issued Photo ID (Type, Number, State, Issue Date, Exp. Date)	
Other ID (Description, Details)	
Employer	
Previous Financial Inst.	

Backup Withholding Certifications

(If not a "U.S. Person," certify foreign status separately.)

TIN: 75-6001362

☒ **Taxpayer I.D. Number (TIN)** - The number shown above is my correct taxpayer identification number.

☐ **Backup Withholding** - I am not subject to backup withholding either because I have not been notified that I am subject to backup withholding as a result of a failure to report all interest or dividends, or the Internal Revenue Service has notified me that I am no longer subject to backup withholding.

☒ **Exempt Recipients** - I am an exempt recipient under the Internal Revenue Service Regulations.

I certify under penalties of perjury the statements checked in this section and that I am a U.S. person (including a U.S. resident alien).

X Deborah Ottmers 6/6/22 (Date)

Non-Individual Owner Information

Name	Ector County ISD
EIN	75-6001362
Phone	(432) 456-9701
Mobile Phone	
E-Mail	deborah.ottmers@ectorcountyisd.org
Type of Entity	
State/Country & Date of Organization	
Nature of Business	
Address	802 N Sam Houston Odessa TX 79761
Mailing Address (if different)	
Authorization/ Resolution Date	
Previous Financial Inst.	

Account Description	Account #	Initial Deposit/Source
Money Market	1514165	$ ☐ Cash ☐ Check ☐
		$ ☐ Cash ☐ Check ☐
		$ ☐ Cash ☐ Check ☐

Services Requested

☐ ATM ☐ Debit/Check Cards (No. Requested:) ☐ ☐ ☐ ☐

Other Terms/Information

CORPORATE AUTHORIZATION RESOLUTION

NexBank
2515 McKinney Ave #1700
Dallas, TX 75201

Referred to in this document as "Financial Institution"

By: Ector County ISD
802 N Sam Houston
Odessa TX 79761

Referred to in this document as "Corporation"

I, _____, certify that I am Secretary (clerk) of the above named corporation organized under the laws of _____, Federal Employer I.D. Number 75-6001362, engaged in business under the trade name of Ector County ISD, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Board of Directors of the Corporation duly and properly called and held on 06/02/2022 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

	Name and Title or Position	Signature	Facsimile Signature (if used)
A.	Deborah Ottmers, Authorized Signer	X Deborah Ottmers	X
B.	Albessa Chavez, Authorized Signer	X Albessa Chavez	X
C.	Michael Carrillo, Authorized Signer	X	X
D.		X	X
E.		X	X
F.		X	X

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F		Description of Power	Indicate number of signatures required
_____	(1)	Exercise all of the powers listed in this resolution.	_____
A-C	(2)	Open any deposit or share account(s) in the name of the Corporation.	1
A-C	(3)	Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	1
_____	(4)	Borrow money on behalf and in the name of the Corporation, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5)	Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Corporation as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6)	Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7)	Other _____	_____

LIMITATIONS ON POWERS The following are the Corporation's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY
I further certify that the Board of Directors of the Corporation has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

☐ If checked, the Corporation is a non-profit corporation.

In Witness Whereof, I have subscribed my name to this document and affixed the seal of the Corporation on _____ (date).

_____ 521
Attest by One Other Officer

_____
Secretary

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RESOLUTIONS

The Corporation named on this resolution resolves that.

(1) The Financial Institution is designated as a depository for the funds of the Corporation and to provide other financial accommodations indicated in this resolution.

(2) This resolution shall continue to have effect until express written notice of its rescission or modification has been received and recorded by the Financial Institution. Any and all prior resolutions adopted by the Board of Directors of the Corporation and certified to the Financial Institution as governing the operation of this corporation's account(s), are in full force and effect, until the Financial Institution receives and acknowledges an express written notice of its revocation, modification or replacement. Any revocation, modification or replacement of a resolution must be accompanied by documentation, satisfactory to the Financial Institution, establishing the authority for the changes.

(3) The signature of an Agent on this resolution is conclusive evidence of their authority to act on behalf of the Corporation. Any Agent, so long as they act in a representative capacity as an Agent of the Corporation, is authorized to make any and all other contracts, agreements, stipulations and orders which they may deem advisable for the effective exercise of the powers indicated on page one, from time to time with the Financial Institution, subject to any restrictions on this resolution or otherwise agreed to in writing.

(4) All transactions, if any, with respect to any deposits, withdrawals, rediscounts and borrowings by or on behalf of the Corporation with the Financial Institution prior to the adoption of this resolution are hereby ratified, approved and confirmed.

(5) The Corporation agrees to the terms and conditions of any account agreement, properly opened by any Agent of the Corporation. The Corporation authorizes the Financial Institution, at any time, to charge the Corporation for all checks, drafts, or other orders, for the payment of money, that are drawn on the Financial Institution, so long as they contain the required number of signatures for this purpose.

(6) The Corporation acknowledges and agrees that the Financial Institution may furnish at its discretion automated access devices to Agents of the Corporation to facilitate those powers authorized by this resolution or other resolutions in effect at the time of issuance. The term "automated access device" includes, but is not limited to, credit cards, automated teller machines (ATM), and debit cards.

(7) The Corporation acknowledges and agrees that the Financial Institution may rely on alternative signature and verification codes issued to or obtained from the Agent named on this resolution. The term "alternative signature and verification codes" includes, but is not limited to, facsimile signatures on file with the Financial Institution, personal identification numbers (PIN), and digital signatures. If a facsimile signature specimen has been provided on this resolution, (or that are filed separately by the Corporation with the Financial Institution from time to time) the Financial Institution is authorized to treat the facsimile signature as the signature of the Agent(s) regardless of by whom or by what means the facsimile signature may have been affixed so long as it resembles the facsimile signature specimen on file. The Corporation authorizes each Agent to have custody of the Corporation's private key used to create a digital signature and to request issuance of a certificate listing the corresponding public key. The Financial Institution shall have no responsibility or liability for unauthorized use of alternative signature and verification codes unless otherwise agreed in writing.

Pennsylvania. The designation of an Agent does not create a power of attorney; therefore, Agents are not subject to the provisions of 20 Pa.C.S.A. Section 5601 et seq. (Chapter 56; Decedents, Estates and Fiduciaries Code) unless the agency was created by a separate power of attorney. Any provision that assigns Financial Institution rights to act on behalf of any person or entity is not subject to the provisions of 20 Pa.C.S.A. Section 5601 et seq. (Chapter 56; Decedents, Estates and Fiduciaries Code).

FOR FINANCIAL INSTITUTION USE ONLY

Acknowledged and received on _____ (date) by _____ (initials) ☐ This resolution is superseded by resolution dated _____.

Comments:

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TexSTAR

AMENDING RESOLUTION

WHEREAS, Ector County ISD

(the "Government Entity") by authority of the Application for Participation in TexSTAR (the "Application") has entered into an Interlocal Agreement (the "Agreement") and has become a participant in the public funds investment pool created there under known as TexSTAR Short Term Assert Reserve Fund ("TexSTAR");

WHEREAS, the Application designated on one or more "Authorized Representatives" within the meaning of the Agreement;

WHEREAS, the Government Entity now wishes to update and designate the following persons as the "Authorized Representatives" within the meaning of the Agreement;

NOW, THEREFORE, BE IT RESOLVED:

SECTION 1. The following officers, officials or employees of the Government Entity specified in this document are hereby designated as "Authorized Representatives" within the meaning of the Agreement, with full power and authority to open accounts, to deposit and withdraw funds, to agree to the terms for use of the website for online transactions, to designate other authorized representatives, and to take all other action required or permitted by Government Entity under the Agreement created by the application, all in the name and on behalf of the Government Entity.

SECTION 2. This document supersedes and replaces the Government Entity's previous designation of officers, officials or employees of the Government Entity as Authorized Representatives under the Agreement

SECTION 3. This resolution will continue in full force and effect until amended or revoked by Government Entity and written notice of the amendment or revocation is delivered to the TEXSTAR Board.

SECTION 4. Terms used in this resolution have the meanings given to them by the Application.

Authorized Representatives. Each of the following Participant officials is designated as Participant's Authorized Representative authorized to give notices and instructions to the Board in accordance with the Agreement, the Bylaws, the Investment Policy, and the Operating Procedures:

1. Name: Deborah Ottmers Title: Chief Financial Officer
   Signature: _____ Phone: 432-456-9495
   Email: deborah.ottmers@ectorcountyisd.org
2. Name: Albessa Chavez Title: Director of Finance
   Signature: _____ Phone: 432-456-9701
   Email: albessa.chavez@ectorcountyisd.org
3. Name: Michael Carrillo Title: Assistant Director of Finance
   Signature: _____ Phone: 432-456-0078
   Email: michael.carrillo@ectorcountyisd.org
4. Name: _____ Title: _____
   Signature: _____ Phone: _____
   Email: _____

{REQUIRED} PRIMARY CONTACT: List the name of the Authorized Representative **listed above** that will be designated as the Primary Contact and will receive all TexSTAR correspondence including transaction confirmations and monthly statements

Name: Attn: Finance Director

{***OPTIONAL} INQUIRY ONLY CONTACT:*** In addition, the following additional Participant representative (***not listed above***) is designated as an ***Inquiry Only*** Representative authorized to obtain account information:

Name: Dusty Baumann Title: Accounting Supervisor
Signature: _____ Phone: 432-456-9691
Email: dusty.baumann@ectorcountyisd.org

Participant may designate other authorized representatives by written instrument signed by an existing Participant Authorized Representative or Participant's chief executive officer.

DATED _____

REQUIRED
PLACE OFFICIAL SEAL OF ENTITY HERE

_____
(NAME OF PARTICIPANT)

SIGNED BY: _____
(Signature of official)

_____
(Printed name and title)

ATTESTED BY: _____
(Signature of official)

_____
(Printed name and title)

FOR INTERNAL USE ONLY
APPROVED AND ACCEPTED: TEXAS SHORT TERM ASSET RESERVE FUND

……
AUTHORIZED SIGNER

REQUEST FOR APPROVAL OF THE PRINCIPAL FELLOWSHIP AGREEMENT BETWEEN ECISD AND TEXAS TECH UNIVERSITY

A cornerstone of our leadership pipeline, the principal fellowship is a collaboration between ECISD and Texas Tech University. This grant-funded opportunity allows up to five educators to fulfill a year-long fellowship, earn a master's degree in Educational Leadership, and take the Texas Principal certification exam. Texas Tech provides a faculty coach that performs six on-site coaching sessions, supports the fellow throughout the school year, collaborates with the campus administrator, and contributes to the progress monitoring of the principal fellow.

Agreement
between
Ector County Independent School District
and
Texas Tech University
Agreement Number 22-0200

This Agreement, by and between Ector County Independent Shchool District (hereinafter referred to as "SPONSOR"), whose principal place of business is 802 N. Sam Houston, Odessa, Texas 79761, and Texas Tech University (hereinafter referred to as "TTU"), a Texas state instution of higher education whose principal place of business is 2625 Memorial Circle, Lubbock, TX 79409, is for the following purpose:

Whereas, SPONSOR is the recipient of the following award (hereinafter referenced to as the "Prime Award" and attached hereto as Exhibit A):

Prime Award Number: 216945677110009
Prime Award Sponsor: Texas Education Agency (TEA)
Project Title: 2022-2023 Principal Residency Cycle 5
Project CFDA Number: 84.367A
Project FAIN Number: S367A210041
SPONSOR Principal Investigator: Ashley Osborne
TTU Principal Investigator: Dr. Irma Almager

and whereas, said Prime Award involves an approved collaborative effort between SPONSOR and TTU, and TTU has agreed to use its personnel, facilities, and reasonable efforts in the performance of the work; therefore, the parties mutually agree as follows:

ARTICLE 1. SCOPE OF WORK

TTU shall supply all the necessary personnel, equipment, and materials (except as otherwise may be provided herein) to accomplish the tasks set forth in the attached Scope of Work, marked Exhibit B, which by this reference is incorporated herein.

