Agenda of Regular Meeting and Public Hearing for Adoption on 2023-2024 Official Budget

The Board of Trustees
Ector County Independent School District

A Regular Meeting and Public Hearing for Adoption on 2023-2024 Official Budget of the Board of Trustees of Ector County Independent School District will be held June 20, 2023, beginning at 6:00 PM.

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

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Camp SIP Students
4. Invocation: Youth & Associate Pastor David Cadena, Tanglewood Baptist Church
5. Special Presentations:
Announcement of ECISD Memorial Scholarship Recipients
Recognition of TIA "Level Up" Teachers
6. Opening Remarks by Superintendent
7. Public Comment
8. Board Policy
    - A. Discussion of and Request for Approval of Revisions to Local Board Policy: EIC(LOCAL) Academic Achievement: Class Ranking — 4
    - B. Discussion of and Request for Approval of UIL Exemption List for the 2023-2024 School Year — 17
    - C. Discussion of and Request for Approval of Revisions to Local Board Policy: FM(LOCAL) Student Activities — 26
    - D. Discussion of and Request for Approval of TASB Local Policy Update 121 Policies: CFB(LOCAL): Accounting: Inventories and FD(LOCAL): Admissions — 28
9. Public Hearing
    - A. Public Hearing for Adoption of 2023-2024 Official Budget — 33
10. Action Items
    - A. Discussion of and Request for Approval of 2023-2024 Compensation Plan — 34
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C. Discussion of and Request for Approval of Resolution to Calculate the Property Tax Rates 172
D. Discussion of and Request for Approval of Purchases over $50,000 174
E. Discussion of and Request for Approval of Resolution Committing Fund Balance in Accordance with GASB 54 175
F. Discussion of and Request for Approval of 2022-2023 Budget Amendment #6 177
G. Discussion of and Request for Approval of the 2023-2024 Student Code of Conduct and Revisions to the Student Handbook Fees 178
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 2023 333
I. Discussion of and Request for Approval of the 2023-2024 District Improvement Plan 334
J. Discussion of and Request for Approval of the Federal Demonstration Partnership (FDP) Data Transfer and Use Agreement from Brown University to Stanford University 466
K. Discussion of and Request for Approval of Board of Trustees Recommendations for Naming Committee Membership for Dowling Elementary School Playground. 469
11. Consent Agenda 474
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C. Request for Approval of Acceptance of Donations Over $10,000 516
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E. Request for Approval of Agreement with National Math and Science Initiative College Readiness Program and Ector County ISD 548
F. Request for Approval of Permian High School Dance Students Out-of-State Travel to New York, NY 565
G. Request for Approval of Memorandum of Understanding between Ector County ISD and The University of Texas Permian Basin for Academic Dual Credit 571
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Education Service Center Region 11 590
I. Request for Approval of Memorandum of Understanding and Articulation Agreement between Ector County ISD and Odessa College - Dual Credit Offerings 593
J. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - Odessa Collegiate Academy 599
K. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - OCTECHS 609
12. 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.]

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.]

13. Information Items 619
    - A. Added Administrative Professional and Stipend/Supplemental Pay Plan 620
    - B. Added Summer School Learning Supplemental Pay Plan 621
    - C. Financials 623
    - D. Purchasing Report 627
    - E. Routine Personnel Report 628
14. Closing Remarks by Superintendent
15. Adjournment

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital and Operations and Alicia Syverson, Associate Superintendent, Student and School Support

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO LOCAL BOARD POLICY EIC(LOCAL) – ACADEMIC ACHIEVEMENT: CLASS RANKING**

DATE: June 20, 2023

Administration Requests Board Approval of Revisions to Local Board Policy EIC(LOCAL): Academic Achievement: class Ranking – Submitted for review are revisions to the weighted grade system beginning with the graduating class of 2027.

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Administrative Recommendation:

Approval of Revisions to Local Board Policy EIC(LOCAL): Academic Achievement: Class Ranking.

Note: The following provisions shall apply to students in the graduating class of 2017, 2018, 2019, and 2020.

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall recalculate the rank and cumulative grade point average (GPA) of students in grades 9–11 in August and after January 15 of each year. The GPAs of students graduating in the current school year shall be recalculated in August, after January 15, after the fifth six-week period, and at the end of the second semester.

The target dates for recalculations shall be determined prior to the beginning of each school year. Rank and GPA calculations for students in grades 7–8 shall not be calculated or archived unless the students are taking courses for high school credit.

Weighted Grade System

The District shall categorize and weight eligible courses as Tier One, Tier Two, and Tier Three in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Tier One

Eligible general education courses shall be categorized and weighted as Tier One courses.

Tier Two

Eligible Pre-Advanced Placement (Pre-AP), courses, IH, and dual non-core courses shall be categorized and weighted as Tier Two courses.

Tier Three

Eligible AP, International Baccalaureate (IB), and dual core courses shall be categorized as Tier Three courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Tier One	Tier Two	Tier Three
100	5.00	6.00	6.50
99	4.90	5.88	6.37
98	4.80	5.76	6.24
97	4.70	5.64	6.11
96	4.60	5.52	5.98
95	4.50	5.40	5.85
94	4.40	5.28	5.72
93	4.30	5.16	5.59
92	4.20	5.04	5.46

Grade	Tier One	Tier Two	Tier Three
91	4.10	4.92	5.33
90	4.00	4.80	5.20
89	3.90	4.68	5.07
88	3.80	4.56	4.94
87	3.70	4.44	4.81
86	3.60	4.32	4.68
85	3.50	4.20	4.55
84	3.40	4.08	4.42
83	3.30	3.96	4.29
82	3.20	3.84	4.16
81	3.10	3.72	4.03
80	3.00	3.60	3.90
79	2.90	3.48	3.77
78	2.80	3.36	3.64
77	2.70	3.24	3.51
76	2.60	3.12	3.38
75	2.50	3.00	3.25
74	2.40	2.88	3.12
73	2.30	2.76	2.99
72	2.20	2.64	2.86
71	2.10	2.52	2.73
70	2.00	2.40	2.60
Below 70	0.00	0.00	0.00

Transferred Grades

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.

Local Graduation Honors

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 fifth six-week period 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 EIC(LEGAL)]

~~Valedictorian and Salutatorian~~

~~The valedictorian and salutatorian shall be the eligible students who have completed the foundation program with the distinguished level or achievement or the foundation program with a least one endorsement with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the District high school for the two school years immediately preceding graduation.~~

~~*Breaking Ties*~~

~~In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:~~

~~1. Compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken.~~

~~2. Compare the total number of AP and IB courses by each student involved in the tie, including AP courses that were not eligible for the original calculation of weighted GPAs. The student with the greatest number shall receive the highest honor.~~

~~3. Calculate the student's GPA, computed to the hundred-thousandths place, using only AP and IB courses, including AP courses that were not eligible for the original calculation of weighted GPAs.~~

~~If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.~~

Note: The following provisions shall apply to students ~~beginning with~~ in the graduating classes of 2021,2022, and 2023.

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall recalculate the rank and cumulative GPA of students in grades 9–11 in August and after January 15 of each year. The GPAs of students graduating in the current school year shall be recalculated in August, after January 15, and at the end of the second semester.

The target dates for recalculations shall be determined prior to the beginning of each school year. Rank and GPA calculations for students in grades 7–8 shall not be calculated or archived unless the students are taking courses for high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in the following subject areas only: English, mathematics, science, social studies, languages other than English, and all IB courses.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in the non-IB electives. Courses that are not IB, core, or languages other than English shall be ineligible for GPA computation.

Weighted Grade System

The District shall categorize and weight eligible courses as Tier One, Tier Two, and Tier Three in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Tier One

Eligible general core and languages other than English courses shall be categorized and weighted as Tier One courses.

Tier Two

Eligible Honors, IH, and dual core courses; Honors, IH, and dual languages other than English courses; and IH non-core courses shall be categorized and weighted as Tier Two courses.

Tier Three

Eligible AP and IB courses, IB non-core, and AP and IB languages other than English courses shall be categorized as Tier Three courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Tier One	Tier Two	Tier Three
100	4.0	4.5	5.0
99	3.9	4.4	4.9
98	3.8	4.3	4.8
97	3.7	4.2	4.7
96	3.6	4.1	4.6
95	3.5	4.0	4.5
94	3.4	3.9	4.4
93	3.3	3.8	4.3
92	3.2	3.7	4.2
91	3.1	3.6	4.1
90	3.0	3.5	4.0
89	2.9	3.4	3.9
88	2.8	3.3	3.8
87	2.7	3.2	3.7
86	2.6	3.1	3.6
85	2.5	3.0	3.5
84	2.4	2.9	3.4
83	2.3	2.8	3.3

Grade	Tier One	Tier Two	Tier Three
82	2.2	2.7	3.2
81	2.1	2.6	3.1
80	2.0	2.5	3.0
79	1.9	2.4	2.9
78	1.8	2.3	2.8
77	1.7	2.2	2.7
76	1.6	2.1	2.6
75	1.5	2.0	2.5
74	1.4	1.9	2.4
73	1.3	1.8	2.3
72	1.2	1.7	2.2
71	1.1	1.6	2.1
70	1.0	1.5	2.0
Below 70	0.00	0.00	0.00

Transferred Grades

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.

Local Graduation Honors

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 EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students who have completed the foundation program with the distinguished level of achievement or the foundation program with at least one endorsement with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the District high school for the two school years immediately preceding graduation.

Breaking Ties

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken.
2. Compare the total number of AP and IB courses by each student involved in the tie, including AP courses that were not eligible for the original calculation of weighted GPAs. The student with the greatest number shall receive the highest honor.
3. Calculate the student's GPA, computed to the hundred-thousandths place, using only AP and IB courses, including AP courses that were not eligible for the original calculation of weighted GPAs.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Note: The following provisions shall apply to students ~~beginning with~~ in the graduating ~~C~~classes of 2024,2025 and 2026.

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall recalculate the rank and cumulative GPA of students in grades 9–11 in August and after January 15 of each year. The GPAs of students graduating in the current school year shall be recalculated in August, after January 15, and at the end of the second semester.

The target dates for recalculations shall be determined prior to the beginning of each school year. Rank and GPA calculations for students in grades 7–8 shall not be calculated or archived unless the students are taking courses for high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in the following subject areas only: English, mathematics, science, social studies, languages other than English, and all IB courses.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in the non-IB electives. Courses that are not IB, core, or languages other than English shall be ineligible for GPA computation.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Tier One, Tier Two, and Tier Three in accordance with provisions of this policy and as designated in appropriate District publications. Eligible core courses considered are English, math, science, social studies, and languages other than English.

Tier One

Eligible general core and languages other than English courses shall be categorized and weighted as Tier One courses.

Tier Two

Eligible dual core courses and dual languages other than English courses shall be categorized and weighted as Tier Two courses.

Tier Three

Eligible Core Honors, IH, AP and IB courses, IB non-core, and Honors, IH, AP and IB languages other than English courses shall be categorized as Tier Three courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Tier One	Tier Two	Tier Three
100	4.0	4.5	5.0
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95	3.5	4.0	4.5
94	3.4	3.9	4.4
93	3.3	3.8	4.3
92	3.2	3.7	4.2
91	3.1	3.6	4.1
90	3.0	3.5	4.0
89	2.9	3.4	3.9
88	2.8	3.3	3.8
87	2.7	3.2	3.7
86	2.6	3.1	3.6
85	2.5	3.0	3.5
84	2.4	2.9	3.4
83	2.3	2.8	3.3
82	2.2	2.7	3.2
81	2.1	2.6	3.1
80	2.0	2.5	3.0
79	1.9	2.4	2.9
78	1.8	2.3	2.8

Grade	Tier One	Tier Two	Tier Three
77	1.7	2.2	2.7
76	1.6	2.1	2.6
75	1.5	2.0	2.5
74	1.4	1.9	2.4
73	1.3	1.8	2.3
72	1.2	1.7	2.2
71	1.1	1.6	2.1
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Below 70	0.00	0.00	0.00

Transferred Grades

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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 EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students who have completed the foundation program with the distinguished level of achievement or the foundation program with at least one endorsement with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the District high school for the two school years immediately preceding graduation.

Breaking Ties

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

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2. Compare the total number of AP and IB courses by each student involved in the tie, including AP courses that were not eligible for the original calculation of weighted GPAs. The student with the greatest number shall receive the highest honor.