ARTICLE 2. PERIOD OF PERFORMANCE

The term of this Agreement shall commence 06/01/2022 and terminate 5/31/2023, unless otherwise extended by mutual written agreement of the parties.

ARTICLE 3. LIMITATION ON COSTS

The total cost of performing the tasks under Article 1 of this Agreement will not exceed $28,998.00. SPONSOR shall not, in the absence of a modification hereto, be obligated to reimburse TTU for costs that are in excess of the total amount specified in this Article.

The budget for which TTU has based this support is detailed in Exhibit C.

ARTICLE 4. SPONSOR PRINCIPAL INVESTIGATOR

Ashley Osborne, as the SPONSOR Principal Investigator of the project and representative of SPONSOR, shall have the overall responsibility of the technical, scientific, and programmatic

aspects of the project funded by the Project Sponsor. Any changes to the Scope of Work shall require an amendment, signed by both parties, to this Agreement.

ARTICLE 5. TTU PRINCIPAL INVESTIGATOR

The Principal Investigator representing TTU for the purpose of technical direction in accordance with Article 1 shall be Dr. Irma Almager. A change in the designated TTU Principal Investigator shall require the prior written approval of SPONSOR and the TTU Principal Invesigator.

ARTICLE 6. USE OF FUNDS

TTU is responsible for ensuring that costs charged to this Agreement (1) benefit the Scope of Work being funded, (2) are consistent with the Project Sponsor's terms and conditions of the Prime Award, and (3) are allowable, allocable, and reasonable under federal cost principles.

ARTICLE 7. PRIOR APPROVALS

Written requests made by either Party for cost or other administrative prior approvals, required by the provisions set forth by this Agreement, shall be signed by both Parties' Authorized Representative and shall be submitted to TTU's Authorized Representative, who will initiate the appropriate action required.

ARTICLE 8. TERMS OF PAYMENT

No later than 60 days after the Agreement is fully executed, TTU shall submit an invoice for the full award amount to the SPONSOR's Financial contact at the following email addresses:

Dusty Bauman
Accounts.payable@ectorcountyisd.org

Invoice shall be paid no later than 60 days of receipt of invoice.

ARTICLE 9. REPORTING REQUIREMENTS

An annual progress report shall be submitted to Sponsor's Principal Investigator not later than sixty (60) days beyond the termination date of this Agreement.

ARTICLE 10. CONDITIONS OF AWARD

SPONSOR and TTU agrees to comply with the provisions set forth by the Project Sponsor's Terms and Conditions of Award, incorporated herein as Exhibit A.

ARTICLE 11. AUDIT

TTU agrees to maintain books, records, and documents and other evidence pertaining to all costs and expenses incurred and revenues acquired under this Agreement for three (3) years from the Project end date.

ARTICLE 12. EQUIPMENT ACCOUNTABILITY

Inventory accountability and disposition of equipment will be in accordance with the Project Sponsor's policy. Upon termination of the project, SUBRECIPIENT's need for any equipment acquired under this Agreement shall be taken into account when determining disposition of title.

ARTICLE 13. INTELLECTUAL PROPERTY AND PUBLICATIONS

The results and data developed by this collaborative effort, if jointly developed, will be jointly owned by the parties, and if developed solely by one party, will be owned solely by that party. Each party grants to the other party a non-exclusive, royalty-free license to use the results and data developed solely by each other, provided that each party uses such results and data only for its own internal research and educational purposes. The parties agree to negotiate in good faith in the event that either requests a license for commercial purposes.

There will be no restrictions on the joint publications of part or all of the data and/or discoveries made.

ARTICLE 14. PUBLICITY

No publicity matter having or containing reference to the other party to this Agreement or in which the name of the other party is mentioned shall be made use of until written approval has first been obtained by the party making use of the other party's name.

SPONSOR and TTU acknowledge that both parties must comply with the Texas Public Information Act.

ARTICLE 15. DEBARMENT/EXCLUSION

TTU certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

ARTICLE 16. TERMINATION

In the event of termination of the Prime Award, this Agreement shall be automatically terminated as of the termination date of the Prime Award. Additionally, either party shall have the right to terminate this Agreement by giving thirty (30) days' written notice of intent to terminate to the other party's Authorized Representative. In the event of early termination of this Agreement, whether due to termination of the Prime Award or termination by either party per the terms of this Article, TTU shall return all unexpended funds to SPONSOR less any noncancelable obligations properly incurred up to the date of notice of termination within 60 days of effective date of termination.

ARTICLE 17. REPRESENTATION

Representatives of the parties for this Agreement are as follows:

A. For TTU

I. Principal Investigator
Dr. Irma Almager
Deducational Psychology Leaders
Texas Tech University
College of Education Room 316
Lubbock, TX 79409-

Telephone: (806) 834-0062
Email: Irma.almager@ttu.edu

II. Financial Contact
Sarah Cody, CRA
Managing Director
Texas Tech University
Accounting Services
Box 41105
Lubbock, TX 79409-1105
Telephone: (806) 742-2970
Email: ora@ttu.edu

III. Authorized Representative
Cui Romo, J.D., CRA
Senior Director
Office of Research Services
Texas Tech University
Box 41035
Lubbock, TX 79409-1305
Telephone: (806) 742-3884
Email: ors.awardservices@ttu.edu

B. For SPONSOR

I. Subrecipient Investigator
Ashley Osborne
Executive Director of Talent and Development
802 N. Sam Houston
Odessa, Texas 79761
432-456-0000
Ashley.Osborne@ectorcountyisd.org

II. Financial Contact
Dusty Bauman
Accounting Supervisor
802 N Sam Houston
432-456-0081
Accounts.payable@ectorcountyisd.org

III. Authorized Representative
Josette Dobbins
Ector County Superintendent
802 N Sam Houston
432-456-0000
Josette.dobbins@ectorcountyisd.org

ARTICLE 18-DISPUTE RESOLUTION

TTU will use the Texas Government Code, Chapter 2260's dispute resolution process to attempt to resolve any claim for breach of contract arising under this Agreement that is not resolved in the ordinary course of business.

TTU and SPONSOR do not waive sovereign immunity by their execution of or by any conduct of their respective representatives under this agreement, and the dispute resolution process does not affect TTU's or SPONSOR's right to assert all claims and defenses in a lawsuit arising from or related to this Agreement

ARTICLE 19-GOVERNING LAW

This Agreement will be governed and construed in accordance with the laws of the State of Texas. Venue for any claim arising under this agreement will be the state courts of Lubbock County, Texas.

ARTICLE 20-AGREEMENT MODIFICATION

An amendment to change the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of both parties. The contract period may be extended by mutual agreement of parties, which may be communicated by email/letter, and will not require a formal modification of the Agreement.

Accepted for **Ector County ISD**	**Accepted for** **Texas Tech University:**
Josette Dobbins Josette.Dobbins@ectorcountyisd.org	Kellee Smith Sr. Research Contract Specialist
Date	**Date**

Exhibit A

Insert NOGA

Exhibit B

Scope of Work

1. Dedicate and provide a TTU Colllege of Education (TTUCOE) faculty coach (faculty coach) to provide a minimum of six on-site coaching sessions at participating ISD and a Principal Fellow (PF). The Principal Fellow is a principal intern that has been admitted to the TTUCOE 15-month job embedded residency program. In addition to the six on-site coaching sessions, the faculty coach will (a) provide support to the PF placed in the ISD schools, (b) collaborate with building administrators and TTUCOE faculty, and (c) contribute to the progress monitoring of the PF using ISD student data
2. Recruit and screen talented and committed PF Candidate(s) to the TTUCOE PF Program.
3. Offer district immersion-style, competency-based principal education programs in certification areas aligned to the expressed ISD needs found from an initial PF-led equity audit.
4. Use Principal Candidate clinical competency data (i.e. leadership pedagogy, impact on formative and summative student achievement data, progress monitoring, leadership coaching, action plans) to modify and adjust the TTUCOE PF program to better foster principal candidates' mastery of competencies.
5. Deliver courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; and Strategic Problem Solving.
6. Design courses that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures.
7. Utilize formative feedback, provided to the PF on weekly basis by TTUCOE faculty and/or UUT faculty coaches.

Exhibit C
Budget

Annual Budget Summary

Proposal Budget

Project title:	**Principal Fellows - Ector County ISD**

Budget Period Start:	**June 1, 2022**	Budget Year	**1**
Budget Period End:	**May 31, 2023**		
Revision Date:	6/7/22 7:06 AM		

Submitted by:

Texas Tech University	**EP&L**

Principal Investigator/Project Director		**Irma Almager**		**Budget Period Totals**
6Z0		Faculty Salaries		20,000
6Z0		Other Salaries		-
6Z0	1	Staff Salaries	-	
6Z0	2	Other Salaries	-	
6Z0	3	Graduate Students	-	
6Z0	4	Undergraduate Students	-	
6Z0		Subtotal, Salaries and Wages (A + B)		20,000
6B4		Payroll Related Costs (Fringe Benefits)		5,100
---		Total Salaries, Wages, and Fringe Benefits (A + B + C)		25,100
7J0		Capital Acquisitions (excluded from MTDC)		-
---		Total Travel		1,750
7B0	1	In-State Travel Domestic Travel	1,750	
7B1	2	Out-of-State Domestic Travel	-	
7B2	3	Foreign Travel	-	
---		Participant Support Costs (excluded from MTDC)		-
---		Other Direct Costs		
7C0	1	Materials and Supplies		-
7F0	2	Repair and Maintenance		-
7F1	3	Repair and Maintenance (Other) -- Physical Plant Charges		-
7H0	4	Publication Costs/Documentation/Dissemination		-
7--	5	Subawards subject to F&A rate		-
7--	6	Subawards not subject to F&A rate (excluded from MTDC)		-
7P2	7	Graduate Tuition and Fees (excluded from MTDC)		-
---	8	Other costs, subject to F&A rate		-
7A0	9	Professional Service Agreements, subject to F&A rate		-
---	10	Other costs, not subject to F&A rate (excluded from MTDC)		-
7G0	11	Rental of research space and equipment (excluded from MTDC)		-

---	Subtotal, Other Direct Costs		-
---	Total Direct Cost		26,850
---	Modified Total Direct Cost		26,850
---	(Total Direct Costs less Capital Acquisitions, Participant Costs, Amount of Subawards >$25K, Graduate Tuition and Fees, and Other, not subject to F&A)		
---	Facilities & Administrative (F&A) Cost Rate	8.00%	
---	F&A Cost Basis **Modified Total Direct Cost**		26,850
7U0	Facilities & Administrative Costs (Cost Rate * Cost Basis)		2,148
	Total Budget Period Costs (Direct + F&A)		**$ 28,998**