3. Calculate the student's GPA, computed to the hundred-thousandths place, using only AP and IB courses, including AP courses that were not eligible for the original calculation of weighted GPAs.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Note: The following provisions shall apply to students beginning with the graduating class of 2027.

Consistent Application for Graduating Class

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The calculation shall include failing grades.

~~**Exclusions**~~

~~The calculation of class rank shall exclude grades earned in the non-IB electives. Courses that are not IB, core, or languages other than English shall be ineligible for GPA computation.~~

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Tier One, Tier Two, and Tier Three in accordance with provisions of this policy and as designated in appropriate District publications. Eligible core courses considered are English, math, science, social studies, and languages other than English.

Tier One

Eligible general core and languages other than English courses shall be categorized and weighted as Tier One courses.

Tier Two

Eligible dual core courses, AP non-core courses, CTE Advanced Courses and Programs of Study Level 3 and Level 4 Electives, Dual non-core courses, and dual languages other than English courses shall be categorized and weighted as Tier Two courses.

Tier Three

Eligible Core Honors, IH, AP and IB courses, IB non-core, and Honors, IH, AP and IB languages other than English courses shall be categorized as Tier Three courses.

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91	3.1	3.6	4.1
90	3.0	3.5	4.0
89	2.9	3.4	3.9
88	2.8	3.3	3.8
87	2.7	3.2	3.7
86	2.6	3.1	3.6
85	2.5	3.0	3.5
84	2.4	2.9	3.4
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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 EIC(LEGAL)]

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Breaking Ties

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3. Calculate the student's GPA, computed to the hundred-thousandths place, using only AP and IB courses, including AP courses that were not eligible for the original calculation of weighted GPAs.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Alicia Syverson, Associate Superintendent of Student and School Support

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF UIL EXEMPTION LIST FOR THE 2023-2024 SCHOOL YEAR**

DATE: June 20, 2023

The Guidance and Counseling Department and Curriculum and Instruction/Advanced Academics Services Department request approval of the UIL Exemption List for the 2023-2024 school year.

The UIL Exemption List is updated yearly and exempts students taking these courses from the No Pass No Play provisions as outlined in FM Local.

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Administrative Recommendation:

Approval of the UIL Exemption List for 2023-2024 school year.

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
ACCOUNTING 1 D	13016600	D	
ACCOUNTING 2 D	13016700	D	M
ADCULART D	13022650	D	
ALG 1 HJ	03100500	HJ	M
ALG 1 GH	03100600	GH	M
ALG 1 GH J	03100500	GHJ	M
ALG 1 H	03100500	H	M
ALG 1 H NC	03100500	H	M
ALG 2 H	03100600	H	M
ALG 2 D	03100600	D	M
ALG 2 GH	03100600	GH	M
ALG 2 H	03100600	H	M
ALG 2 IH	03100600	K	M
ALG 2 IH G	03100600	KG	M
ALGREA D	O3102540	D	M
ANAT PHYS	13020600	H	X
ANAT PHYS D	13020600	D	X
ANAT PHYS NC	13020600	H	X
AP-BIO P	A3010200	P	X
AP-BIO GP	A3010200	GP	X
AP-CHEM GP	A3040000	GP	X
AP-CHEM P	A3040000	P	X
AP-ENVIR P	A3020000	P	X
AP-ENVIR GP	A3020000	GP	X
AP-PHYS1 NC	A3050003	P	X
AP-PHYS1 P	A3050003	P	X
AP-PHYS1 GP	A3050003	GP	X
AP-PHYS2 P	A3050004	P	X
AP-PHYS2 GP	A3050004	GP	X
AP-PHYS2 NC	A3050004	P	X
AP-PHYSCE GP	A3050005	GP	X
AP-PHYSCE P	A3050005	P	X
AP-PHYSCM GP	A3050006	GP	X
AP-PHYSCM P	A3050006	P	X
APCALCAB P	A3100101	P	M
APCALCAB P CT	A3100101	P	M
APCALCAB P SF	A3100101	P	M
APCALCAB GP	A3100101	GP	M
APCALCBC GP	A3100102	GP	M
APCALCBC P	A3100102	P	M
APELNGLIT GDP	A3220200	D	L
APENGLAN P	A3220100	P	L
APENGLAN DP	A32201000	D	L
APENGLAN GP	A3220100	GP	L
APENGLAN NC	A3220100	P	L
APENGLIT P	A3220200	P	L
APENGLIT NC	A3220200	P	L
APENGLIT DP	A3220200	D	L

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
APENGLIT GP	A3220200	GP	L
APEUHIST P	A3340200	P	S
APEUHIST GP	A3340200	GP	S
APFR-LAN P	A3410100	P	Z
APHUMGEOW	A3360100	P	S
APHUMGEOW G	A3360100	P	S
APLATVG P	A3430100	P	Z
APMACECO P	A3310200	P	S
APMACECO DP	A3310200	D	S
APMACECO GDP	A3310200	D	S
APMACECO GP	A3310200	GP	S
APSPALAN P	A3440100	P	Z
APSPALIT	A3440200	P	Z
APSTATS P	A3100200	P	M
APSTATS GP	A3100200	GP	M
APTACS1A P	A3580100	P	Z
APTACSAM P	A3580110	P	M
APUSGOVT P	A3330100	P	S
APUSGOVT DP	A3330100	D	S
APUSGOVT GDP	A3330100	D	S
APUSGOVT GP	A3330100	GP	S
APUSHIST P	A3340100	P	S
APUSHIST DP	A3340100	D	S
APUSHIST GDP	A3340100	D	S
APUSHIST GP	A3340100	GP	S
APWHIST GP	A3370100	GP	S
APWHIST P	A3370100	P	S
ART1APP D	03500110	D	
ART2DRAW D	03500500	D	
ART3DRAW D	03501300	D	
ART4DRAW D	03502300	D	
AUTO TECH I D	13039600	D	
AUTO TECH II D	13039700	D	
BIM I D	13011400	D	
BIM II D	13011500	D	
BIO D	03010200	D	X
BIO 2 D S2/SCIENTIFIC RESEARCH I	13037200	D	X
BIO 2 D S2/SCIENTIFIC RESEARCH II	13037210	D	X
BIO D	03010200	D	X
BIO GH	03010200	GH	X
BIO H	03010200	H	X
BIO HD	03010200	H	X
BUSINESS LAW D	13011700	D	
BUSINESS MANAGEMENT D	13012100	D	
CAREERP 1 D	12701300	D	
CAREERP 2 D	12701400	D	
CHEM D	03040000	D	X
CHEM 2 D S2/SCIENTIFIC RESEARCH I	13037200	D	X

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
CHEM D	03040000	D	X
CHEM GH	03040000	GH	X
CHEM GH	03040000	GH	X
CHEM H	03040000	H	X
CHEM H NC	03040000	H	X
CHEM IH	03040000	K	X
CHEM IH G	03040000	KG	X
Child Guidance D	13024800	D	
COLLEGE ALG D	03101100	D	M
CRSS D	03270100	D	
COMMAPP D	03241400	D	
COMPMTN D	13027300	D	
COMPSCI1 D	03580200	D	X
COMPT1 D	13027500	D	
CONTEMP MTH D	13016900	D	M
COSLAB 2 D	13025310	D	
COSMET1	13025200	D	
CREATIVE WR D	03221200	D	L
LAWENF I D	13029300	D	
LAWENF II D	13029400	D	
CRSS	03270100	D	
Culinary Arts D	13022600	D	
DISMAPS D	03102520	D	
DISMAPS D	03100000	D	M
DOT REG D	03020000	D	X
ECO-FE D	03310300	D	S
ELAR 7 GH	03200520	GH	X
ELAR 7 H	03200520	H	X
ELECTEC 1 D	13005600	D	
ELECTEC 2 D	13005700	D	
EMTB D	N1303015	D	
ENG 1 GH	03220100	GH	L
ENG 1 GH NC	03220100	GH	L
ENG 1 H	03220100	H	L
ENG 1 H NC	03220100	H	L
ENG 2 H	03220200	H	L
ENG 2 H NC	03220200	H	L
ENG 2 GH	03220200	GH	L
ENG 2 IH	03220200	K	L
ENG 2 IH G	03220200	KG	L
ENG 3 D	03220300	D	L
ENG 3 D S2	03220300	D	L
ENG 4 D	03220400	D	L
ENG 8 GH	03200530	GH	X
ENG 8 H	03200530	H	X
ENG SCI D	13037200	D	X
ENGDPRS D	13037300	D	X
ENGL 1 GH	03220100	GH	L

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
ENGL 1 H	03220100	H	L
ENGL 2 GH	03220100	GH	L
ENGL 2 H	03220200	H	L
ENGL 3 A D	03220300	D	L
ENGL 3 B D	03220300	D	L
ENVIR REG INT D	03020000	D	X
EVIRSYS D	03020000	D	X
EXCAREE1 D	12701305	D	
EXCAREE2 D	12701405	D	
FINMATH S1 D	13018000	D	M
FINMATH S2 D	13018000	D	M
FINMATHD	13018000	D	M
FIRE I D	13029900	D	
FIRE II D	13030000	D	
Foundations of Energy D	N1300263	D	
FREN 2 H	03410200	H	Z
FREN 2 IH	03410200	K	Z
FREN 3	03410300	H	Z
FREN 3 H	03410300	H	Z
FREN 3 IH	03410300	K	Z
GEOM GH	03100700	GH	M
GEOM GH	03100700	GH	M
GEOM GHJ	03100700	GHJ	M
GEOM H	03100700	H	M
GEOM H NC	03100700	H	M
GEOM HJ	03100700	HJ	M
GERMAN 3	03420300	H	Z
GERMAN 3 IH	03420300	K	Z
GERMAN3 H	03420300	H	Z
HIS GEOLOGY D	13037200	D	X
HUMANIT 1 D	O3221600	D	L
HUMANIT 2 D	O3221610	D	L
HUMANIT GH	03221600	GH	L
HUMANIT H	03221600	H	L
IB-BIO HL-B	I3010202	I	X
IB-BIO HL-B G	I3010202	I	X
IB-BIO SL/HL-A	I3010201	I	X
IB-BIO SL/HL-A G	I3010201	I	X
IB-CHEM1	I3040002	I	X
IB-CHEM1 G	I3040002	I	X
IB-PHYS1 I	I3050002	I	X
IB-PHYS1 I G	I3050002	I	X
IBENG 3	I3220300	I	L
IBENG 3 G	I3220300	I	L
IBENG 4	I3220400	I	L
IBENG 4 G	I3220400	I	L
IBFREN 4	I3410400	I	L
IBGERM SL	I3420400	I	L

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
IBHISTAM 1	I3301300	I	S
IBHISTAM 1 G	I3301300	I	S
IBHISTAM 2	I3301300	I	S
IBHISTAM 2 G	I3301300	I	S
IBHSTEUR	I3301500	I	S
IBHSTEUR G	I3301500	I	S
IBLAT 4	I3430400	I	Z
IBMASL YR2	I3100200	I	M
IBMASL YR2 G	I3100200	I	M
IBMASTL YR2	I3100100	I	M
IBMASTL YR2 G	I3100100	I	M
IBSPAN 4	I3440400	I	Z
IBSPAN HL	I3440500	I	Z
IBTACS1	I3580200	I	Z
IBTOK	I3000100	I	L
IBTOK G	I3000100	I	L
IND ENG H	03221800	H	L
IND ENG GH	03221800	GH	L
IND ENG2 H	03221810	H	L
IND ENG3 GH	03221820	GH	L
IND ENG3 H	03221820	H	L
INSTMTH H	03102502	H	M
INSTMTH3 GH	03102502	GH	M
INPRAC D	13014400	D	
INSTUMTH D	03102500	D	M
INSTUMTH2 D	03102501	D	M
INTCOSMO D	13025100	D	
LATIN2 H	03430200	H	Z
LATIN2 IH	03430200	K	Z
LATIN3 H	03430300	H	Z
LATIN3 IH	03430300	K	Z
LAWENF 1 D	13029300	D	
LAWENF 2 D	13029400	D	
LEGRW D	N1303014	D	
LIFEFIT D	PES00051	D	
LIFEROP D	PES00053	D	
LVN I D	13020505	D	
LVN II D	13020515	D	
MATH 7 GH	03103000	GH	M
MATH 7 H	03103000	H	M
MATH FOR BUS D	13016900	D	M
MATH TEACH D	03102400	D	M
MATH8 GH	03103100	GH	M
MICRO D	13020700	D	X
MTR CNTRLS D	13037600	D	M
MUS1APL D	03152500	D	
MUSSMA 1 D	03155600	D	

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
MUSSMA 2 D	03155700	D	
NETWRK D	13027400	D	
ORG CHEM1 D	13037220	D	X
ORG CHEM2 D	13037220	D	X
OSET I D	N1303680	D	
OSET II D	*N1303681*	D	
OSET III D	N1303682	D	
PSHAE D	13040504	D	
PHY GEOLOGY D	13037200	D	X
PHYSICS D	03050000	D	X
PHYSICS GH	03050000	GH	X
PHYSICS H	03050000	H	X
PHYSICS H NC	03050000	H	X
PRACCT 1 D	13005250	D	
Practicum Culinary Arts D	13022700	D	
PRACTICUM IN AUTO TECH D	13040470	D	
Practicum in Child Guidance D	13025000	D	
Practicum in Education & Training I D	13014500	D	
Practicum in Education & Training II D	13014510	D	
Practicum of Criminal Justice D	13030100	D	
Practicum of Law Enforcement	13030100	D	
Practicum of Paralegal 1 D	13030100	D	
Practicum of Paralegal 2 D	13030110	D	
PRACTICUM WELDING D	13033000	D	
PRE CAL D	O3101100	D	M
PRE CALC D	03101100	D	M
PRE CALC GH	03101100	GH	M
PRE CALC H	03101100	H	M
PRECAL IH MTH	03101100	K	M
PRECAL IH MTH G	03101100	KG	M
PRECAL IH MTHMA	03100300	K	M
PRECAL IH MTHMA G	03100300	KG	M
PRIN TECH D	13037100	D	X
PRINBMF D	13011200	D	
PRINLPCS D	13029200	D	
Principles of Criminal Justice D	13029200	D	
Principles of Law Enforcement D	13029200	D	
PRINIT D	13027200	D	
PROF COMM D	13009900	D	
PSYCH D	03350100	D	
ROBOTICS 2 D	13037050	D	M
SCI 7 GH	03060700	GH	X
SCI 7 H	03060700	H	X
SCI 8 GH	03060800	GH	X
SCI 8 H	03060800	H	X
SCI RSH DSN D	13037200	D	X
SCI RSRCH DSN 2 D	13037210	D	X

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
SCIRD 1 D	03101100	D	X
SCIRD 2 D	13037210	D	X
SCIRD D	03101100	D	X
SOC D	03370100	D	
SPAN 2 D	03440200	D	Z
SPAN 2 H	03440200	H	Z
SPAN 2 IH	03440200	K	Z
SPAN 3	03440300	H	Z
SPAN 3 J	03440300	HJ	Z
SPAN 3 D	03440300	D	Z
SPAN 3 H	03440300	H	Z
SPAN 3 SL IH	03440300	K	Z
SPAN 4	3440400	H	Z
SPAN2 H	03440200	H	Z
SPAN2 D	03440200	D	Z
SPAN2 H J	03440200	HJ	Z
SPAN3	03440300	H	Z
SPAN3 D	03440300	D	Z
SPAN3 HJ	03440300	HJ	Z
SPAN3 H	03440300	H	Z
SPAN4 D	03440400	D	Z
SPTSS D	03380002	D	
SS 7 GH	03343000	GH	S
SS 7 H	03343000	H	S
SS 8 GH	03343100	GH	S
SS 8 H	03343100	H	S
STATBDM D	13016900	D	M
TACS1 D	03580200	D	Z
TACS1 H	O3580200	H	L
TACS2 D	03580300	D	Z
TACS3 H	O3580350	H	L
TECH WR IB EE	03221100	I	L
TECH WR IB EE G	03221100	I	L
TECH WR D	03221100	D	L
US GOVT D	03330100	D	S
US HIST D	03340100	D	S
USGOVT W-IB	03330100	I	S
USGOVT W-IB G	03330100	I	S
W GEO GH	03320100	GH	S
W GEO H	03320100	H	S
W GEO IH	03320100	K	S
W GEO IH G	03320100	KG	S
W HIST H	03340400	H	S
W HIST H NC	03340400	H	S
W HIST GH	03340400	GH	S
W HIST H	03340400	H	S

Course Name	*SERVICE ID*	*Sp Crs Cns*	*Core cd*
W HIST H NC	03340400	H	S
W HIST IH	03340400	K	S
W HIST IH G	03340400	KG	S
WELDING I D	13032300	D	
WELDING II D	13032400	D	

L=Language Arts
M=Math
X=Science
S=Social Studies

G=Gifted and Talented
H=Honors Course
I=International Baccalaureate Course
K=International Honors
J=Credit course before 9th grade

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital and Operations and Alicia Syverson, Associate Superintendent of School & Support

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO LOCAL BOARD POLICY: FM(LOCAL) STUDENT ACTIVITIES**

DATE: June 20, 2023

Administration requests Board approval of revisions to Local Board Policy FM(LOCAL) Student Activities – Submitted for review are revisions to the UIL exemption no pass, no play provisions to include a minimum grade requirement.

****

Administrative Recommendation:

Approval of Revisions to Local Board Policy FM(LOCAL) Student Activities

Extracurricular Activity Absences

13-Day Rule

The District shall not schedule nor permit any student to participate in an extracurricular activity or a public performance that would require, permit, or allow the student to be absent from class in any course more than 13 times during the school year through District competition. A maximum of five absences for post-District competition and four absences for UIL state competition shall be allowed. The Superintendent shall, by a regulation, provide a mechanism for a student to request additional absences for UIL competition.

[For eligibility of a private school student, including a homeschool student, to participate in extracurricular activities, see FD(LOCAL).]

~~**Use of District Facilities**~~

~~School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.~~

Eligibility for Exemptions

A ~~S~~student~~s~~ in an Advanced Placement (AP) course, or International Baccalaureate (IB) course, or ~~in~~ an honors ~~or dual credit~~ course in English, language arts, mathematics, science, social studies, economics, or a language other than English, shall be exempt from no pass, no play provisions if the student maintains at least a 60 average in the course.

~~These provisions~~ The exemption shall also ~~include~~ apply to dual credit courses, including elective courses, ~~in English, language arts, mathematics, science, social studies, economics, or a language other than English taught off campus, as well as a dual credit course taught on the high school campus by university or community college personnel~~ when the student maintains at least a 60 average in the course.

The evaluation periods for eligibility shall be as follows:

1. Grades of all students shall be checked at the end of the first six weeks of school.
2. Grades of ineligible students shall be checked on a three-week basis following the first six weeks of school.
3. Student eligibility status shall become effective seven days after the end of the grade evaluation period. The same rule shall apply if an incomplete (“I”) is on record. Students with an incomplete shall regain their eligibility when the “I” is replaced with a passing grade in the records office or the appropriate school personnel are notified.

Use of District Facilities

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

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 TASB LOCAL POLICY UPDATE 121 POLICIES: CFB (LOCAL): ACCOUNTING: INVENTORIES AND FD (LOCAL): ADMISSIONS**

DATE: June 20, 2023

The Administration requests the Board approve TASB Update 121 policies CFB(LOCAL): Accounting: Inventories and FD(LOCAL): Admissions in response to recent legislative and regulatory changes. As no board meeting is scheduled for July 2023, TASB suggests presenting the two policies to the Board as implementation must occur before the August Board meeting.

****

Administrative Recommendation:

Approval of TASB Update 121 policies CFB(LOCAL): Accounting: Inventories and FD(LOCAL): Admissions

The outstanding policies included in this update will go to the Board in August.

~~In order to ensure that the District's assets are accurately accounted for, the Board shall establish and maintain an asset system.~~

~~Assets include land, buildings, machinery, furniture, and other equipment that the District intends to hold or continue in use over a long period of time. [Financial Accountability System Resource Guide (FASRG)]~~

Capitalization Threshold

The capitalization threshold for purposes of classifying individual capital assets shall be ~~$5,000~~$5,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Persons Age 21 and Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

~~At the time of initial registration and on an annual basis thereafter~~In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency ~~in accordance with administrative regulations developed by the Superintendent.~~. The District may investigate stated residency as necessary.

Minor Living Apart

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

Students Not Enrolled

A student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities, except as required by law. [See EEL and FM]

Nonresident Student in Grandparent's After-School Care

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ~~determine transfer of~~ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

Ector County Independent School District

Cover Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PUBLIC HEARING FOR ADOPTION OF 2023-2024 OFFICIAL BUDGET**

DATE: June 20, 2023

On June 20, 2023 the 2023-2024 Official Budget will be presented for Adoption.

****

Administrative Recommendation:

Adoption of the 2023-2024 Official Budget.

TO: Board of Trustees

FROM: Dr. Matthew Spivy, Executive Director of Human Resources

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2023-2024 COMPENSATION PLAN**

DATE: June 20, 2023

In an effort to create a more competitive compensation plan, a salary maintenance study was completed by the Texas Association of School Boards (TASB). TASB recommends a general pay increase and equity adjustment to better align our systems.

The administration recommends that all employees receive a 3% increase of the midpoint for their assigned pay grade.

The general pay increase and equity adjustment for all positions provide a more competitive salary structure when competing with other districts and area markets. TASB will continue to provide yearly maintenance reviews to assist in aligning our systems to ensure we maintain a competitive and sound compensation plan,

The plan includes: (a) Revised Salary Schedule, (b) Schedule of Stipends, and (c) Schedule of Supplemental Pay.

****

Administrative Recommendation:

Approval of the 2023-2024 Compensation Plan

ECISD Board Meeting

June 20, 2023

OUR students...THE future

Presented by Dr. Anthony Sorola

Texas Teacher Vacancy Task Force

1. ECISD Staff Involved
2. Strategic Compensation
3. Incentives and Support for Hard-to-Staff areas

2018-2019 1st day vacancy rate – 18%
2022-2023 1st day vacancy rate – 1%

SOURCE - Teacher Vacancy Task Force Executive Summary

Salary Maintenance Study

Review of ECISD
Compensation Plan with TASB

TASB recommendations for a market-based general pay increase with strategic adjustments to better align our systems

Competitive pay increases and adjustments to compete with our market

Highlights for 2023-2024

OUR students...THE future

1

RECOMMENDATION

3% INCREASE FOR ALL CAMPUS AND CENTRAL OFFICE PROFESSIONALS

2

RECOMMENDATION

$60,600 NEW STARTING SALARY FOR BEGINNING TEACHERS

3

RECOMMENDATION

3% INCREASE FOR ALL HOURLY EMPLOYEES

Pay Increases for 2023-2024

Campus Based employees

- Teachers
- Nurses
- Media Specialists
- Counselors



- Principals
- Associate Principals
- Assistant Principals
- Dean of Students

*Teacher starting salary $60,600 (zero years of experience)

Pay Increases for 2023-2024

All Hourly (non-exempt employees)

- Police
- Technology
- Auxiliary (Custodians, Maintenance, School Nutrition, Transportation)



- Instructional Support

(Aide, Certified Nurse Assistant, Opportunity Culture-Reach Associate, Teacher Resident, Instructional Facilitator)

- Clerical Support

(Clerk, Registrar, Administrative Assistant, Specialist, Receptionist)

*Minimum for all hourly employees increased to $15.00/hour for 2022-2023

Pay Increases for 2023-2024

Central Office Administration

- Directors, Coordinators, Supervisors, Specialists
- Executive Directors
- Chief of Schools, Chief Financial Officer, Chief Technology Officer
- Associate Superintendents



- Administrative Professionals, (Special Education Staff, Speech Pathologist, LSSP, Diagnostician, Physical Therapist, Occupational Therapist)
- Other Administrative Professionals (Communications, Innovation, Auditor, Strategists, Payroll, Purchasing, etc…)

*All central office staff shall be included in a 3% increase of the new midpoint of the paygrade

Additional Areas for Compensation

2023-2024



Stipends

Supplemental Pay

Principal Incentive



Teacher Incentive Allotment
Over $20,000

Opportunity Culture
Over $17,000

QUESTIONS

OUR students...THE future

Our mission is to become the preferred employer in the Permian Basin.