Texas Education Agency

NOGA ID: 226945677110012

Organization: ECTOR COUNTY ISD | County-District: 068901 | Vendor ID: 1- 756001362

Campus/School: Not Applicable | ESC Region: 18 | School Year: 2022

Notice of Grant Award

SAS # A599-22

Amendment Number:

Name of Grant Program	Far Fund Code	Far Rev Code	Fed Awd # /CFDA #	Federal Aid Agency	TEA USE only	Begin Date	End Date	Increase (Decrease)	Amount
2022-2023 PRINCIPAL RESIDENCY CYCLE 5	255	5929	S367A210041 84.367A	USDE	69452267	01/26/2022	09/30/2023	$0.00	$350,000.00
								NOGA Total:	$350,000.00

An amount of {$0.00} has been reserved for the Notice of Grant Award. For more information, please contact the funding contact listed on the TEA Grant Opportunities page.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID{701-21-128-018}as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the sub grantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date
The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.		01/26/2022

Texas Education Agency

Supplement to Notice of Grand Award (NOGA)

1	**Subrecipient Name:** ECTOR COUNTY ISD 802 N. SAM HOUSTON ODESSA TX 79761-0000	**2**	**Subrecipient Unique Entity Identifier:** UEI: EE6JKZY1KPX1 Vendor ID: 1- 756001362 County District (CDN): 068-901

3	**Subrecipient Information**	
	Grant Name:	2022-2023 PRINCIPAL RESIDENCY CYCLE 5
	Subaward period of performance start and end date:	See NOGA certificate
	Amount of federal funds obligated by this action:	See NOGA certificate
	Total amount of federal funds awarded:	See NOGA certificate
	Indirect cost rate:	4.471%
	De minimis indirect cost rate:	Not Applicable
	Research and development grant:	Not Applicable

4 Subrecipient Terms and Conditions

(1) New EDGAR including 2 C.F.R. Part 200 applies.

(2) Grant program requirements
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in Program Guidelines
(c) Incorporated by reference in General Provisions and Assurances
(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)

(3) Additional requirements
Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable

(4) Access to subrecipient records
Per 2 CFR §200.332, The subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.

(5) Closeout of subaward
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in NOGA transmittal letter

5	**Name of Pass-Through Entity** Texas Education Agency	**6**	**Contact Information for TEA Awarding Official** See NOGA certificate

7	**Federal Award Information**	
	Federal awarding agency:	USDE
	Federal award identification number:	See NOGA certificate
	CFDA number:	See NOGA certificate
	CFDA name:	Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)
	Federal award date:	July 1, 2021
	Total amount of federal award:	$ 69,493,420,210.00

8 Federal Award Project Description
Incorporated by reference in program guidelines

REQUEST FOR APPROVAL TO ENTER INTO INTERLOCAL AGREEMENTS BETWEEN VARIOUS PURCHASING COOPERATIVES (COOPS) AND ECTOR COUNTY ISD

Ector County ISD is requesting approval to participate and enter into interlocal agreements with:

- Region 2 ESC Goodbuy Purchasing Cooperative,
- Region 10 ESC EdTech Exchange Cooperative
- Purchasing Solutions Alliance (PSA) Cooperative

Cooperatives (coops) allow ECISD to use vetted purchasing cooperatives instead of performing competitive bidding to receive better value on goods and services through a pooled purchasing power.

BUDGETARY IMPACT: Purchasing cooperatives are funded through fees paid by vendors, and sometimes by members.

STATUTORY REFERENCES:

- The Texas Education Code, Section 44.031
- The Texas Local Government Code, Section 271.102
- The Texas Business Organizations Code, Chapter 251

Shared Service Arrangement for Participation in the Goodbuy Purchasing Cooperative (A program of the Education Service Center, Region 2)

Board Resolution

Ector County ISD, and
(local government name)

WHEREAS, the Ector County ISD, local government (Hereinafter "Member") pursuant to the authority by Article 791et.seq.of the Inter-local Cooperation Act, as amended, desires to participate in the Goodbuy Purchasing Cooperative.

WHEREAS, the Ector County ISD, local government has elected to be a Member of the Goodbuy Purchasing Cooperative, a program created by local governments in accordance with the Inter-local Cooperation Act 791, Texas Government Code.

WHEREAS, the Member, is of the opinion that participation in the Goodbuy Purchasing Cooperative will be highly beneficial to the taxpayers of the local government through the efficiencies and potential savings to be realized through participation in this Shared Service Arrangement Resolution; and

WHEREAS, the Member desires to participate and join with other local governments in a cooperative inter-local agreement and a shared service agreement for the purpose of fulfilling and implementing their respective public governmental purposes, needs, objectives, programs, functions and services.

NOW, THEREFORE, BE IT RESOLVED, that the Member does request the Goodbuy Purchasing Cooperative include its stated needs for all categories of instructional goods and services, whereby the Member may be allowed to purchase those items from the Goodbuy Purchasing Cooperative contracts; and that the Goodbuy Purchasing Cooperative is authorized to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of the Members that have elected to participate in this agreement.

FURTHER, BE IT RESOLVED, that the Board of Directors of the Member does hereby authorize its Board President, Superintendent or other officer to execute this Agreement.

FINALLY, BE IT RESOLVED that the execution of this Resolution shall evidence the election of the Member and eligible local governments to become members of the Multi-Regional Purchasing Program Shared Service Agreement upon the terms and conditions stated. The Board of Directors has, and at the time of adoption of this Resolution had, full power and lawful authority to adopt the foregoing Resolution and to confer the obligations, powers, and authority to the persons named, who hereby grant the power to exercise the same.

I certify that the foregoing is a true and correct copy of the Resolution duly adopted by

the Ector County ISD local government on the

June 21st day of 2022, and that the same now appears of record in its official

minutes.

Adopted and approved this _____day of _____, 2_____.

By: _____, Date: _____
(Local Government Official)

_____
(Title of Official)

Attest:

_____ Date:_____
(Secretary of the Board of Directors)

Region 10 ESC
Experience the Power of 1©

This Master Interlocal Agreement ("Agreement") is made by and between Education Service Center Region 10 ("ESC Region 10") and Ector County ISD ("Local Government"), (collectively referred to as the "Parties" or individually as the "Party") acting herein by and through their respectively authorized officers or employees.

PREMISES

WHEREAS, Chapter 791 of the Texas Government Code authorizes local governments to contract with each other to provide governmental functions and services; and

WHEREAS, The Parties wish to enter into this Agreement to provide local governments with greater efficiency and economy in purchasing products and services; and

WHEREAS, The governing bodies of the Parties, individually and together, do hereby adopt and find the foregoing promises as findings of said governing bodies; and

NOW THEREFORE, premises considered, and in consideration of and conditioned upon the mutual covenants and agreements, herein, the Parties hereto mutually agree as follows:

AGREEMENT

1. **Term:** This Agreement is effective from the date of the last signature and shall automatically renew annually unless either party gives sixty (60) days prior written notice of non-renewal.
2. **Purpose:** This Agreement shall: (1) Allow the Local Government to purchase products or services by purchase order, contract, agreement, or other appropriate legal method from ESC Region 10; and (2) Allow the Local Government to join ESC Region 10 sponsored purchasing cooperatives in order to purchase products or services from vendors which have been properly awarded contracts through statutorily authorized methods.
3. **Relationship:** The relationship between the Parties is that of Independent Contractor. Neither Party has the authority to bind the other in any manner The Local Government may be required to enter into subsequent contractual arrangements with ESC Region 10 for specific products or services.
4. **Agreement and Interpretation:** The Parties covenant and agree that any litigation relating to this agreement, the terms and conditions of the agreement will be interpreted according to the laws of the State of Texas and venue shall be exclusively in Dallas County, Texas.

Local Government

Ector County Independent School District (ECISD)
Name of Local Government

802 N. Sam Houston, Odessa, TX 79761
Address of Local Government

Dr. Scott Muri, Superintendent 432/456-0530
Contact Name and Telephone Number

Board President Signature / Date

Board Approval Date

County/District#
(if applicable)

ESC Region 10
400 East Spring Valley Rd
Richardson, TX 75081
Attn: Sue Hayes, CFO

Authorized Representative Signature / Date

Authorized Representative Title

Purchasing Solutions Alliance

a purchasing cooperative for public agencies

INTERLOCAL PURCHASING AGREEMENT

THIS INTERLOCAL AGREEMENT ("ILA"), made and entered into pursuant to the Texas Interlocal Cooperation Act, Chapter 791, Texas Government Code and Chapter 271, Subchapter F of the Texas Local Government Code (together, the "Acts"), and other similar, applicable laws of other states, by and between the Purchasing Solutions Alliance, hereinafter referred to as "PSA," having its principal place of business in Bryan, Texas, and Ector County ISD, a local government, a state agency, or a non-profit corporation created and operated to provide one or more governmental functions and services, hereinafter referred to as "Cooperative Member," having its principal place of business in Odessa (city), Texas (state).

WHEREAS, PSA is a cooperative purchasing program of the Brazos Valley Council of Governments, a regional planning commission and political subdivision of the State of Texas operating under Chapter 391, Texas Local Government Code and as such is authorized to contract with eligible entities to perform governmental functions and services, including the purchase of goods and services; and

WHEREAS, PSA is duly authorized to contract with eligible entities under the Acts; and

WHEREAS, Cooperative Member has represented that it is an eligible entity under the applicable laws of its state, that its governing body has authorized this Agreement and that it desires to contract with PSA on the terms set forth below;

NOW, THEREFORE, PSA and the Cooperative Member do hereby agree as follows:

ARTICLE 1: LEGAL AUTHORITY

The Cooperative Member represents and warrants to PSA that it is eligible to contract with PSA under the Acts for the purposes recited herein because it is one of the following: a local government, as defined in the Acts (a county, a municipality, a special district, or other political subdivision of its state, or a combination of two or more of those entities, a state agency, or a non-profit corporation created and operated to provide one or more governmental functions and services, and it possesses adequate legal authority to enter into this Agreement.

ARTICLE 2: APPLICABLE LAWS

PSA and the Cooperative Member agree to conduct all activities under this Agreement in accordance with all applicable rules, regulations, and ordinances and laws in effect or promulgated during the term of this Agreement.

ARTICLE 3: WHOLE AGREEMENT

This Agreement and any attachments, as provided herein, constitute the complete agreement between the parties hereto, and supersede any and all oral and written agreements between the parties relating to matters herein.

ARTICLE 4: PERFORMANCE PERIOD

This Agreement shall be effective when signed by the last party whose signing makes the Agreement fully executed and will remain in full force and effect for one (1) year. This Agreement shall automatically renew for successive one-year terms unless sooner terminated in accordance with the

provisions of this Agreement. The conditions set forth below shall apply to the initial term and all renewals. Notwithstanding this provision, any party may modify or terminate this Agreement as provided in Article(s) 7 or 8.

ARTICLE 5: SCOPE OF SERVICES

The Cooperative Member appoints PSA its true and lawful purchasing agent for the purchase of certain products and services. All purchases hereunder shall be in accordance with federal statutes and procedures governing competitive bids and competitive proposals as denoted in 2 CFR Part 200 and in accordance with specifications and contract terms established by PSA, and at the prices available and published by PSA. Ownership (title) to products purchased through contracts awarded pursuant to the PSA program shall transfer directly from the contractor to the Cooperative Member. Nothing in this Agreement shall prevent the Cooperative Member from purchasing and/or accepting and awarding bids, proposals and contracts subject to this Agreement on its own behalf.