Ector County ISD **Model 1**

Summary of Cost Estimates, 2023-2024

	Total Staff	Count of Increases	Cost Increase	Percent of Current Costs	2022-2023 Current Costs
Teachers, Librarians, and Nurses (RN)					
$60,600 starting salary	**1,825**		**$3,662,726**		**$115,475,350**
[1c] 3.2% general pay increase ($2,000)		1,825	$3,662,726	3.2%	
Administrative Professional	**406**		**$1,820,056**		**$34,026,792**
[1c] 3.0% of pay range midpoint increase		403	$1,108,094	3.3%	
3.0% increase to employees over range max		3	$7,043	0.0%	
Adjustments to 1.0% above pay range minimum		8	$8,076	0.0%	
Placement scale adjustments		179	$635,841	1.9%	
Strategic adjustments		69	$61,002	0.2%	
Technology	**57**		**$159,261**		**$3,639,927**
[1c] 3.0% of pay range midpoint increase		57	$122,448	3.4%	
Placement scale adjustments		0	$0	0.0%	
Strategic adjustments		19	$13,659	0.4%	
Police	**32**		**$64,854**		**$2,127,962**
[1c] 3.0% of pay range midpoint increase		32	$64,854	3.0%	
Clerical Support	**267**		**$398,387**		**$8,286,400**
[1c] 3.0% of pay range midpoint increase		265	$274,435	3.3%	
3.0% increase to employees over range max		2	$2,252	0.0%	
Adjustments to 1.0% above pay range minimum		29	$3,202	0.0%	
Placement scale adjustments		132	$118,498	1.4%	
Instructional Support	**511**		**$584,622**		**$13,317,818**
[1c] 3.0% of pay range midpoint increase		507	$459,332	3.4%	
3.0% increase to employees over range max		4	$5,535	0.0%	
Adjustments to 1.0% above pay range minimum		1	$3,755	0.0%	
Placement scale adjustments		129	$116,000	0.9%	
Auxiliary	**402**		**$562,540**		**$14,225,396**
[1c] 3.0% of pay range midpoint increase		409	$484,020	3.4%	
3.0% increase to employees over range max		10	$7,650	0.1%	
Placement scale adjustments		53	$65,594	0.5%	
School Nutrition	**192**		**$534,602**		**$4,164,114**
[1c] 3.0% of pay range midpoint increase		392	$462,929	11.1%	
3.0% increase to employees over range max		10	$7,650	0.2%	
Placement scale adjustments		50	$58,747	1.4%	
Subtotal - General Pay Increase	**3,692**	**3,919**	**$6,668,968**	**3.4%**	
Subtotal - Implementation/Equity Adjustments		**674**	**$1,118,080**	**0.6%**	
Total Cost Estimate			**$7,787,048**	**4.0%**	**$195,263,759**

Footnotes:

[1c] ***Pay increases were applied to all employees and itemized separately for employees at or above the maximum rate.***

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **ADOPTION OF 2023-2024 OFFICIAL BUDGET**

DATE: June 20, 2023

On June 20, 2023 the 2023-2024 Official Budget is presented for Adoption.

****

Administrative Recommendation:

Adoption of the 2023-2024 Official Budget.

"I move that the ECISD Board of Trustees approve the adoption of the 2023-2024 Official Budget as presented in accordance with the Texas Education Code Section 44 and the Texas Tax Code Chapter 26. The Official Budget includes the General Fund, the School Nutrition Fund, and the Debt Service Fund."

Year Ended
June 30, 2024

BUDGET
SCHOOL YEAR
2023-2024

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

OUR students...THE future

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	011	George H. W. Bush New Tech Odessa	6
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	042	Bonham Middle School	9
	043	Bowie Middle School	10
	044	Crockett Middle School	11
	045	Wilson Young Medal of Honor Middle School	12
	046	Nimitz Middle School	13
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	101	Gale Pond-Alamo Elementary School	15
	102	Austin Elementary School	16
	103	Burleson Elementary School	17
	104	Burnet Elementary School	18
	105	Cameron Elementary School	19
	106	Carver Early Education Center	20
	107	Dowling Elementary School	21
	110	Goliad Elementary School	22
	111	Gonzales Elementary School	23
	112	Hays Elementary Magnet School	24
	113	Sam Houston Elementary School	25
	114	Ireland Elementary Magnet School	26
	115	Lamar Early Education Center	27
	116	Milam Elementary Magnet School	28
	117	Pease Elementary School	29
	118	Reagan Elementary Magnet School	30
	119	Ross Elementary School	31
	121	San Jacinto Elementary School	32
	122	Travis Elementary Magnet School	33
	123	Zavala Elementary Magnet School	34
	124	Noel Elementary Magnet School	35
	125	Blanton Elementary School	36
	126	Fly Elementary School	37
	127	Blackshear Elementary Magnet School	38
	128	Johnson Elementary School	39
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	130	Cavazos Elementary School	41
	131	Downing Elementary School	42
	132	West Elementary School	43
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SECTION I

BOARD INFORMATION

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

President - Chris Stanley
Position 4
Term Expires 2025

Vice-President - Delma Abalos
Position 2
Term Expires 2025

Secretary - Tammy Hawkins
Position 6
Term Expires 2027

Dawn Miller
Position 1
Term Expires 2027

Wayne Woodall
Position 3
Term Expires 2027

Dr. Steve Brown
Position 5
Term Expires 2025

Bob Thayer
Position 7
Term Expires 2027

SECTION II

BUDGET SUMMARIES



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REVENUES, APPROPRIATIONS AND OTHER FINANCING SOURCES
REQUIRED BUDGETS TO ADOPT
2023-2024

Codes		GENERAL FUND 2023-2024 PROPOSED BUDGET	SCHOOL NUTRITION FUND 2023-2024 PROPOSED BUDGET	DEBT SERVICE FUND 2023-2024 PROPOSED BUDGET
REVENUES				
5700	Local and Intermediate	169,500,000	675,320	46,118,500
5800	State	156,203,251	430,300	401,500
5900	Federal	6,000,000	16,958,658	-
	Total - All Revenues	331,703,251	18,064,278	46,520,000
APPROPRIATIONS				
11	Instruction	202,095,977	-	-
12	Instructional Resources and Media Services	2,159,943	-	-
13	Curriculum and Staff Development	8,719,086	-	-
21	Instructional Leadership	5,656,651	-	-
23	School Leadership	21,539,711	-	-
31	Guidance, Counseling and Evaluation Services	13,981,624	-	-
32	Social Work Services	1,811,527	-	-
33	Health Services	3,254,406	-	-
34	Student Transportation	10,125,228	-	-
35	Food Services	8,162,823	18,064,278	-
36	Co/Extra Curricular Activities	9,030,571	-	-
41	General Administration	38,015,291	-	-
51	Plant Maintenance and Operations	3,787,609		-
52	Security and Monitoring Services	10,822,562	-	-
53	Data Processing Services	1,558,309	-	-
61	Community Services	1,294,300	-	-
71	Debt Services	1,500,000	-	46,520,000
81	Facilities Acquisition and Construction			
92	Recapture Payment to state	-	-	-
93	Recapture Incremental Costs	-	-	-
99	Intergovernmental Charges	2,132,882	-	-
	Total - All Appropriations	345,648,500	18,064,278	46,520,000
OTHER FINANCING SOURCES/(USES)				
7000	Other Financing Sources	(550,000)	-	-
8000	Other Financing Uses	525,000		
	Total - Other Financing Sources (Uses)	(25,000)	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	(13,920,249)	-	-
	Fund Balance Beginning (Estimated)	100,495,046	7,190,505	16,400,000
		(13,920,049)		
3000	Fund Balance Ending (Estimated)	86,574,997	7,190,505	16,400,000

Ector County Independent School District
General Operating Fund 199
Adopted Budget by Function and Object
for Fiscal Year 2023 - 2024
at June 20, 2023

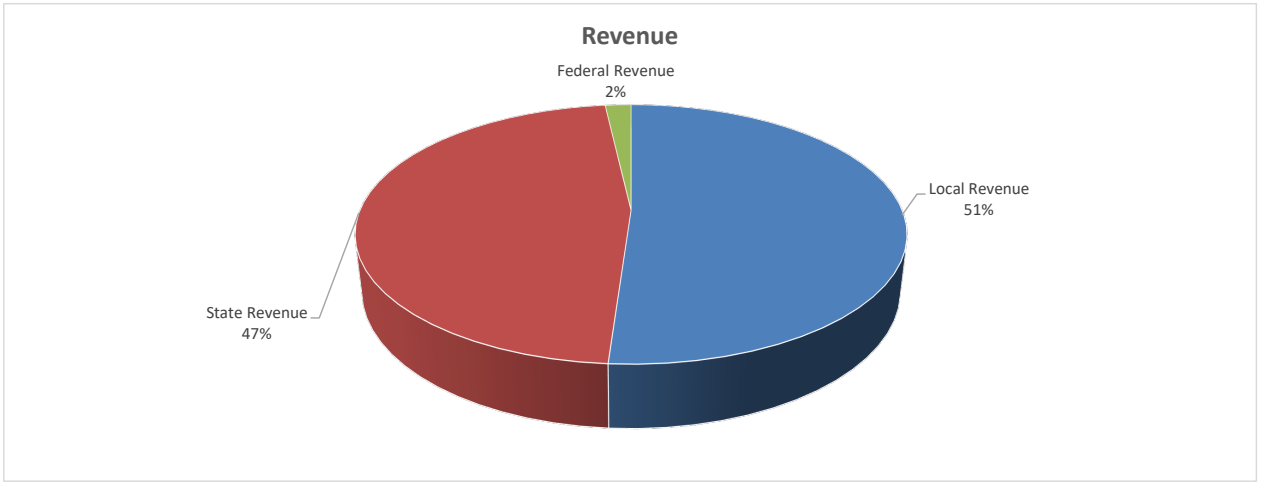
Object Code	Estimated Revenue	Per Enrolled 33,500	2023 - 2024 Budget	
5700	Local Revenue	$ 5,060	$ 169,500,000	(Includes property tax collections which are based on CURRENT YEAR estimated valuations)
5800	State Revenue	$ 4,663	$ 156,203,251	
5900	Federal Revenue	$ 179	$ 6,000,000	
	Total Revenues		**$ 331,703,251**	
7900	Other Sources	$ 16	$ 550,000	
	Total Estimated Revenue & Other Sources	$ 9,918	**$ 332,253,251**	

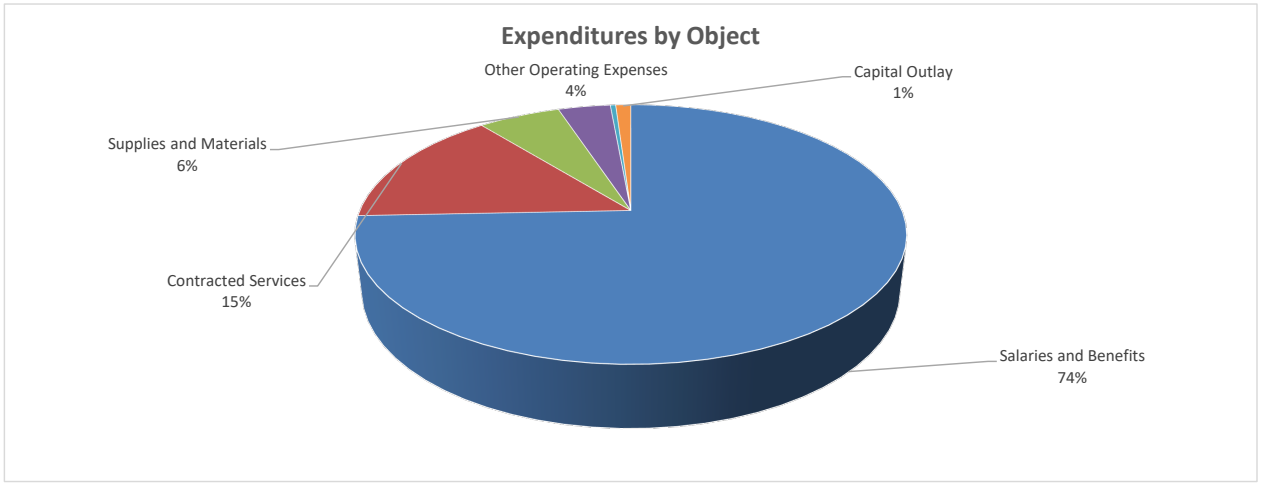
Function Code	Budgeted Expenditures	%	Per Enrolled 33,500	Totals	Payroll 6100	Services 6200	Supplies 6300	Travel/Misc 6400	Debt 6500	Capital Exp 6600
11	Instruction	58%	$ 6,033	$ 202,095,977	$ 166,542,063	$ 24,651,250	$ 9,356,737	$ 1,247,927	$ -	$ 298,000
12	Instructional Resources & Media S	1%	$ 64	$ 2,159,943	$ 1,894,457	$ 43,800	$ 129,686	$ 60,000	$ -	$ 32,000
13	Curr & Instructional Staff Develop	3%	$ 260	$ 8,719,086	$ 6,603,432	$ 803,330	$ 456,826	$ 846,498	$ -	$ 9,000
21	Instructional Leadership	2%	$ 169	$ 5,656,651	$ 4,803,171	$ 209,200	$ 344,647	$ 289,633	$ -	$ 10,000
23	School Leadership	6%	$ 643	$ 21,539,711	$ 19,876,204	$ 168,070	$ 1,127,036	$ 365,401	$ -	$ 3,000
31	Guidance & Counseling Services	4%	$ 417	$ 13,981,624	$ 12,092,924	$ 365,111	$ 1,373,639	$ 148,450	$ -	$ 1,500
32	Social Services	1%	$ 54	$ 1,811,527	$ 931,278	$ 815,224	$ 37,245	$ 24,780	$ -	$ 3,000
33	Health Services	1%	$ 97	$ 3,254,406	$ 3,127,577	$ 14,100	$ 74,415	$ 37,314	$ -	$ 1,000
34	Pupil Transportation	3%	$ 302	$ 10,125,228	$ 6,201,928	$ 570,500	$ 1,611,800	$ 334,000	$ -	$ 1,407,000
36	Co-Curricular Activities	2%	$ 244	$ 8,162,823	$ 3,408,223	$ 934,000	$ 650,300	$ 3,162,300	$ -	$ 8,000
41	General Administration	3%	$ 270	$ 9,030,571	$ 6,331,778	$ 1,411,580	$ 308,520	$ 960,693	$ -	$ 18,000
51	Plant Maintenance	11%	$ 1,135	$ 38,015,291	$ 16,012,491	$ 13,744,800	$ 3,168,450	$ 4,751,150	$ -	$ 338,400
52	Security & Monitoring Services	1%	$ 113	$ 3,787,609	$ 3,086,417	$ 376,000	$ 251,944	$ 72,248	$ -	$ 1,000
53	Data Processing Services	3%	$ 323	$ 10,822,562	$ 4,748,166	$ 4,886,560	$ 926,506	$ 226,330	$ -	$ 35,000
61	Community Services	0%	$ 47	$ 1,558,309	$ 1,323,509	$ 44,600	$ 71,300	$ 117,400	$ -	$ 1,500
71	Debt Service	0%	$ 39	$ 1,294,300	$ -	$ -	$ -	$ -	$ 1,294,300	$ -
81	Facilities Acquisition and Construc	0%	$ 45	$ 1,500,000	$ -	$ -	$ -	$ -	$ -	$ 1,500,000
91	Recapture Payment to state	0%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
92	Recapture Incremental Costs	0%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
93	Shared Service Arrangement	0%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
99	Inter-Governmental Charges	1%	$ 64	$ 2,132,882	$ -	$ 2,132,882	$ -	$ -	$ -	$ -
	Total Budgeted Expenditures	100%	10,318	**$ 345,648,500**	**$ 256,983,618**	**$ 51,171,007**	**$ 19,889,051**	**$ 12,644,124**	**$ 1,294,300**	**$ 3,666,400**
					74.3%	**14.8%**	**5.8%**	**3.7%**	**0.4%**	**1.1%**
00-8XXX	Other Uses		$ 16	**525,000**						
	Total Exp & Operating Transfer Out		$ 10,334	**346,173,500**						
Estimated Increase (Decrease) to Fund Balance				**$ (13,920,249)**						

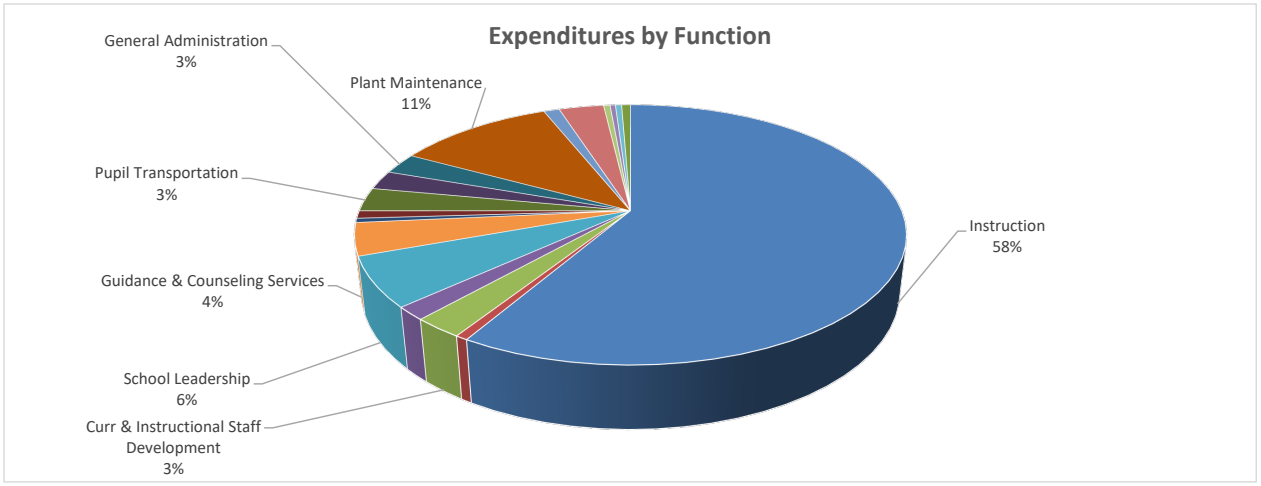
Expenditure Object Code Summary

6100	Salaries and Benefits	$ 7,671	$ 256,983,618		
6200	Contracted Services	$ 1,527	$ 51,171,007	(includes recapture obj 6224 if any and lobbying obj 6214)	$ 4,000
6300	Supplies and Materials	$ 594	$ 19,889,051		
6400	Other Operating Expenses	$ 377	$ 12,644,124	(includes statutorily required postings in newspaper obj 6491)	$ 16,675
6500	Debt Service	$ 39	$ 1,294,300		
6600	Capital Outlay	$ 109	$ 3,666,400		
8900	Other Uses	$ 16	$ 525,000		
	Total Exp & Operating Transfer Out	$ 10,334	**$ 346,173,500**		
			$ -		

Estimated Fund Balance at of 6/30/23	**$ 100,495,046**
Estimated Fund Balance at of 6/30/24	**$ 86,574,997**
Estimated Change in Fund Balance	$ (13,920,049)


Revenue
Federal Revenue
2%
Local Revenue
51%
State Revenue
47%

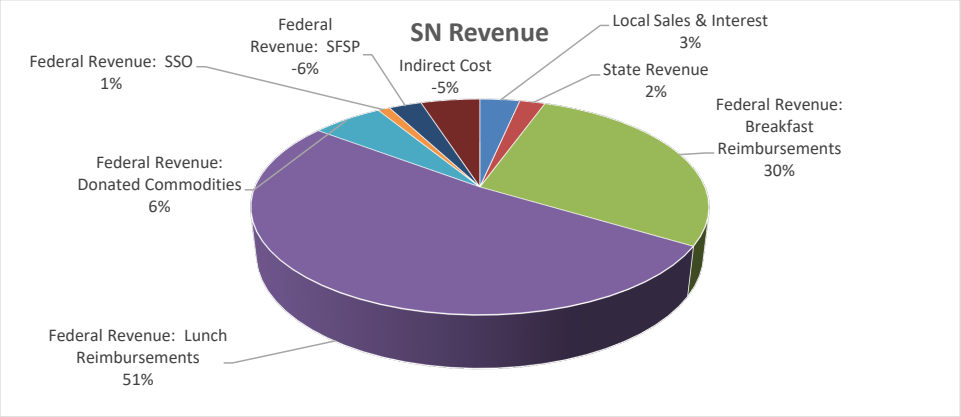

Expenditures by Object
Other Operating Expenses
4%
Capital Outlay
1%
Supplies and Materials
6%
Contracted Services
15%
Salaries and Benefits
74%


Expenditures by Function
General Administration
3%
Plant Maintenance
11%
Pupil Transportation
3%
Instruction
58%
Guidance & Counseling Services
4%
School Leadership
6%
Curr & Instructional Staff
Development
3%

Ector County Independent School District
School Nutrition Fund 240
Statement of Revenues and Expenditures
Budget 2023/2024
as of 6/20/23

REVENUE

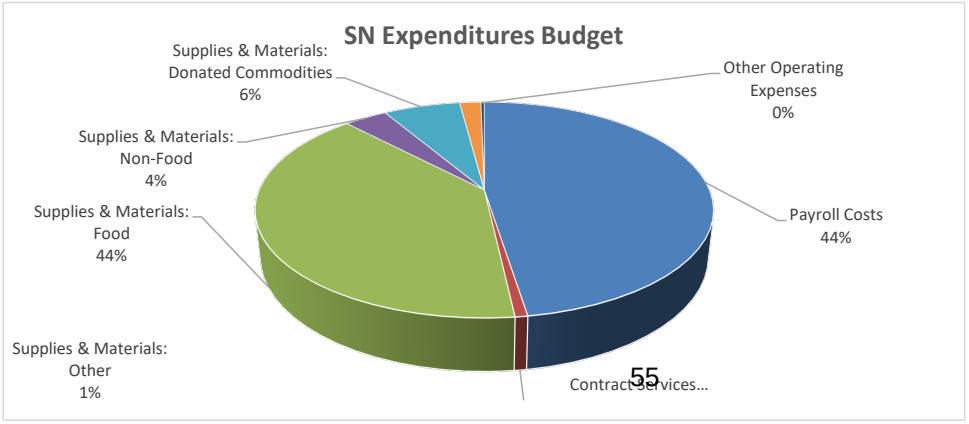
Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 33,500
5700	Local Sales & Interest	$ 675,320	4%	
5800	State Revenue	$ 430,300	2%	
5921	Federal Revenue: Breakfast Reimbursements	$ 5,638,262	31%	
5922	Federal Revenue: Lunch Reimbursements	$ 10,364,720	57%	
5923	Federal Revenue: Donated Commodities	$ 1,198,136	7%	
5929	Federal Revenue: SSO	$ 204,540	1%	
5939	Federal Revenue: SFSP	$ 553,000	3%	
5929-01	Indirect Cost	$ (1,000,000)	-6%	
Total Revenue		**$ 18,064,278**	100%	$ 539



EXPENDITURES

Object Code	Fn Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 33,500
6100	35	Payroll Costs	$ 8,541,566	47%	
6200	35	Contracted Services	$ 134,000	1%	
6341	35	Supplies & Materials: Food	$ 7,128,576	40%	
6342	35	Supplies & Materials: Non-Food	$ 650,000	4%	
6344	35	Supplies & Materials: Donated Commodities	$ 1,161,136	6%	
63xx	35	Supplies & Materials: Other	$ 321,000	2%	
6400	35	Other Operating Expenses	$ 53,000	0%	
			$ 17,989,278	100%	$ 537
6600		Capital Outlay	$ 75,000		
Total Expenditures			**$ 18,064,278**		$ 539

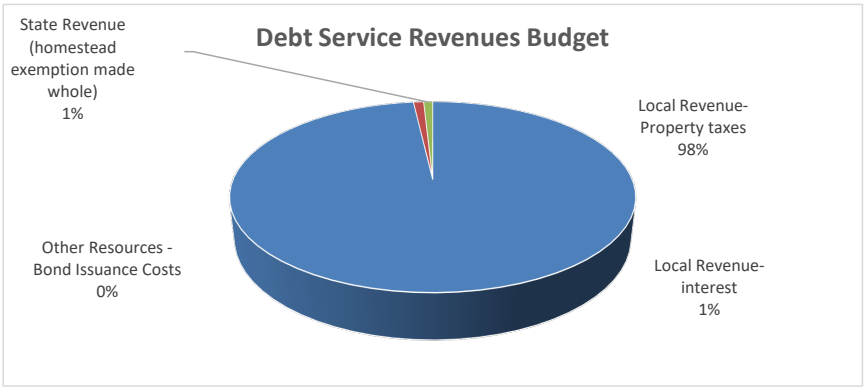
	$ -
Fund Balance estimated at 6/30/23	$ 7,190,505
Change estimated during 2022/23	$ -
Fund Balance estimated 6/30/24	$ 7,190,505