ARTICLE 6: PAYMENTS

Upon delivery of goods or services purchased and presentation of a properly documented invoice, the Cooperative Member shall promptly, and in any case within thirty (30) days, pay the vendor and/or contractor the full amount of the invoice. All payments for goods or services will be made from current revenues available to the paying party. In no event shall PSA have any financial liability to the Cooperative Member for any goods or services Cooperative Member procures through the PSA program.

ARTICLE 7: CHANGES AND AMENDMENTS

This Agreement may be amended only by a written amendment executed by both parties, except that any alternations, additions, or deletions to the terms of this Agreement which are required by changes in Federal and State law or regulations are automatically incorporated into this Agreement without written amendment hereto and shall become effective on the date designated by such law or regulation. PSA reserves the right to make changes in the scope of products and services to be performed hereunder.

ARTICLE 8: TERMINATION PROCEDURES

PSA or the Cooperative Member may cancel this Agreement at any time upon thirty (30) days written notice by certified mail to the other party to this Agreement. The obligations of the Cooperative Member, including obligations to pay any vendor or contractor for all goods and/or services purchased under this Agreement, shall survive such cancellation, as well as any other obligation incurred under this Agreement, until performed or discharged by the Cooperative Member.

ARTICLE 9: SEVERABILITY

All parties agree that should any provision of this Agreement be determined to be invalid or unenforceable, such determination shall not affect any other term of this Agreement, which shall continue in full force and effect.

ARTICLE 10: FORCE MAJEURE

To the extent that either party to this Agreement shall be wholly or partially prevented from the performance within the term specified of any obligation or duty placed on such party by reason of or through strikes, stoppage of labor, riot, fire, flood, acts of war, insurrection, accident, order of any court, act of God, or specific cause reasonably beyond the party's control and not attributable to its neglect or nonfeasance, in such event, the time for the performance of such obligation or duty shall be

suspended until such disability to perform is removed; provided, however, force majeure shall not excuse an obligation solely to pay funds.

ARTICLE 11: CONSENT TO SUIT

Nothing in this Agreement will be construed as a waiver or relinquishment by either party of its right to claim such exemptions, privileges and immunities as may be provided by law.

ARTICLE 12: MISCELLANEOUS

a. This Agreement has been made under and shall be governed by the laws of the State of Texas. Venue and jurisdiction of any suit or cause of action arising under, or in connection with, this Agreement shall lie exclusively in Brazos County, Texas.

b. The persons executing this Agreement hereby represent that they have authorization to sign on behalf of their respective entities.

c. This Agreement and the rights and obligations contained herein may not be assigned by either party without the prior written approval of the other party to this Agreement.

THIS INSTRUMENT HAS BEEN EXECUTED BY THE PARTIES HERETO AS FOLLOWS:

Purchasing Solutions Alliance
Brazos Valley Council of Governments
3991 East 29th St.
Bryan, Texas 77802

_____
Brazos Valley Council of Governments,
Executive Director or Designee

_____
Signature of Executive Director or Designee

Date:_____

Susan Lightfoot
Attest: PSA Program Manager

Attest:_____
Signature of PSA Program Manager

Date:_____

Ector County ISD
Name of Cooperative Member

802 N. Sam Houston
Mailing Address

Odessa, TX 79761
City, State, ZIP Code

Dr. Scott Muri, Superintendent
Name & Title of Primary Contact Person

432/456-0530
Telephone

purchasing@ectorcountyisd.org
E-mail Address

_____
Authorized by (Printed Name and Title)

_____
Authorized by (Signature)

_____

DISCUSSION OF STAAR/EOC DATA

Superintendent Dr. Scott Muri will present STAAR/EOC Data.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capitol and Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PERSONNEL RECOMMENDATION FOR BARBARA JORDAN ELEMENTARY PRINCIPAL**

DATE: June 21, 2022

Recommendations to hire the Barbara Jordan Elementary Principal.

****

Administrative Recommendation:

Approval of Personnel Recommendations.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Scott Muri, Superintendent of Schools

SUBJECT: **POSSIBLE ACTION TO APPOINT A CITIZEN TO FILL BOARD OF TRUSTEE SINGLE MEMBER DISTRICT - POSITION 7**

DATE: August 18, 2020

The Board will consider the appointment of a Citizen to fill Board of Trustee Single Member District - Position 7.

****

Administrative Recommendation:

Approve of Appointment of a Citizen to fill Board of Trustee Single Member District - Position 7.



INFORMATION ITEMS

- Financials
- Purchasing Report
- Routine Personnel Report

ECTOR COUNTY ISD, TX

GENERAL FUND (199) YTD BUDGET REPORT

MARCH 31, 2022

FOR 2022 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-314,005,610	5,470,224	-308,535,386	-234,878,523.41	.00	-73,656,862.59	76.1%
11 INSTRUCTION	188,222,263	-92,549	188,129,714	118,084,988.26	53,530,424.59	16,514,301.15	91.2%
12 INSTRUCTIONAL RES & MEDIA SERV	2,334,270	175,000	2,509,270	1,355,977.50	730,908.39	422,384.11	83.2%
13 CURRICULUM & STAFF DEVELOPMENT	6,192,063	-95,847	6,096,216	3,848,408.05	1,164,840.00	1,082,967.95	82.2%
21 INSTRUCTIONAL LEADERSHIP	6,572,561	140,000	6,712,561	4,777,694.87	1,440,910.11	493,956.02	92.6%
23 SCHOOL LEADERSHIP	21,706,538	-175,000	21,531,538	14,599,345.39	5,160,938.76	1,771,253.85	91.8%
31 GUID, COUNS & EVALUATION SERVS	13,441,605	-100,000	13,341,605	8,253,208.48	3,349,670.07	1,738,726.45	87.0%
32 SOCIAL WORK SERVICES	1,339,176	186,000	1,525,176	1,182,992.71	410,857.18	-68,673.89	104.5%
33 HEALTH SERVICES	2,935,834	3,439,389	6,375,223	1,869,374.10	821,221.50	3,684,627.40	42.2%
34 STUDENT TRANSPORTATION	7,746,553	1,567,500	9,314,053	5,552,020.51	2,862,156.69	899,875.80	90.3%
35 FOOD SERVICE	0	47,215	47,215	2,061.73	.00	45,153.27	4.4%
36 CO/EXTRACURRICULAR ACTIVITIES	7,420,234	-617,975	6,802,259	4,638,746.32	1,179,710.20	983,802.48	85.5%
41 GENERAL ADMINISTRATION	9,503,593	590,000	10,093,593	6,302,339.70	1,867,939.66	1,923,313.64	80.9%
51 FACILITIES MAINT & OPERATIONS	30,021,389	19,833,122	49,854,511	33,597,880.06	9,638,436.55	6,618,194.39	86.7%
52 SECURITY & MONITORING SERVICES	2,545,870	380,000	2,925,870	2,363,978.70	613,842.12	-51,950.82	101.8%
53 DATA PROCESSING SERVICES	10,577,409	301,000	10,878,409	7,109,207.26	2,611,518.37	1,157,683.37	89.4%
61 COMMUNITY SERVICES	1,477,002	89,000	1,566,002	954,585.39	408,834.95	202,581.66	87.1%
81 FACILITIES ACQUISITION & CONST	0	720,000	720,000	487,570.00	69,670.00	162,760.00	77.4%
99 INTERGOVERNMENTAL CHARGES	1,969,250	0	1,969,250	1,386,543.75	582,706.25	.00	100.0%
TOTAL GENERAL FUND	0	31,857,079	31,857,079	-18,511,600.63	86,444,585.39	-36,075,905.76	213.2%
TOTAL REVENUES	-314,555,610	5,470,224	-309,085,386	-234,878,523.41	.00	-74,206,862.59	
TOTAL EXPENSES	314,555,610	26,386,855	340,942,465	216,366,922.78	86,444,585.39	38,130,956.83	
GRAND TOTAL	0	31,857,079	31,857,079	-18,511,600.63	86,444,585.39	-36,075,905.76	213.2%

** END OF REPORT - Generated by BAUMANN, DUSTY **

ECTOR COUNTY ISD, TX

SCHOOL NUTRITION (240) YTD BUDGET REPORT

MARCH 31, 2022

FOR 2022 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-18,705,494	-5,100,000	-23,805,494	-18,643,348.93	.00	-5,162,145.07	78.3%
35 FOOD SERVICE	18,268,355	5,100,000	23,368,355	13,293,362.68	-1,911,762.37	11,986,754.69	48.7%
51 FACILITIES MAINT & OPERATIONS	437,139	0	437,139	102,960.06	31,816.78	302,362.16	30.8%
TOTAL SCHOOL NUTRITION	0	0	0	-5,247,026.19	-1,879,945.59	7,126,971.78	100.0%
TOTAL REVENUES	-18,705,494	-5,100,000	-23,805,494	-18,643,348.93	.00	-5,162,145.07	
TOTAL EXPENSES	18,705,494	5,100,000	23,805,494	13,396,322.74	-1,879,945.59	12,289,116.85	
GRAND TOTAL	0	0	0	-5,247,026.19	-1,879,945.59	7,126,971.78	100.0%

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ECTOR COUNTY ISD, TX

DEBT SERVICE (599) YTD BUDGET REPORT

MARCH 31, 2022

FOR 2022 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-19,250,666	0	-19,250,666	-17,728,816.79	.00	-1,521,849.21	92.1%
71 DEBT SERVICE	19,250,666	5,000	19,255,666	19,251,665.26	-3,749.26	7,750.00	100.0%
TOTAL DEBT SERVICE FUND	0	5,000	5,000	1,522,848.47	-3,749.26	-1,514,099.21	*******%
TOTAL REVENUES	-19,250,666	0	-19,250,666	-17,728,816.79	.00	-1,521,849.21	
TOTAL EXPENSES	19,250,666	5,000	19,255,666	19,251,665.26	-3,749.26	7,750.00	
GRAND TOTAL	0	5,000	5,000	1,522,848.47	-3,749.26	-1,514,099.21	*******%

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2021 THRU MARCH 31, 2022

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2021 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2021	170,212,203.39	(379,434.38)	169,832,769.01	144,474,909.62	13,333,683.27	12,024,176.12		7.08%
DELINQUENT TAX									
	2020	6,718,656.66	(584,181.16)	6,134,475.50	1,802,506.57	241,837.97	4,090,130.96	60.88%	66.67%
	2019	3,038,991.50	(230,173.26)	2,808,818.24	386,872.31	140,068.01	2,281,877.92	75.09%	81.24%
	2018	1,948,831.77	(109,808.92)	1,839,022.85	303,780.33	84,696.90	1,450,545.62	74.43%	78.88%
	2017	1,428,485.86	(173,062.95)	1,255,422.91	157,791.26	46,348.80	1,051,282.85	73.59%	83.74%
	2016	1,340,456.06	(186,224.63)	1,154,231.43	84,003.03	30,789.83	1,039,438.57	77.54%	90.05%
	2015	980,781.94	9,770.19	990,552.13	72,876.22	17,843.21	899,832.70	91.75%	90.84%
	2014	947,078.00	(603.75)	946,474.25	48,883.19	13,580.98	884,010.08	93.34%	93.40%
	2013	618,982.77	(742.58)	618,240.19	26,470.04	5,038.96	586,731.19	94.79%	94.90%
	2012	439,498.65	(425.64)	439,073.01	13,100.24	3,026.82	422,945.95	96.23%	96.33%
	2011	443,636.65	(629.49)	443,007.16	9,694.80	3,096.17	430,216.19	96.97%	97.11%
	2010	341,678.34	(67,204.01)	274,474.33	6,420.10	743.35	267,310.88	78.23%	97.39%
	2009+	2,052,952.85	(14,041.45)	2,038,911.40	16,893.55	8,030.22	2,013,987.63	98.10%	98.78%
				0.00					
TOTAL DELINQUENT TAX		20,300,031.05	(1,357,327.65)	18,942,703.40	2,929,291.64	595,101.22	15,418,310.54	79.17%	83.56%
CED # 24 SII TAXES		48,164.56	0.00	48,164.56	370.11	302.64	47,491.81	98.60%	98.60%
TOTAL ALL TAXES		190,560,399.00	(1,736,762.03)	188,823,636.97	147,404,571.37	13,929,087.13	27,489,978.47		

PENALTY / INTEREST / DISCOUNT		CURRENT MONTH'S COLLECTION	YEAR TO DATE
	CURRENT P & I	156,330.00	290,311.26	446,641.26
	DISCOUNTS	0.00	0.00	0.00
	DELINQUENT YEAR P & I	1,026,723.67	279,141.43	1,305,865.10
TOTAL PENALTY / INTEREST / DISCOUNT		1,183,053.67	569,452.69	1,752,506.36
OTHER COLLECTIONS				
	TAXES W/O COLLECTED	0.00	0.00	0.00
	TAX CERTIFICATES	1,739.86	177.24	1,917.10
	LATE RENDITION FEES	191,443.72	38,570.89	230,014.61
	RETURN CHECK COLLECTIONS	0.00	0.00	0.00
	COSTS COLLECTED	0.00	0.00	0.00
	SUSPENSE PAYMENTS	0.00	0.00	0.00
	REFUNDS	0.00	0.00	0.00
	CASH OVER / (SHORT)	0.00	0.00	0.00
TOTAL OTHER		193,183.58	38,748.13	231,931.71
TOTAL SCHOOL		148,780,808.62	14,537,287.95	163,318,096.57

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	12,435,618.79	543,423.59	1,493,165.70	65,079.87	14,537,287.95

ECTOR COUNTY ISD, TX

GENERAL FUND (199) YTD BUDGET REPORT

APRIL 30, 2022

FOR 2022 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-314,005,610	6,699,411	-307,306,199	-247,293,466.82	.00	-60,012,732.18	80.5%
11 INSTRUCTION	188,222,263	-88,049	188,134,214	132,412,264.17	43,044,911.74	12,677,038.09	93.3%
12 INSTRUCTIONAL RES & MEDIA SERV	2,334,270	170,500	2,504,770	1,523,827.66	589,285.41	391,656.93	84.4%
13 CURRICULUM & STAFF DEVELOPMENT	6,192,063	-95,847	6,096,216	4,273,475.82	870,300.65	952,439.53	84.4%
21 INSTRUCTIONAL LEADERSHIP	6,572,561	140,000	6,712,561	5,315,814.75	1,015,271.97	381,474.28	94.3%
23 SCHOOL LEADERSHIP	21,706,538	-175,000	21,531,538	16,528,949.50	3,851,453.08	1,151,135.42	94.7%
31 GUID, COUNS & EVALUATION SERVS	13,441,605	-100,000	13,341,605	9,146,883.04	2,616,461.80	1,578,260.16	88.2%
32 SOCIAL WORK SERVICES	1,339,176	186,000	1,525,176	1,339,274.18	266,758.46	-80,856.64	105.3%
33 HEALTH SERVICES	2,935,834	3,439,389	6,375,223	2,408,493.99	608,442.01	3,358,287.00	47.3%
34 STUDENT TRANSPORTATION	7,746,553	1,567,500	9,314,053	6,273,765.43	2,354,105.11	686,182.46	92.6%
35 FOOD SERVICE	0	47,215	47,215	2,061.73	.00	45,153.27	4.4%
36 CO/EXTRACURRICULAR ACTIVITIES	7,420,234	-617,975	6,802,259	5,160,181.97	1,005,389.91	636,687.12	90.6%
41 GENERAL ADMINISTRATION	9,503,593	590,000	10,093,593	7,035,578.26	1,450,272.01	1,607,742.73	84.1%
51 FACILITIES MAINT & OPERATIONS	30,021,389	18,648,197	48,669,586	36,024,228.94	8,184,398.59	4,460,958.47	90.8%
52 SECURITY & MONITORING SERVICES	2,545,870	380,000	2,925,870	2,599,939.73	437,103.37	-111,173.10	103.8%
53 DATA PROCESSING SERVICES	10,577,409	301,000	10,878,409	8,032,656.11	2,090,174.65	755,578.24	93.1%
61 COMMUNITY SERVICES	1,477,002	89,000	1,566,002	1,065,934.18	305,924.01	194,143.81	87.6%
81 FACILITIES ACQUISITION & CONST	0	720,000	720,000	675,090.00	27,200.00	17,710.00	97.5%
99 INTERGOVERNMENTAL CHARGES	1,969,250	0	1,969,250	1,386,543.75	582,706.25	.00	100.0%
TOTAL GENERAL FUND	0	31,901,341	31,901,341	-6,088,503.61	69,300,159.02	-31,310,314.41	198.1%
TOTAL REVENUES	-314,555,610	6,699,411	-307,856,199	-247,293,466.82	.00	-60,562,732.18	
TOTAL EXPENSES	314,555,610	25,201,930	339,757,540	241,204,963.21	69,300,159.02	29,252,417.77	
GRAND TOTAL	0	31,901,341	31,901,341	-6,088,503.61	69,300,159.02	-31,310,314.41	198.1%

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ECTOR COUNTY ISD, TX

SCHOOL NUTRITION (240) YTD BUDGET REPORT

APRIL 30, 2022

FOR 2022 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-18,705,494	-5,100,000	-23,805,494	-21,281,841.80	.00	-2,523,652.20	89.4%
35 FOOD SERVICE	18,268,355	5,100,000	23,368,355	14,889,479.94	-810,811.14	9,289,686.20	60.2%
51 FACILITIES MAINT & OPERATIONS	437,139	0	437,139	114,325.10	21,436.53	301,377.37	31.1%
TOTAL SCHOOL NUTRITION	0	0	0	-6,278,036.76	-789,374.61	7,067,411.37	100.0%
TOTAL REVENUES	-18,705,494	-5,100,000	-23,805,494	-21,281,841.80	.00	-2,523,652.20	
TOTAL EXPENSES	18,705,494	5,100,000	23,805,494	15,003,805.04	-789,374.61	9,591,063.57	
GRAND TOTAL	0	0	0	-6,278,036.76	-789,374.61	7,067,411.37	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

ECTOR COUNTY ISD, TX

DEBT SERVICE (599) YTD BUDGET REPORT

APRIL 30, 2022

FOR 2022 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-19,250,666	0	-19,250,666	-18,039,444.36	.00	-1,211,221.64	93.7%
71 DEBT SERVICE	19,250,666	5,000	19,255,666	19,251,665.26	-3,750.00	7,750.74	100.0%
TOTAL DEBT SERVICE FUND	0	5,000	5,000	1,212,220.90	-3,750.00	-1,203,470.90	*******%
TOTAL REVENUES	-19,250,666	0	-19,250,666	-18,039,444.36	.00	-1,211,221.64	
TOTAL EXPENSES	19,250,666	5,000	19,255,666	19,251,665.26	-3,750.00	7,750.74	
GRAND TOTAL	0	5,000	5,000	1,212,220.90	-3,750.00	-1,203,470.90	*******%

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2021 THRU APRIL 30, 2022

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2021 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2021	170,212,203.39	(473,155.11)	169,739,048.28	157,808,592.89	2,142,011.18	9,788,444.21		5.77%
DELINQUENT TAX									
	2020	6,718,656.66	(622,894.58)	6,095,762.08	2,044,344.54	181,558.73	3,869,858.81	57.60%	63.48%
	2019	3,038,991.50	(191,271.87)	2,847,719.63	526,940.32	73,264.20	2,247,515.11	73.96%	78.92%
	2018	1,948,831.77	(98,947.00)	1,849,884.77	388,477.23	33,811.38	1,427,596.16	73.25%	77.17%
	2017	1,428,485.86	(162,186.30)	1,266,299.56	204,140.06	14,893.76	1,047,265.74	73.31%	82.70%
	2016	1,340,456.06	(185,249.38)	1,155,206.68	114,792.86	8,705.24	1,031,708.58	76.97%	89.31%
	2015	980,781.94	9,770.19	990,552.13	90,719.43	6,197.44	893,635.26	91.11%	90.22%
	2014	947,078.00	(603.75)	946,474.25	62,464.17	2,915.96	881,094.12	93.03%	93.09%
	2013	618,982.77	(742.58)	618,240.19	31,509.00	422.45	586,308.74	94.72%	94.84%
	2012	439,498.65	(425.64)	439,073.01	16,127.06	223.23	422,722.72	96.18%	96.28%
	2011	443,636.65	(629.49)	443,007.16	12,790.97	688.62	429,527.57	96.82%	96.96%
	2010	341,678.34	(67,204.01)	274,474.33	7,163.45	529.61	266,781.27	78.08%	97.20%
	2009+	2,052,952.85	(14,041.45)	2,038,911.40	24,923.77	936.48	2,013,051.15	98.06%	98.73%
				0.00					
TOTAL DELINQUENT TAX		20,300,031.05	(1,334,425.86)	18,965,605.19	3,524,392.86	324,147.10	15,117,065.23	78.79%	82.95%
CED # 24 SII TAXES		48,164.56	0.00	48,164.56	672.75		47,491.81	98.60%	98.60%
TOTAL ALL TAXES		190,560,399.00	(1,807,580.97)	188,752,818.03	161,333,658.50	2,466,158.28	24,953,001.25		

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
	CURRENT P & I	446,641.26	228,321.69	674,962.95
	DISCOUNTS	0.00	0.00	0.00
	DELINQUENT YEAR P & I	1,305,865.10	143,010.14	1,448,875.24
TOTAL PENALTY / INTEREST / DISCOUNT		1,752,506.36	371,331.83	2,123,838.19

OTHER COLLECTIONS			
	TAXES W/O COLLECTED	0.00	0.00	0.00
	TAX CERTIFICATES	1,917.10	210.41	2,127.51
	LATE RENDITION FEES	230,014.61	22,101.75	252,116.36
	RETURN CHECK COLLECTIONS	0.00	0.00	0.00
	COSTS COLLECTED	0.00	0.00	0.00
	SUSPENSE PAYMENTS	0.00	0.00	0.00
	REFUNDS	0.00	0.00	0.00
	CASH OVER / (SHORT)	0.00	0.00	0.00
TOTAL OTHER		231,931.71	22,312.16	254,243.87
TOTAL SCHOOL		163,318,096.57	2,859,802.27	166,177,898.84

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	2,201,786.11	351,445.36	264,372.17	42,198.63	2,859,802.27