Ector County Independent School District
Debt Service Fund 599
Revenues and Expenditures
Budget FY 2023/24
at 6/20/23

REVENUE

Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 33,500
571x	Local Revenue-Property taxes	$ 45,668,232	98%	
574x	Local Revenue-interest	$ 450,268	1%	
5800	State Revenue (homestead exemption made whole)	$ 401,500	1%	
7900	Other Resources - Bond Issuance Costs	$ -	0%	
Total Revenue		**$ 46,520,000**	100%	$ 1,389



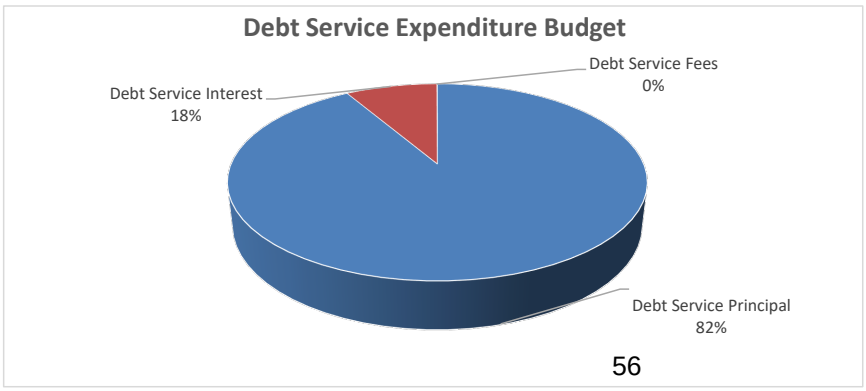
EXPENDITURES

Object Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 33,500
6511	Debt Service Principal	$ 42,580,000	92%	
6521	Debt Service Interest	$ 3,922,072	8%	
6524	Debt Service - Bond Issuance Costs	$ -	0%	
6599	Debt Service Fees	$ 17,928	0%	
8900	Debt Service - Bond Issuance Costs		0%	
Total Expenditures - Function 71		**$ 46,520,000**	100%	$ 1,389
		$ -		

Net Change in Fund Balance

Fund Balance estimated at 6/30/23	$ 16,400,000
Change estimated during 2023/24	$ -
Fund Balance estimated 6/30/24	$ 16,400,000

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



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
COMPARISON OF CURRENT AND PROPOSED APPROPRIATIONS
2023-2024

Campus / Department	Campus/Department Name	2023 Adopted Budget	Student Count	Per Pupil	2024 Proposed Budget	Student Count	Per Pupil
002	**ODESSA HIGH SCHOOL**	**$ 25,542,323**	**3914**	**$ 6,526**	**$ 25,549,452**	**3874**	**$ 6,595**
61		$ 22,968,663			$ 22,444,257		
62		$ 921,450			$ 1,085,000		
63		$ 1,147,450			$ 1,236,485		
64		$ 504,760			$ 783,710		
003	**PERMIAN HIGH SCHOOL**	**$ 24,767,234**	**3734**	**$ 6,633**	**$ 26,012,651**	**3978**	**$ 6,539**
61		$ 22,417,602			$ 23,225,092		
62		$ 933,182			$ 1,096,375		
63		$ 953,850			$ 930,384		
64		$ 462,600			$ 760,800		
004	**ALTERNATIVE EDUCATION CENTER**	**$ 2,370,893**	**31**	**$ 76,480**	**$ 1,744,173**	**129**	**$ 13,521**
61		$ 2,306,131			$ 1,692,923		
62		$ -			$ -		
63		$ 42,012			$ 30,500		
64		$ 22,750			$ 20,750		
005	**YOUTH CENTER**	**$ 248,169**	**12**	**$ 20,681**	**$ 212,315**	**18**	**$ 11,795**
61		$ 160,163			$ 127,315		
62		$ 70,000			$ 70,000		
63		$ 16,006			$ 13,000		
64		$ 2,000			$ 2,000		
009	**STEM ACADEMY**	**$ 5,060,510**	**775**	**$ 6,530**	**$ 7,700,000**	**766**	**$ 10,052**
61		$ 3,855,123			$ 4,000,000		
62		$ 1,205,387			$ 3,700,000		
011	**GEORGE HW BUSH NEW TECH ODESSA**	**$ 2,883,611**	**440**	**$ 6,554**	**$ 2,930,632**	**460**	**$ 6,371**
61		$ 2,415,371			$ 2,527,384		
62		$ 155,000			$ 156,000		
63		$ 192,662			$ 151,720		
64		$ 120,578			$ 95,528		
014	**ODESSA CAREER & TECHNICAL ECHS**	**$ 2,394,967**	**348**	**$ 6,882**	**$ 732,890**	**358**	**$ 2,047**
61		$ 1,658,383			$ 41,906		
62		$ 300,192			$ 486,200		
63		$ 267,392			$ 186,764		
64		$ 169,000			$ 18,020		
015	**ODESSA COLLEGIATE ACADEMY**	**$ 2,468,050**	**372**	**$ 6,635**	**$ 763,283**	**429**	**$ 1,779**
61		$ 1,806,461			$ 56,676		
62		$ 300,200			$ 574,200		
63		$ 172,639			$ 91,307		
64		$ 188,750			$ 41,100		
042	**BONHAM MIDDLE SCHOOL**	**$ 6,572,892**	**970**	**$ 6,776**	**$ 7,489,550**	**867**	**$ 8,638**
61		$ 6,352,010			$ 7,239,163		
62		$ 48,500			$ 52,225		
63		$ 164,682			$ 155,212		
64		$ 7,700			$ 42,950		
043	**BOWIE MIDDLE SCHOOL**	**$ 7,295,854**	**1013**	**$ 7,202**	**$ 6,721,138**	**914**	**$ 7,354**
61		$ 7,033,532			$ 6,425,276		
62		$ 97,000			$ 106,650		
63		$ 138,617			$ 145,257		
64		$ 26,705			$ 43,955		
044	**CROCKETT MIDDLE SCHOOL**	**$ 7,417,860**	**999**	**$ 7,425**	**$ 7,387,783**	**1036**	**$ 7,131**
61		$ 7,179,815			$ 7,114,156		
62		$ 36,750			$ 48,750		
63		$ 181,845			$ 187,177		
64		$ 19,450			$ 37,700		
045	**WILSON YOUNG MOH MIDDLE SCHOOL**	**$ 7,424,664**	**1250**	**$ 5,940**	**$ 7,298,031**	**1245**	**$ 5,862**
61		$ 7,177,756			$ 7,010,216		
62		$ 41,000			$ 54,875		
63		$ 193,408			$ 205,190		
64		$ 12,500			$ 27,750		
046	**NIMITZ MIDDLE SCHOOL**	**$ 8,210,576**	**1429**	**$ 5,746**	**$ 8,612,949**	**1303**	**$ 6,610**
61		$ 7,922,495			$ 8,286,074		
62		$ 35,800			$ 50,975		
63		$ 239,606			$ 246,975		
64		$ 12,675			$ 28,925		
047	**ECTOR MIDDLE SCHOOL**	**$ 12,440,452**	**1385**	**$ 8,982**	**$ 14,116,000**	**1384**	**$ 10,199**
61		$ -			$ -		
62		$ 12,350,452			$ 14,100,000		
63		$ 38,000			$ 13,500		
64		$ 2,000			$ 2,500		
65		$ 50,000			$ -		

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
COMPARISON OF CURRENT AND PROPOSED APPROPRIATIONS
2023-2024

101	**ALAMO ELEMENTARY SCHOOL**	**$ 2,118,995**	**346**	**$ 6,124**	**$ 1,999,924**	**317**	**$ 6,309**
61		$ 2,054,872			$ 1,942,192		
62		$ -			$ 1,800		
63		$ 58,123			$ 55,432		
64		$ 6,000			$ 500		
102	**AUSTIN ELEMENTARY SCHOOL**	**$ 3,379,276**	**512**	**$ 6,600**	**$ 3,452,463**	**537**	**$ 6,429**
61		$ 3,263,516			$ 3,342,845		
62		$ 5,400			$ 5,770		
63		$ 74,360			$ 67,848		
64		$ 36,000			$ 36,000		
103	**BURLESON ELEMENTARY SCHOOL**	**$ 2,940,206**	**435**	**$ 6,759**	**$ 2,641,407**	**413**	**$ 6,396**
61		$ 2,873,971			$ 2,533,806		
62		$ -			$ 42,780		
63		$ 58,700			$ 59,321		
64		$ 7,535			$ 5,500		
104	**BURNET ELEMENTARY SCHOOL**	**$ 2,597,051**	**414**	**$ 6,273**	**$ 2,506,639**	**389**	**$ 6,444**
61		$ 2,525,501			$ 2,437,022		
62		$ 7,000			$ 7,000		
63		$ 60,550			$ 59,617		
64		$ 4,000			$ 3,000		
105	**CAMERON ELEMENTARY SCHOOL**	**$ 3,044,087**	**582**	**$ 5,230**	**$ 3,786,397**	**613**	**$ 6,177**
61		$ 2,935,007			$ 3,670,320		
62		$ -			$ -		
63		$ 84,080			$ 101,077		
64		$ 25,000			$ 15,000		
106	**CARVER EARLY EDUCATION CENTER**	**$ 2,965,447**	**313**	**$ 9,474**	**$ 2,549,809**	**363**	**$ 7,024**
61		$ 2,915,663			$ 2,489,478		
62		$ 300			$ 300		
63		$ 43,712			$ 50,031		
64		$ 5,772			$ 10,000		
107	**DOWLING ELEMENTARY SCHOOL**	**$ 2,729,533**	**377**	**$ 7,240**	**$ 3,383,111**	**440**	**$ 7,689**
61		$ 2,660,429			$ 3,310,105		
62		$ 500			$ 500		
63		$ 68,604			$ 72,506		
64		$ -			$ -		
110	**GOLIAD ELEMENTARY SCHOOL**	**$ 3,265,738**	**572**	**$ 5,709**	**$ 3,416,270**	**606**	**$ 5,637**
61		$ 3,181,381			$ 3,318,834		
62		$ -			$ -		
63		$ 81,107			$ 92,186		
64		$ 3,250			$ 5,250		
111	**GONZALES ELEMENTARY SCHOOL**	**$ 2,772,058**	**478**	**$ 5,799**	**$ 2,787,434**	**497**	**$ 5,609**
61		$ 2,707,452			$ 2,712,576		
62		$ -			$ -		
63		$ 64,606			$ 69,858		
64		$ -			$ 5,000		
112	**HAYS ELEMENTARY MAGNET SCHOOL**	**$ 2,860,795**	**415**	**$ 6,893**	**$ 2,853,475**	**460**	**$ 6,203**
61		$ 2,799,830			$ 2,778,737		
62		$ -			$ -		
63		$ 47,865			$ 61,238		
64		$ 13,100			$ 13,500		
113	**SAM HOUSTON ELEMENTARY SCHOOL**	**$ 2,562,507**	**357**	**$ 7,178**	**$ 2,522,328**	**392**	**$ 6,435**
61		$ 2,507,601			$ 2,455,987		
62		$ -			$ -		
63		$ 50,906			$ 59,341		
64		$ 4,000			$ 7,000		
114	**IRELAND ELEMENTARY MAGNET SCH**	**$ 2,612,356**	**436**	**$ 5,992**	**$ 2,425,398**	**446**	**$ 5,438**
61		$ 2,549,606			$ 2,361,981		
62		$ 3,000			$ 3,000		
63		$ 55,650			$ 53,417		
64		$ 4,100			$ 7,000		
115	**LAMAR EARLY EDUCATION CENTER**	**$ 3,048,880**	**432**	**$ 7,058**	**$ 3,004,818**	**491**	**$ 6,120**
61		$ 2,984,303			$ 2,922,793		
62		$ -			$ 500		
63		$ 54,137			$ 71,025		
64		$ 10,440			$ 10,500		
116	**MILAM ELEMENTARY MAGNET SCHOOL**	**$ 4,217,908**	**622**	**$ 6,781**	**$ 3,830,689**	**642**	**$ 5,967**
61		$ 4,118,813			$ 3,715,903		
62		$ 800			$ 800		
63		$ 87,295			$ 104,486		
64		$ 11,000			$ 9,500		

117	**PEASE ELEMENTARY SCHOOL**	**$ 3,241,562**	**557**	**$ 5,820**	**$ 3,440,832**	**589**	**$ 5,842**
61		$ 3,162,741			$ 3,353,642		
62		$ 4,500			$ 5,000		
63		$ 68,821			$ 75,690		
64		$ 5,500			$ 6,500		
118	**REAGAN ELEMENTARY MAGNET SCHOO**	**$ 3,539,901**	**607**	**$ 5,832**	**$ 3,555,292**	**625**	**$ 5,688**
61		$ 3,450,051			$ 3,463,216		
62		$ -			$ -		
63		$ 84,850			$ 87,076		
64		$ 5,000			$ 5,000		
119	**ROSS ELEMENTARY SCHOOL**	**$ 2,488,346**	**382**	**$ 6,514**	**$ 2,829,187**	**408**	**$ 6,934**
61		$ 2,440,676			$ 2,769,315		
62		$ -			$ 1,000		
63		$ 40,395			$ 49,597		
64		$ 7,275			$ 9,275		
121	**SAN JACINTO ELEMENTARY SCHOOL**	**$ 2,693,418**	**473**	**$ 5,694**	**$ 2,394,020**	**396**	**$ 6,046**
61		$ 2,627,943			$ 2,329,446		
62		$ -			$ -		
63		$ 55,975			$ 53,074		
64		$ 9,500			$ 11,500		
122	**TRAVIS ELEMENTARY MAGNET SCHOO**	**$ 2,478,636**	**286**	**$ 8,667**	**$ 2,362,580**	**300**	**$ 7,875**
61		$ 2,425,946			$ 2,307,466		
62		$ -			$ -		
63		$ 44,690			$ 47,114		
64		$ 8,000			$ 8,000		
123	**ZAVALA ELEMENTARY MAGNET SCHOO**	**$ 3,890,555**	**391**	**$ 9,950**	**$ 3,071,835**	**448**	**$ 6,857**
61		$ 3,825,975			$ 2,989,655		
62		$ -			$ -		
63		$ 64,580			$ 73,180		
64		$ -			$ 9,000		
124	**NOEL ELEMENTARY MAGNET SCHOOL**	**$ 2,466,683**	**445**	**$ 5,543**	**$ 2,601,972**	**451**	**$ 5,769**
61		$ 2,407,765			$ 2,534,039		
62		$ 1,000			$ 1,000		
63		$ 54,168			$ 60,698		
64		$ 3,750			$ 6,235		
125	**BLANTON ELEMENTARY SCHOOL**	**$ 3,063,539**	**506**	**$ 6,054**	**$ 3,012,591**	**502**	**$ 6,001**
61		$ 2,994,566			$ 2,938,079		
62		$ -			$ -		
63		$ 48,000			$ 63,512		
64		$ 20,973			$ 11,000		
126	**FLY ELEMENTARY SCHOOL**	**$ 5,103,663**	**947**	**$ 5,389**	**$ 5,657,787**	**998**	**$ 5,669**
61		$ 4,959,540			$ 5,497,254		
62		$ 1,500			$ 1,500		
63		$ 132,623			$ 143,533		
64		$ 10,000			$ 15,500		
127	**BLACKSHEAR ELEMENTARY MAGNET S**	**$ 3,521,778**	**602**	**$ 5,850**	**$ 3,887,608**	**672**	**$ 5,785**
61		$ 3,415,773			$ 3,765,378		
62		$ -			$ 2,000		
63		$ 96,205			$ 105,230		
64		$ 9,800			$ 15,000		
128	**JOHNSON ELEMENTARY SCHOOL**	**$ 3,147,812**	**576**	**$ 5,465**	**$ 3,019,673**	**517**	**$ 5,841**
61		$ 3,065,888			$ 2,936,972		
62		$ -			$ -		
63		$ 80,924			$ 73,201		
64		$ 1,000			$ 9,500		
129	**JORDAN ELEMENTARY SCHOOL**	**$ 4,321,823**	**779**	**$ 5,548**	**$ 4,358,774**	**854**	**$ 5,104**
61		$ 4,227,108			$ 4,238,614		
62		$ 1,500			$ 2,000		
63		$ 86,553			$ 105,660		
64		$ 6,662			$ 12,500		
130	**CAVAZOS ELEMENTARY SCHOOL**	**$ 3,790,534**	**658**	**$ 5,761**	**$ 4,076,565**	**680**	**$ 5,995**
61		$ 3,686,696			$ 3,970,139		
62		$ 1,700			$ 3,000		
63		$ 102,138			$ 93,426		
64		$ -			$ 10,000		
131	**DOWNING ELEMENTARY SCHOOL**	**$ 4,021,561**	**833**	**$ 4,828**	**$ 4,337,850**	**817**	**$ 5,309**
61		$ 3,904,761			$ 4,165,950		
62		$ -			$ 40,000		
63		$ 113,800			$ 121,900		
64		$ 3,000			$ 10,000		

132	**WEST ELEMENTARY SCHOOL**	**$ 3,968,723**	**652**	**$ 6,087**	**$ 4,020,528**	**680**	**$ 5,913**
61		$ 3,866,422			$ 3,915,347		
62		$ 300			$ 1,000		
63		$ 92,001			$ 92,181		
64		$ 10,000			$ 12,000		
133	**BUICE ELEMENTARY SCHOOL**	**$ 4,311,454**	**837**	**$ 5,151**	**$ 4,132,915**	**843**	**$ 4,903**
61		$ 4,206,906			$ 4,018,491		
62		$ 5,000			$ 5,000		
63		$ 74,098			$ 85,724		
64		$ 25,450			$ 23,700		
134	**ODESSA Y LEARNING CENTER**	**$ 572,836**	**200**	**$ 2,864**	**$ 1,323,799**	**192**	**$ 6,895**
61		$ 20,836			$ 23,799		
62		$ 552,000			$ 1,300,000		
63		$ -			$ -		
64		$ -			$ -		
191	**REGIONAL DAY SCHOOL FOR DEAF**	**$ -**			**$ 5,723**		
61		$ -			$ 5,723		
690	**TEEN PARENT SERVICES**	**$ 326,068**			**$ 341,333**		
61		$ 223,961			$ 242,226		
62		$ 51,600			$ 50,100		
63		$ 40,339			$ 40,339		
64		$ 10,168			$ 8,668		
691	**DYSLEXIA SUPPORT**	**$ 1,108,896**			**$ 3,729,547**		
61		$ 958,896			$ 3,600,547		
62		$ 50,000			$ 45,000		
63		$ 61,000			$ 51,000		
64		$ 39,000			$ 33,000		
693	**ENGLISH LEARNERS SUPPORT**	**$ 241,151**			**$ 244,322**		
61		$ 233,151			$ 236,322		
64		$ 8,000			$ 8,000		
698	**ADVANCED TECHNICAL CENTER**	**$ 3,673,884**			**$ 676,300**		
61		$ 2,967,052			$ -		
62		$ 77,167			$ 55,500		
63		$ 318,444			$ 428,000		
64		$ 311,221			$ 192,800		
699	**SUMMER SCHOOL**	**$ 2,185,393**			**$ 3,948,424**		
61		$ 1,525,293			$ 3,132,924		
62		$ 290,100			$ 286,500		
63		$ 128,500			$ 274,500		
64		$ 241,500			$ 254,500		
701	**SUPERINTENDENT OFFICE**	**$ 674,311**			**$ 995,432**		
61		$ 515,887			$ 875,132		
62		$ 71,924			$ 59,300		
63		$ 5,750			$ 6,750		
64		$ 80,750			$ 54,250		
702	**BOARD OF TRUSTEES**	**$ 630,500**			**$ 485,500**		
62		$ 524,600			$ 329,600		
63		$ 400			$ 1,900		
64		$ 105,500			$ 154,000		
703	**TAX SERVICES**	**$ 2,440,000**			**$ 2,579,382**		
62		$ 2,440,000			$ 2,579,382		
704	**INTERNAL AUDIT**	**$ 182,991**			**$ 95,121**		
61		$ 169,236			$ 80,996		
62		$ 2,700			$ 2,700		
63		$ 3,200			$ 3,200		
64		$ 7,855			$ 8,225		
705	**ECISD DEVELOPMENT OFFICE**	**$ 559,407**			**$ 561,213**		
61		$ 440,972			$ 450,213		
62		$ 22,810			$ 16,600		
63		$ 49,400			$ 47,000		
64		$ 46,225			$ 47,400		
810	**ACCELERATION ACADEMIES**	**$ 1,000,000**			**$ -**		
62		$ 1,000,000			$ -		
811	**DAYCARE**	**$ 28,000**			**$ 850,034**		
61		$ -			$ 808,034		
62		$ -			$ -		
63		$ 16,000			$ 23,000		
64		$ 12,000			$ 19,000		

847	**POST SECONDARY EDUCATION**	**$ 15,000**			**$ 13,500**		
61		$ -			$ -		
62		$ 2,000			$ -		
63		$ 7,000			$ 7,000		
64		$ 6,000			$ 6,500		
848	**EARLY CHILDHOOD**	**$ 192,324**			**$ 194,629**		
61		$ 87,719			$ 82,944		
62		$ 17,750			$ 30,400		
63		$ 64,650			$ 64,650		
64		$ 22,205			$ 16,635		
849	**LITERACY**	**$ 240,845**			**$ 190,045**		
61		$ -			$ -		
62		$ 180,350			$ 129,850		
63		$ 46,750			$ 44,750		
64		$ 13,745			$ 15,445		
850	**TALENT DEVELOPMENT**	**$ 1,446,989**			**$ 1,322,105**		
61		$ 853,639			$ 700,355		
62		$ 228,600			$ 252,800		
63		$ 295,850			$ 301,050		
64		$ 68,900			$ 67,900		
851	**CURRICULUM & INSTRUCTION**	**$ 4,987,045**			**$ 5,502,411**		
61		$ 1,540,474			$ 1,603,448		
62		$ 1,858,500			$ 1,993,000		
63		$ 1,415,871			$ 1,792,763		
64		$ 172,200			$ 113,200		
852	**ACCNTABILITY, ASMT, & SCHL IMP**	**$ 1,645,328**			**$ 1,962,512**		
61		$ 548,052			$ 708,539		
62		$ 66,820			$ 203,788		
63		$ 1,019,206			$ 1,027,985		
64		$ 11,250			$ 22,200		
853	**ECISD POLICY**	**$ 65,570**			**$ 68,116**		
61		$ 53,570			$ 57,116		
62		$ 4,800			$ 4,800		
63		$ 1,200			$ 2,400		
64		$ 6,000			$ 3,800		
854	**AVID**	**$ 751,850**			**$ 750,271**		
61		$ 322,915			$ 333,836		
62		$ 10,000			$ 10,000		
63		$ 291,235			$ 291,235		
64		$ 127,700			$ 115,200		
855	**GUIDANCE & COUNSELING**	**$ 806,875**			**$ 751,616**		
61		$ 441,075			$ 439,293		
62		$ 188,900			$ 188,823		
63		$ 127,900			$ 67,000		
64		$ 49,000			$ 56,500		
856	**STUDENT ASSISTANCE SERVICES**	**$ 1,281,855**			**$ 955,172**		
61		$ 616,702			$ 635,235		
62		$ 97,780			$ 280,024		
63		$ 422,473			$ 36,033		
64		$ 144,900			$ 3,880		
858	**CHOICE PROGRAMS**	**$ 98,855**			**$ 130,200**		
62		$ 45,000			$ 74,000		
63		$ 41,355			$ 34,600		
64		$ 12,500			$ 21,600		
861	**FINE ARTS DEPARTMENT**	**$ 663,167**			**$ 761,022**		
61		$ 377,767			$ 301,172		
62		$ 36,300			$ 27,000		
63		$ 194,650			$ 37,000		
64		$ 54,450			$ 395,850		
862	**PHYSICAL EDUCATION & HEALTH**	**$ 105,214**			**$ 101,806**		
61		$ 50,214			$ 51,306		
62		$ 5,000			$ 5,000		
63		$ 23,000			$ 22,000		
64		$ 27,000			$ 23,500		
864	**INFORMATION TECHNOLOGY**	**$ 15,094,925**			**$ 11,180,908**		
61		$ 3,554,627			$ 3,420,937		
62		$ 5,394,146			$ 5,407,960		
63		$ 5,871,727			$ 2,250,111		
64		$ 274,425			$ 101,900		