ECISD Over $50,000 Report for April 2022

PO Date	PO#	Vendor Name	Order Amount	General Comments	Approval Process	GL Account Code	Requestor
04/05/2022	22011381	A TEX RESTAURANT SUPPLY INC	$ 1,715,977	K12 Custom and Standard Serving Lines	Board Approved RFP #22-12SN	240-35-6397-00-974-99	Elias Jimenez
04/04/2022	22011204	THE EDU-SOURCE CORPORATION	$ 384,358	Cafeteria Serving Line Graphic Décor	Board Approved RFP #22-13SN	240-35-6397-00-974-99	Elias Jimenez
04/26/2022	22012509	UNDERWOOD LAW FIRM PC	$ 310,000	ATTORNEY SERVICES FOR CHAPTER 313 AGREEMENTS	Board Approved April 2022	477-41-6211-13-970-99-47722	Kimberly Byers
04/26/2022	22012508	LEONARD CURTIS CULWELL	$ 310,000	FINANCIAL SERVICES FOR CHAPTER 313 AGREEMENTS	Board Approved April 2022	477-41-6299-13-970-99-47722	Kimberly Byers
04/29/2022	22012775	ODESSA COLLEGE	$ 300,000	LONGTERM PO - MOU FOR OCA 2021/2022	Interlocal Agreement-Memorandum of Understanding (MOU)	199-11-6229-00-015-11	Kimberly Byers
04/05/2022	22011374	APPLE INC	$ 294,000	District iPads	Texas DIR Coop Contract #DIR-TSO-3789	199-11-6398-98-864-11	Terrie Flowers
04/08/2022	22011492	THE BOSWORTH LTD	$ 238,000	BLANTON HVAC INSTALL	Board Approved RFP #22-22	199-51-6639-00-125-99	Kent Clark
04/28/2022	22012620	CDW-G	$ 206,320	Desk Top Project/ Docking Stations	Sourcewell Coop Contract #081419-CDW	199-53-6399-38-864-99	Jennifer Bakley
04/04/2022	22011228	VANCO INSULATION INC	$ 173,620	ENVIRONMENTAL AND ECOLOGICAL SERVICES	Farm House Mobile Home-CTE	199-81-6629-00-891-99	Charletta Washington
04/12/2022	22011648	WILLIAMS PAVING & EXCAVATION INC	$ 128,492	Bonham MS Asphalt Paving	Board Approved RFP #21-16SI	199-51-6246-01-965-99	Charletta Washington
04/05/2022	22011383	BENCHMARK EDUCATION COMPANY	$ 101,145	SOLUCIONES	Allied States Coop Contract #18-7283	199-11-6396-89-875-24	Paula Lozano
04/04/2022	22011240	LVR COMMERCIAL FLOORING	$ 85,843	Blanton Library & Corridors	BuyBoard Coop Contract #642-21	199-51-6246-00-965-99	Diana Ornelas
04/21/2022	22012159	LAKESHORE LEARNING MATERIALS	$ 79,122	LAMAR SPECIAL ORDER Quotes: 43581/43576/50052	TexBuy Coop Contracts #018-001 & #022-A	199-11-6396-00-115-36	Laura Perez
04/27/2022	22012557	OFFICE DEPOT INC	$ 61,303	PAPER, FOR OFFICE AND PRINT SHOP USE	OMNIA Region 4 Coop Contract #R190303	199-11-6399-00-999-99	Jaime Subia
04/06/2022	22011445	LIBERTY PAPER	$ 55,229	PAPER, FOR OFFICE AND PRINT SHOP USE	Region 18 Coop Contract #R18-2021-03-000017	199-11-6399-00-999-99	Jaime Subia
04/19/2022	22011923	CDW-G	$ 53,499	Desktop Project-Adapters/Monitors	Sourcewell Coop Contract #081419-CDW	199-53-6399-38-864-99	Jennifer Bakley

ECISD Over $50,000 Report for May 2022

PO Date	PO#	Vendor Name	General Comments	Order Amount	Approval Process	GL Account Code	Requestor
05/16/2022	22013969	ROBERT MADDEN INDUSTRIES LTD	OHS Air Handlers	$ 774,100	BuyBoard Coop Contract #632-30	199-51-6639-00-965-99	Diana Ornelas
05/24/2022	22014305	SOUTHWEST TEXAS EQUIPMENT DISTRIBUTORS INC	Addendum 1 New Kitchen Ware-Washing Sy	$ 389,715	Board Approved RFP#22-17SN	240-35-6649-00-974-99	Ruth Baltazar
05/31/2022	22014506	PEAK ROOFING INC	Replacement PO #21004016-Bonham	$ 302,293	Board Approved RFP #20-11SI	475-51-6316-17-042-99-47522	Diana Ornelas
05/23/2022	22014226	WILLIAMS PAVING & EXCAVATION. INC	PHS Parking lot Paving	$ 243,850	Board Approved RFP 21-26SI	199-51-6246-01-965-99	Diana Ornelas
05/26/2022	22014366	D.T. HOUSE MOVERS LLC	Purchase four Used Portables	$ 243,200	Board Approved RFP #20-08SI	199-51-6629-00-965-99	Diana Ornelas
05/13/2022	22013889	ACCELERATE LEARNING INC	STEM scopes	$ 174,865	Board Approved RFP #21-32 Allied State (Region 19) Coop Contract #21-7406	211-11-6396-00-851-30-21122 199-11-6399-00-699-24	Margarita Brooker
05/24/2022	22014303	1ST CHOICE RESTAURANT EQUIPMENT & SUPPLY	Addendum 1 (New Kitchen Equipment)	$ 172,851	Board Approved IFB #22-20SN	240-35-6649-00-974-99	Ruth Baltazar
05/10/2022	22013629	CDW-G	RS/SPED/ARP FUNDS/LAPTOPS	$ 170,104	Sourcewell Coop Contract #081419-CDW	284-21-6397-00-874-23-28422	Romi Scown
05/31/2022	22014476	WILLIAMS PAVING & EXCAVATION. INC	District-wide Pot Hole Project	$ 152,650	Board Approved RFP #21-26SI	199-51-6246-01-965-99	Diana Ornelas
05/24/2022	22014274	COMMERCIAL FOOD SERVICE	Addendum 1 (New Kitchen Equipment)	$ 133,110	Board Approved IFB #22-20SN	240-35-6397-00-974-99	Ruth Baltazar
05/26/2022	22014348	RODRIGUEZ DRYWALL & PAINT CO	Sam Houston - Summer Painting	$ 125,000	Board Approved RFP #19-17	199-51-6299-00-965-99	Diana Ornelas
05/26/2022	22014349	RODRIGUEZ DRYWALL & PAINT CO	Burleson ES- Summer Painting	$ 125,000	Board Approved RFP #19-17	199-51-6299-00-965-99	Diana Ornelas
05/31/2022	22014492	QA ROOFING, INC.	ORIGINAL PO #20011177 Ross ES	$ 117,827	Board Approved RFP #19-15SI	475-51-6316-17-119-99-47522	Diana Ornelas
05/17/2022	22014018	WILLIAMS PAVING & EXCAVATION. INC	Reagan ES Parking lot Paving	$ 93,500	Board Approved RFQ-26SI	199-51-6246-01-965-99	Diana Ornelas
05/31/2022	22014500	MONROE ROOFING, INC.	Original PO#06012451-G/P Alamo	$ 91,693	Board Approved RFP #18-05SI	475-51-6316-17-101-99-47522	Diana Ornelas
05/31/2022	22014501	MONROE ROOFING, INC.	Replacement PO #19011889-Dowling	$ 78,677	Board Approved RFP #18-05SI	475-51-6316-17-107-99-47522	Diana Ornelas
05/31/2022	22014491	HARVARD ASSOCIATES	SL Supplies-Terrapin Order # 109746-1	$ 69,655	Approved Sole Source Vendor	279-11-6396-83-851-24-27922	Margarita Brooker
05/13/2022	22013895	DOMTECH ELECTRICAL AND CONTROLS LLC	Electrical Upgrade Welding Lab E108 Frost	$ 69,247	Board Approved RFP# 20-11	199-51-6249-00-698-22	Jessica Marichalar
05/19/2022	22014119	D.T. HOUSE MOVERS LLC	2022 Summer District-wide Portable Relocation	$ 60,000	Board Approved RFP #20-08SI	199-51-6299-01-965-99	Diana Ornelas
05/10/2022	22013628	CDW-G	Help Desk/Technician Furniture	$ 53,960	Sourcewell Coop Contract #081419-CDW	199-53-6397-38-864-99 199-13-6398-38-864-11	Jennifer Bakley

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for May 2022

DATE: 5/31/2022

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
NONE			

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
JONI VINCENT	DYSELXIA	BUICE ELEMENTARY SCHOOL	5/27/2022
SHEILA WILLIAMSON	SECOND GRADE (REG)	BURLESON ELEMENTARY SCHOOL	5/27/2022
ASHLEY AVILA	KINDER (REG)	GOLIAD ELEMENTARY SCHOOL	5/27/2022
DEANA EATON	THIRD GRADE (REG)	JORDAN ELEMENTARY SCHOOL	5/27/2022
MARIA CAMPOS	KINDER (REG)	BUICE ELEMENTARY SCHOOL	5/27/2022
LIZBETH JIMENEZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	5/27/2022
KARLA GARAY	PRE-K BILINGUAL	CARVER EARLY EDUCATION	5/27/2022
YVETTE SOTO	THIRD GRADE (REG)	WEST ELEMENTARY SCHOOL	5/27/2022
SHELBY PRINCE	PK (REG)	MILAM ELEMENTARY SCHOOL	5/27/2022
SANDRA GARZA	INSTRUCTIONAL COACH	BURLESON ELEMENTARY SCHOOL	5/27/2022
LADONA CHISM	SPED CLASS	WEST ELEMENTARY SCHOOL	5/27/2022
CHRISTOPHER PINILLA	PE	WEST ELEMENTARY SCHOOL	5/27/2022
SANDRA MOORE	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	5/27/2022
HELENA NAVARRETE	THIRD GRADE (REG)	DOWLING ELEMENTARY SCHOOL	5/27/2022
ELYSSA ORONA	KINDER (REG)	IRELAND ELEMENTARY SCHOOL	5/27/2022
BILLIE SHIPMAN	DYSELXIA	DYSLEXIA	5/27/2022
MARIA PEREZ MEDINA	FIFTH GRADE BILINGUAL	WEST ELEMENTARY SCHOOL	5/27/2022
SHAILYNN DAYHOFF	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
JOIE SEATON	FIRST GRADE (REG)	REAGAN ELEMENTARY SCHOOL	5/27/2022
CHERI CARTER	SECOND GRADE (REG)	HAYS ELEMENTARY SCHOOL	5/27/2022
TAWNYA MCLENON	THIRD GRADE (REG)	TRAVIS ELEMENTARY SCHOOL	5/27/2022
MARSHA GAGE	SECOND GRADE (REG)	ALAMO ELEMENTARY SCHOOL	5/27/2022
ANDREA CUE BADIOLA	FIRST GRAD BILINGUAL	PEASE ELEMENTARY SCHOOL	5/27/2022
LILIA VAZQUEZ	PK BILINGUAL	CAMERON ELEMENTARY SCHOOL	5/27/2022
BREEANNE HARWERTH	MUSIC	JORDAN ELEMENTARY SCHOOL	5/27/2022

ELIZABETH QUINTELA	DYSELXIA	DYSLEXIA	5/27/2022
BARBARA DIGBY	GT	IRELAND ELEMENTARY SCHOOL	5/27/2022
TABITHA VON HASSL	SPED LD	BUICE ELEMENTARY SCHOOL	5/27/2022
BYRON BAULCH	MULTI GRADE FOUTH - FIFTH (REG)	AUSTIN ELEMENTARY SCHOOL	5/27/2022
WILMA RAY	KINDER (REG)	IRELAND ELEMENTARY SCHOOL	5/27/2022
CRISTINA VELASCO	KINDER BILINGUAL	CAMERON ELEMENTARY SCHOOL	5/27/2022
GLARIFA PORRAS	PK BILINGUAL	ZAVALA ELEMENTARY SCHOOL	5/27/2022
YUREIMA RAMIREZ	THIRD GRADE (REG)	GONZALES ELEMENTARY SCHOOL	5/27/2022
HEATHER HUMPHREYS	KINDER (REG)	IRELAND ELEMENTARY SCHOOL	5/27/2022
DORA DUNCAN	FIFTH GRADE (REG)	CAVAZOS ELEMENTARY SCHOOL	5/27/2022
JENNIFER ALVA	KINDER (REG)	BURNET ELEMENTARY SCHOOL	5/27/2022
TRICIA MORGAN	INSTRUCTIONAL COACH	JORDAN ELEMENTARY SCHOOL	5/27/2022
ROSA ZARATE FERNANDEZ	FOURTH - FIFTH GRADE BILINGUAL	AUSTIN ELEMENTARY SCHOOL	5/27/2022
ERIC SMITH	PRE-K BILINGUAL	AUSTIN ELEMENTARY SCHOOL	5/27/2022
IRENE ATKINS	READING COACH	GOLIAD ELEMENTARY SCHOOL	5/27/2022
ANITA IBARRA	SPED LD	BLACKSHEAR ELEMENTARY SCHOOL	5/27/2022
BETTY OVERTURF	KINDER (REG)	HAYS ELEMENTARY SCHOOL	5/27/2022
SUE ANDERSON	FIFTH GRADE (REG)	IRELAND ELEMENTARY SCHOOL	5/27/2022
CINDY PERALES	KINDER (REG)	SAM HOUSTON ELEM SCHOOL	5/27/2022
LAUREN TIFT	MULTI GRADE 1-2-3	AUSTIN ELEMENTARY SCHOOL	5/27/2022
DEBRA SIMMONS	FIFTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	5/27/2022
ANDREA SANCHO SANPEDRO	KINGER BILINGUAL	FLY ELEMENTARY SCHOOL	5/27/2022
DANA MARTIN	MULTI GRADE 1-2-3	AUSTIN ELEMENTARY SCHOOL	5/27/2022
NICOLE NUNEZ	SPED	BUICE ELEMENTARY SCHOOL	5/27/2022
KRISTEN LIGON	FOURTH GRADE REG	BUICE ELEMENTARY SCHOOL	5/27/2022
RAQUEL IKER	FOURTH GRADE REG	GOLIAD ELEMENTARY SCHOOL	5/27/2022
AMELIA MORENO	MULTI GRADE 1-2-3 BILINGUAL	AUSTIN ELEMENTARY SCHOOL	5/27/2022
JILLIAN TIPPIT	KINDER (REG)	PEASE ELEMENTARY SCHOOL	5/27/2022
ELISA ESTEVE PALOP	FIRST GRADE BILINGUAL	LBJ ELEMENTARY SCHOOL	5/27/2022
JULIO CARRGUI BALLESTER	FIFTH GRADE BILINGUAL	NOEL ELEMENTARY SCHOOL	5/27/2022
CHRISTIE ALLEN	SECOND GRADE (REG)	HAYS ELEMENTARY SCHOOL	5/27/2022
AUDRA MUNOZ	SPED MUSIC THERAPY	SPED DEPT	5/27/2022
MARIA SUTON	FIFTH GRADE BILINGUAL	REAGAN ELEMENTARY SCHOOL	5/27/2022
VICTORIA HOLGUIN	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
JULIE FIGUEROA	THRD GRADE (REG)	ALAMO ELEMENTARY SCHOOL	5/27/2022
ANA AHRENDT	KINDER BILINGUAL	LBJ ELEMENTARY SCHOOL	5/27/2022
YOLANDA LAWRENCE	MATH LAB	TRAVIS ELEMENTARY SCHOOL	5/27/2022
MARIA ZAVALA	KINDER REG	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
NEYSA RUTTER	SPED CLASS	BLANTON ELEMENTARY SCHOOL	5/27/2022
KIMBERLY GOODEN	SECOND GRADE (REG)	BLANTON ELEMENTARY SCHOOL	5/27/2022
MORGAN RUSSEL	FOURTH GRADE REG	LBJ ELEMENTARY SCHOOL	5/27/2022
JAMIE NEWMAN	NURSE	BLACKSHEAR ELEMENTARY SCHOOL	5/27/2022
MARCIA BRYANT	SECOND GRADE (REG)	ALAMO ELEMENTARY SCHOOL	5/27/2022
SAMANTHA BALLEJO	FOURTH GRADE REG	BUICE ELEMENTARY SCHOOL	5/27/2022
WYNAMA SHARP	SPED LD	GONZALES ELEMENTARY SCHOOL	5/27/2022
PATTI PANKEY	SPED LD	MILAM ELEMENTARY SCHOOL	5/27/2022
MARIA RICHARDS	GT	MILAM ELEMENTARY SCHOOL	5/27/2022
ROSENDA GONZALES	FOURTH GRADE REG	HAYS ELEMENTARY SCHOOL	5/27/2022
JOHN GILLIAN	MUSIC	BUICE ELEMENTARY SCHOOL	5/27/2022
LISA WATSON	FOURTH GRADE REG	NOEL ELEMENTARY SCHOOL	5/27/2022
SANDRA STANLEY	SPED LD	WEST ELEMENTARY SCHOOL	5/27/2022
BYRON RAMIREZ	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	5/27/2022
DAVID MORRIS	FOURTH GRADE REG	BUICE ELEMENTARY SCHOOL	5/27/2022
IRIS DELBOSQUE	FIFTH GRADE BILINGUAL	MILAM ELEMENTARY SCHOOL	5/27/2022
EVA GARZA	GT	FLY ELEMENTARY SCHOOL	5/27/2022
OLAJUMOKE FALOMO	KINDER REG	BURNET ELEMENTARY SCHOOL	5/27/2022

SHIELA MCDONALD	SPED LD	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
JEANNIE SEYMOUR	FOURTH GRADE REG	BLANTON ELEMENTARY SCHOOL	5/27/2022
HAYLIE PEGELOW	KINDER REG	BLANTON ELEMENTARY SCHOOL	5/27/2022
DORITA BEKKER	FOURTH GRADE REG	LBJ ELEMENTARY SCHOOL	5/27/2022
CAROL MANUEL	FIRST GRADE (REG)	LBJ ELEMENTARY SCHOOL	5/27/2022
MIRTHA SANCHEZ	KINDER REG	BURNET ELEMENTARY SCHOOL	5/27/2022
FRANCES RAMOS	KINDER REG	WEST ELEMENTARY SCHOOL	5/27/2022
YING ZHAO	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL	5/27/2022
JOSIE CHAPA	SECOND GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
STEPHANIE SALAS	SECOND GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	5/27/2022
KIRA BOEN	PRE-K REG	REAGAN ELEMENTARY SCHOOL	5/27/2022
SARA MILLER	KINDER REG	BLANTON ELEMENTARY SCHOOL	5/27/2022
DONNA ALLEN	GT	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
DEVIN ADAMS	THIRD GRADE (REG)	HAYS ELEMENTARY SCHOOL	5/27/2022
RACHEL STEVENS	THIRD GRADE (REG)	BURLESON ELEM SCHOOL	5/27/2022
MARIA DEL PILAR CHAPA	SIXTH GRADE (REG)	CAMERON ELEMENTARY SCHOOL	5/27/2022
AMANDA WILLIAMS	FIRST GRADE (REG)	WEST ELEMENTARY SCHOOL	5/27/2022
KRYSTAL VILLACORTA	SECOND GRADE (REG)	BLACKSHEAR ELEMENTARY SCHOOL	5/27/2022
MARSHA BRIDGES	FIRST GRADE (REG)	JORDAN ELEMENTARY SCHOOL	5/27/2022
PEDRO LAGUNA OJEDA	MCL	SAM HOUSTON ELEM SCHOOL	5/27/2022
ANDREA MCDERMIT	FIFTH GRADE (REG)	BLACKSHEAR ELEMENTARY SCHOOL	5/27/2022
ANGELICA GOMEZ	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	5/27/2022
PATRICIA ROMERO CAMPILLOS	THIRD GRADE BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	5/27/2022
KRYSTAL STEPHANI	MUSIC	HAYS ELEMENTARY SCHOOL	5/27/2022
JAVIER CORTEZ	FIFTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	5/27/2022
MALLORY SANCHEZ	FIRST GRADE (REG)	ALAMO ELEMENTARY SCHOOL	5/27/2022
ARLEEN LIZARRAGA	THIRD BILINGUAL MCL	FLY ELEMENTARY SCHOOL	5/27/2022
YLEANNA GALLEGOS	PE	LAMAR EARLY EDUCATION	5/27/2022
MICHELLE FRANCO	FOURTH GRADE (REG)	CAVAZOS ELEMENTARY SCHOOL	5/27/2022
KRISTY TACKER	FIFTH GRADE (REG)	BLANTON ELEMENTARY SCHOOL	5/27/2022
REBECCA RICHARDSON	INSTRUCTIONAL COACH	CAVAZOS ELEMENTARY SCHOOL	5/27/2022
LYDIA YBARRA	FOURTH GRADE (REG)	HAYS ELEMENTARY SCHOOL	5/27/2022
EDUARDO LIZARRAGA	PE	TRAVIS ELEMENTARY SCHOOL	5/27/2022
ESTEVAN LOPEZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	5/27/2022
THUY LE	ART	MILAM ELEMENTARY SCHOOL	5/27/2022
JASMINE NEGRETE	PE	MILAM ELEMENTARY SCHOOL	5/27/2022
RICHELLE SMITH	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	5/27/2022
KIMBERLY BENAVIDEZ	NURSE	LBJ ELEMENTARY SCHOOL	5/27/2022
RACHEL WELLMAN	KINDER REG	BURLESON ELEM SCHOOL	5/27/2022
BESS KELLEY	SECOND GRADE (REG)	GONZALES ELEMENTARY SCHOOL	5/27/2022
ALEXANDRA AGUILAR	FOURTH GRADE (REG)	CAVAZOS ELEMENTARY SCHOOL	5/27/2022

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
LAURA AGNEW	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	5/27/2022
MUHAMMET AKAR	MATH	BONHAM MIDDLE SCHOOL	5/27/2022
MEREDITH ALVAREZ	SECONDARY- MULTI CLASSROOM LDR	ODESSA HIGH SCHOOL	5/27/2022
GILBERT ARREOLA	HEALTH-SCIENCE TECH	ADVANCED TECHNICAL CENTER	5/27/2022
CHARLES ATCHLEY	SCIENCE	PERMIAN HIGH SCHOOL	5/27/2022
BRAYTON AYERS	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	5/27/2022
SHABIR KHAN BANGASH	ENGLISH	ODESSA HIGH SCHOOL	5/27/2022
SARA BAQLA	ROBOTICS - MS	CROCKETT MIDDLE SCHOOL	5/27/2022
ROBERT BENSON	GERMAN	PERMIAN HIGH SCHOOL	5/27/2022

GAYLA BILLINGSLEY	PE-COACH	ODESSA HIGH SCHOOL	5/27/2022
PAMELA BURKHAULTER	ART	PERMIAN HIGH SCHOOL	5/27/2022
BARBARA CARMODY	SCIENCE	ALTERNATIVE EDUC CENTER	5/27/2022
JAMES CARMODY	MATH	PERMIAN HIGH SCHOOL	5/27/2022
ERICA CARTER	SECONDARY TEAM REACH TEACHER	NIMITZ MIDDLE SCHOOL	5/27/2022
MARISSA CASTRO	MATH	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
MARYANN CEDILLO	SPEECH	ODESSA HIGH SCHOOL	5/27/2022
MARCOS CHAPA	PE-COACH	ODESSA HIGH SCHOOL	5/27/2022
TANNER HOOPER	ENGLISH	ODESSA HIGH SCHOOL	5/27/2022
JESSICA STAGGS	ENGLISH LANGUAGE ARTS READING	ODESSA HIGH SCHOOL	5/27/2022
MARY CASS	AGRICULTURE	ADVANCED TECHNICAL CENTER	5/27/2022
TREASURE THAGGARD	ENGLISH LANGUAGE ARTS READING	CROCKETT MIDDLE SCHOOL	5/27/2022
ANGELA DONHAM	HEALTH-SCIENCE	ADVANCED TECHNICAL CENTER	5/27/2022
AZUL PURCELL	SCIENCE	ALTERNATIVE EDUC CENTER	5/27/2022
VICTORIA WEINZEL	ART OF THINKING	PERMIAN HIGH SCHOOL	5/27/2022
ADAM COLLINS	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/27/2022
DAVIS JANA	PHYSICAL EDUCATION	NEW TECH	5/27/2022
BRANDI COOK	MCL	ODESSA HIGH SCHOOL	5/27/2022
COURTNEY MARTIN	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	5/27/2022
DIANA PATTERSON	DEPARTMENT HEAD SOCIAL STUDIES	CROCKETT MIDDLE SCHOOL	5/27/2022
MENDE MAYS	DEPARTMENT HEAD MATH	CROCKETT MIDDLE SCHOOL	5/27/2022
JACK DOBYNS	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL	5/27/2022
KIRISHLENE FABIA	MATH	ODESSA HIGH SCHOOL	5/27/2022
SABRINA MEJRIC	ART	ODESSA HIGH SCHOOL	5/27/2022
JAMES HOLDER	ENGLISH LANGUAGE ARTS READING	BONHAM MIDDLE SCHOOL	5/27/2022
DOREE GORDEN	ENGLISH LANGUAGE ARTS READING	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
TERI RICHARDSON	DEPARTMENT HEAD MATH	PERMIAN HIGH SCHOOL	5/27/2022
SHEILA BELL	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	5/27/2022
KAREN WILSON	DEPARTMENT HEAD SCIENCE	ODESSA HIGH SCHOOL	5/27/2022
ANDREA RILEY	ENGLISH LANGUAGE ARTS READING	BONHAM MIDDLE SCHOOL	5/27/2022
TATIANNA ALLEN	MATH	NIMITZ MIDDLE SCHOOL	5/27/2022
CHRISTIAN TOVAR	MATH	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
DEAN GARZA	PYSICLA EDUCATION/COACH	PERMIAN HIGH SCHOOL	5/27/2022
KATHRYN MAKUTA	MATH	BOWIE MIDDLE SCHOOL	5/27/2022
CARLOS PARRA	MATH	PERMIAN HIGH SCHOOL	5/27/2022
GERALD HUDDLESTON	SOCIAL STUDIES/COACH	PERMIAN HIGH SCHOOL	5/27/2022
GRAIG GRANSBERY	JROTC	ODESSA HIGH SCHOOL	5/27/2022
DANIEL SANDOVAL	SOCIAL STUDES/COACH	CROCKETT MIDDLE SCHOOL	5/27/2022
RAY MATA	MATH	ODESSA HIGH SCHOOL	5/27/2022
MARCHOS CHAPA	PYSICLA EDUCATION/COACH	ODESSA HIGH SCHOOL	5/27/2022
MAURKESHIA COLLINS	SPEECH/COACH	PERMIAN HIGH SCHOOL	5/27/2022
JO ANN LARA	SPANISH	NIMITZ MIDDLE SCHOOL	5/27/2022
SUSAN CLAYPOOLE	SPED	HOMEBOUND	5/27/2022
AMY WALKER	SPED	HOMEBOUND	5/27/2022
JENNIFER LOVETT	MATH	CROCKETT MIDDLE SCHOOL	5/27/2022
BRANDI SIMMONS	SPED	PERMIAN HIGH SCHOOL	5/27/2022
TIFFANY BARRERA	DEPARTMENT HEAD SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
MEGAN WEBB	ENGLISH	ODESSA HIGH SCHOOL	5/27/2022
KEEGAN FENTON	CHORAL DIRECTOR ASSISTANT	NIMITZ MIDDLE SCHOOL	5/27/2022
NOEL FRANCISCO	MATH	BOWIE MIDDLE SCHOOL	5/27/2022
AVEREE CURLEE	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	5/27/2022
SAMANTHA ESCOBEDO	ENGLISH	PERMIAN HIGH SCHOOL	5/27/2022
ELIZABETH KENNEDY	DEPARTMENT HEAD CTE	PERMIAN HIGH SCHOOL	5/27/2022
SARAH GARLINGTON	SPEECH	PERMIAN HIGH SCHOOL	5/27/2022

CRYSTAL BURGESS	DUEL CREDIT	ODESSA COLLEGIATE ACADEMY	5/27/2022
BARRETT MATTHEEW	PYSICLA EDUCATION/COACH	PERMIAN HIGH SCHOOL	5/27/2022
RODNEY HOLMES	SCIENCE	ODESSA HIGH SCHOOL	5/27/2022
LUTFOR NESSA	SCIENCE	BOWIE MIDDLE SCHOOL	5/27/2022
TEVIN MCCASTER	AVID/COAH	ODESSA HIGH SCHOOL	5/27/2022
ERIN SNELL	MULTI TEACHER	ODESSA HIGH SCHOOL	5/27/2022
KIMBERLY SANCHEZ	ENGLISH	ODESSA HIGH SCHOOL	5/27/2022
RYAN JACKSON	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL	5/27/2022
GUADALUPE GARZA	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/27/2022
CHARLES PRESCHER	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	5/27/2022
ELIZABETH CLEVELAND	DEPARTMENT HEAD FINE ARTS	PERMIAN HIGH SCHOOL	5/27/2022
SANDRA JAQUEZ	SPANISH	BONHAM MIDDLE SCHOOL	5/27/2022
KERRI TERRAZAS	SCIENCE	ODESSA HIGH SCHOOL	5/27/2022
GINGER HUCKABAY	CULINARY ARTS	ADVANCED TECHNICAL CENTER	5/27/2022
KELSEY CHADWICH	SCIENCE	BONHAM MIDDLE SCHOOL	5/27/2022
CAROLYN KINNE	MATH	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
HAZEL GARDENHIRE	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
VIKKI MARQUEZ	ENGLISH LANGUAGE ARTS READING	CROCKETT MIDDLE SCHOOL	5/27/2022
YANCEY SOUTHARD	MATH	NIMITZ MIDDLE SCHOOL	5/27/2022
MARIA GUTTIERREZ	SPED	ODESSA HIGH SCHOOL	5/27/2022
ALSO GUTTIERREZ	SPED	ODESSA HIGH SCHOOL	5/27/2022
ANNETTE LOUGH	MEDIA SPECIALIST	WILSON & YOUNG MIDDLE SCHOOL	5/27/2022
JOHN CALHOUN	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/27/2022
JERRY GLASSMAKER	ENGLISH	PERMIAN HIGH SCHOOL	5/27/2022
SISTAN LIPSEY	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/27/2022
IDAIR FRANCO	SPED	ODESSA HIGH SCHOOL	5/27/2022
JAMES TIBBETS	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL	5/27/2022
D'ANTAE JOHNSON	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	5/27/2022
ADOLFO ZUBIA	ENGINEERING	ODESSA HIGH SCHOOL	5/27/2022
JOSHUA VOYLES	VIDEO TECH	NEW TECH	5/27/2022
PAOLO ARROYO	SCIENCE	CROCKETT MIDDLE SCHOOL	5/27/2022
ALEXANDRO FIGUEROA	MATH	ADVANCED TECHNICAL CENTER	5/27/2022
MARINA SALAZAR	BUSSNESS EDUCATION/COACH	ODESSA HIGH SCHOOL	5/27/2022
KIMBERLY BENAVIDEZ	NURSE	NURSING DEPARTMENT	5/27/2022
JOSHUA HULIM	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL	5/27/2022
LINDA-JO ALDAS	SCIENCE	BOWIE MIDDLE SCHOOL	5/27/2022
ANTONIO TERAN	SOCIAL STUDIES	ADULT EDUCATION CENTER	5/27/2022
INGRID BURTON	TEACHER	BONHAM MIDDLE SCHOOL	5/27/2022
ANGELA AREBALOS	MATH	BONHAM MIDDLE SCHOOL	5/27/2022
TAMURA OWENS	SOCIAL STUDIES/COACH	PERMIAN HIGH SCHOOL	5/27/2022
ASHLEA KING	MEDIA SPECIALIST	BONHAM MIDDLE SCHOOL	5/27/2022
KELSEY TURNER	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	5/27/2022
ANNE SIELOFF	SCIENCE	ODESSA COLLAGE TECH	5/27/2022
ASHLEIGH CHRISTIAN	CHOIR DIRECTOR MIDDLE SCHOOL	NIMITZ MIDDLE SCHOOL	5/27/2022
IVY CHRISTIAN	DANCE/PE	ODESSA HIGH SCHOOL	5/27/2022
SUSAN CLAYPOOLE	DANCE/PE	ODESSA HIGH SCHOOL	5/27/2022
LINDA-JO ALDAS	SP ED (HOMEBOUND)	SPECIAL EDUCATION	5/27/2022
LYNDSAY EIBEN	SCIENCE	BOWIE MIDDLE SCHOOL	5/27/2022
ADAM COLLINS	BAND DIRCTOR ASSISTAN	PERMIAN HIGH SCHOOL	5/27/2022
JOHN CARROLL	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/27/2022

Administrative Level Resignations

NAME	JOB CLASS 562	CAMPUS/DEPARTMENT	EFFECTIVE DATE
CINDY SALOMON	SPCLST-ADV ACA SERV	ADVANCED ACADEMIC SERIVICES	5/6/2022
RAYMOND BEDFORD	DIRECTOR ORCHESTRA	ODESSA HIGH SCHOOL	5/27/2022

KENNETH SIELOFF	DIRECTOR CHORAL	PERMIAN HIGH SCHOOL	5/27/2022
ELIZABETH SARABIA	GUIDANCE APPRENTICE	BURNET ELEMENTARY	5/27/2022
AMANDA HOLLOWAY	SPEECH PATH ASST	SPECIAL EDUCATION	5/27/2022
KETIA MAGENE	SPEECH PATH ASST	SPECIAL EDUCATION	5/27/2022
KELLEE THORPE	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/27/2022