871	**SPECIAL EDUCATION**	**$ 6,583,636**			**$ 7,454,929**		
61		$ 6,104,636			$ 7,005,429		
62		$ 186,150			$ 163,700		
63		$ 159,500			$ 164,750		
64		$ 133,350			$ 121,050		
875	**BILINGUAL EDUCATION**	**$ 1,811,218**			**$ 1,523,083**		
61		$ 1,041,065			$ 1,089,902		
62		$ 233,125			$ 216,200		
63		$ 468,473			$ 173,203		
64		$ 68,555			$ 43,778		
876	**FEDERAL/TITLE PROGRAMS**	**$ 235,491**			**$ 236,013**		
61		$ 179,733			$ 177,355		
63		$ 50,858			$ 52,108		
64		$ 4,900			$ 6,550		
877	**INNOVATION**	**$ 646,880**			**$ -**		
61		$ 420,880			$ -		
62		$ 125,000			$ -		
63		$ 60,000			$ -		
64		$ 41,000			$ -		
881	**ADVANCED ACADEMIC SERVICES**	**$ 1,353,306**			**$ 1,533,896**		
61		$ 887,000			$ 1,034,866		
62		$ 179,361			$ 155,300		
63		$ 142,880			$ 202,895		
64		$ 144,065			$ 140,835		
882	**STUDENT ADMISSIONS & TRANSFERS**	**$ 106,900**			**$ 107,481**		
61		$ 98,600			$ 98,181		
62		$ -			$ -		
63		$ 7,300			$ 7,300		
64		$ 1,000			$ 2,000		
886	**NURSING SERVICES**	**$ 407,901**			**$ 498,931**		
61		$ 290,911			$ 387,252		
62		$ 14,100			$ 14,100		
63		$ 74,265			$ 74,265		
64		$ 28,625			$ 23,314		
889	**SCHOOL LEADERSHIP**	**$ 1,613,001**			**$ 1,309,409**		
61		$ 1,340,351			$ 1,084,209		
62		$ 103,000			$ 118,000		
63		$ 55,850			$ 35,000		
64		$ 113,800			$ 72,200		
891	**CAREER & TECHNOLOGY**	**$ 286,963**			**$ 398,869**		
61		$ 275,263			$ 380,669		
62		$ -			$ -		
63		$ 9,900			$ 9,900		
64		$ 1,800			$ 8,300		
893	**STUDENT & SCHOOL SUPPORT**	**$ 672,920**			**$ 887,512**		
61		$ 639,170			$ 690,262		
62		$ 9,000			$ 79,500		
63		$ 5,250			$ 108,250		
64		$ 19,500			$ 9,500		
894	**CHOICE SCHOOL, ACCESS & SUPPRT**	**$ 67,700**			**$ 26,200**		
62		$ 50,000			$ 15,000		
63		$ 6,700			$ 6,700		
64		$ 11,000			$ 4,500		
897	**INSTR MATERIALS**	**$ 356,643**			**$ 368,228**		
61		$ 312,693			$ 328,728		
62		$ 500			$ 1,300		
63		$ 35,150			$ 32,900		
64		$ 8,300			$ 5,300		
901	**COMMUNICATIONS**	**$ 529,076**			**$ 530,985**		
61		$ 431,076			$ 439,610		
62		$ 36,500			$ -		
63		$ 24,000			$ 37,250		
64		$ 37,500			$ 54,125		
905	**ATHLETIC DEPARTMENT**	**$ 2,301,288**			**$ 2,505,355**		
61		$ 655,618			$ 672,605		
62		$ 403,100			$ 553,000		
63		$ 220,330			$ 230,500		
64		$ 1,022,240			$ 1,049,250		
930	**ASSOC SUPT - HC/OP/ATHL**	**$ 320,862**			**$ 301,886**		
61		$ 257,337			$ 273,611		
62		$ 19,000			$ 4,000		
63		$ 8,225			$ 8,225		
64		$ 36,300			$ 16,050		

935	**HUMAN RESOURCES**	**$ 2,210,793**			**$ 2,586,770**		
61		$ 1,392,993			$ 1,683,140		
62		$ 412,500			$ 430,080		
63		$ 53,300			$ 60,800		
64		$ 352,000			$ 412,750		
952	**DISTRICT POLICE DEPARTMENT**	**$ 3,260,365**			**$ 3,564,465**		
61		$ 2,719,126			$ 2,907,273		
62		$ 359,445			$ 376,000		
63		$ 158,775			$ 251,944		
64		$ 23,019			$ 29,248		
953	**EMERGENCY OPERATIONS PLANNING**	**$ 12,700**			**$ -**		
63		$ 10,300			$ -		
64		$ 2,400			$ -		
955	**MAINTENANCE SERVICES**	**$ 8,259,508**			**$ 9,115,815**		
61		$ 4,616,258			$ 4,686,815		
62		$ 1,750,000			$ 2,148,000		
63		$ 1,887,750			$ 2,146,750		
64		$ 5,500			$ 4,250		
66		$ -			$ 130,000		
960	**CUSTODIAL SERVICES**	**$ 1,882,878**			**$ 2,335,167**		
61		$ 861,878			$ 1,115,067		
62		$ 230,000			$ 275,000		
63		$ 786,000			$ 856,200		
64		$ 5,000			$ 2,500		
66		$ -			$ 86,400		
962	**ENERGY MANAGEMENT**	**$ 6,037,571**			**$ 6,507,430**		
61		$ 122,571			$ 143,430		
62		$ 5,907,500			$ 6,352,500		
63		$ 7,500			$ 11,500		
64		$ -			$ -		
965	**DISTRICT OPERATIONS**	**$ 4,785,681**			**$ 10,306,695**		
61		$ 566,281			$ 499,795		
62		$ 1,278,000			$ 3,578,000		
63		$ 24,000			$ 24,000		
64		$ 2,917,400			$ 4,664,900		
65		$ -			$ 40,000		
66		$ -			$ 1,500,000		
970	**FINANCE OFFICE**	**$ 1,771,499**			**$ 1,847,491**		
61		$ 1,124,230			$ 1,170,223		
62		$ 126,900			$ 120,000		
63		$ 105,000			$ 112,500		
64		$ 415,369			$ 444,768		
65		$ -			$ -		
971	**PURCHASING OFFICE**	**$ 381,458**			**$ 343,951**		
61		$ 320,258			$ 281,351		
62		$ -			$ -		
63		$ 30,350			$ 36,350		
64		$ 30,850			$ 26,250		
972	**INFORMATION SYSTEMS**	**$ 2,337,507**			**$ 2,337,589**		
61		$ 1,311,757			$ 1,357,339		
62		$ 505,000			$ 632,000		
63		$ 498,250			$ 331,000		
64		$ 22,500			$ 17,250		
975	**BUSINESS OPERATIONS WAREHOUSE**	**$ 695,771**			**$ 810,549**		
61		$ 510,771			$ 440,849		
62		$ 3,500			$ 4,700		
63		$ 178,500			$ 306,200		
64		$ 3,000			$ 4,500		
65		$ -			$ 54,300		
976	**PAYROLL**	**$ 578,832**			**$ 585,434**		
61		$ 561,832			$ 565,434		
62		$ -			$ -		
63		$ 12,560			$ 15,545		
64		$ 4,440			$ 4,455		
978	**BENEFITS AND RISK MANAGEMENT**	**$ 417,550**			**$ 434,396**		
61		$ 375,050			$ 400,896		
62		$ 5,000			$ 6,000		
63		$ 15,500			$ 15,500		
64		$ 22,000			$ 12,000		

986	**TRANSPORTATION**	**$ 7,977,993**			**$ 9,615,414**		
61		$ 6,484,493			$ 5,981,114		
62		$ 180,000			$ 570,500		
63		$ 1,271,500			$ 1,611,800		
64		$ 42,000			$ 52,000		
65		$ -			$ -		
66		$ -			$ 1,400,000		
989	**GENERAL DISTRICT**	**$ 13,950**			**$ 22,000**		
62		$ 4,700			$ 6,800		
63		$ 9,250			$ 9,800		
64		$ -			$ 5,400		
999	**UNDISTRIBUTED ORG UNIT**	**$ 27,520,000**			**$ 22,641,096**		
61		$ 18,060,000			$ 18,922,096		
62		$ 1,350,000			$ 314,000		
63		$ 200,000			$ 200,000		
64		$ 1,910,000			$ 1,455,000		
65		$ 1,000,000			$ 1,200,000		
66		$ 5,000,000			$ 550,000		
Grand Total		**$ 338,720,000**			**$ 345,648,500**		

Ector County ISD
Maximum Compressed Tax Rate
Based on April 2023 estimated values
for fiscal year 2023-2024
as of 6/13/23

Sec 48.255(b): St Compression % (SCP) = lesser of:	Current Law 21-22	SB1 22-23	SB 1 Carried Forward SB1 23-24
(1)	0.93	0.93	0.93
OR:			
(2) SCP = PYCP x 1.025 / (1 + ECPV)			
Prior Yr Compression Percentage (PYCP)	0.9164	0.9134	0.8941
Estimated Comptroller's Property Value growth (ECPV)	0.0184	0.0436	0.0382
SCP =	0.9223	0.8971	0.8827
OR:			
(3) Prior-yr %	0.9164	0.9134	0.8941
SCP [Lesser of (1), (2), or (3)]	0.9134	0.8941	0.8827
mpression in accordance with Rider 3 of HB 1 (88th Legislature), as introduced			0.0775
State Compression %			0.8052

Sec 48.2551(b): Max Compressed Tax Rate (MCR): Lesser of (1) or (2):	Current Law 21-22	SB1 22-23	SB 1 Carried Forward SB1 23-24
(1) MCR = (1.025 X ((PYDPV+E) X PYMCR)) / DPV			
Prior Yr District Property Value (PYDPV)	15,430,253,572	15,245,722,555	16,987,007,404
Expiration of Ch 313 or some Ch 311 value limitation (E)	0	0	0
Prior Yr Maximum Compressed Rate (PYMCR)	0.9164	0.9134	0.8427
District Current Yr Property Value (DPV)	15,245,722,555	16,987,007,404	18,685,708,144
% OF VALUE GROWTH	-1.1959%	11.4215%	10.0000%
MCR if value growth is les than 2.5%	0.9164	N/A	N/A
MCR if value growth is equal to or exceeds 2.5%	N/A	0.8403	0.7852
MCR	0.9164	0.8402	0.7852
OR, (2) State Compression Rate (SCP) - **this is the max MCR**	0.9134	0.8941	0.8052
MCR [Lesser of (1) or (2)]	0.9134	0.8402	0.7852
this is the min MCR (Row 33 x .9)	0.8220	0.8046	0.7246
Template's calculated MCR (Based on T2 values entered on the Data Entry tab)	0.9134	0.8402	0.7852
TEA's "official/approved" MCR (Based on their "tax-rate-and-mcr" template - uses CAD values as of 7/25)	0.9134	0.8427	Not Known Yet

	HB 1525		SB 1		88th Legislature HB1, as introduced	
	2021-22		2022-23		2023-24	
1) Compressed Tax Rate	$0.91340		$0.84270		$0.78520	
2) Plus: Greater of (A) or (B):						
(A) Enrichment Tax Rate for Preceding Year	0.1383		0.1383		0.1383	
Less: 2020-21 # of Copper Pennies Compressed	0.0000		0.0000		0.0000	
	0.1383		0.1383		0.1383	
(B) $0.05	0.0500	0.1383	0.0500	0.1383	0.0500	0.1383
3) M&O "Voter-Approval" (Rollback) Rate	1.0517		0.9810		0.9235	
(4) Plus Debt Rate	$0.12622		$0.19692		$0.25442	
(5) Total Maximum Rate Without TRE (#3 + #4)	$1.17792		$1.17792		$1.17792	

SECTION III

BUDGET DETAIL

ECISD 2023-2024 BUDGET BOOK

002		ODESSA HIGH SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	18,106,994
		12 INSTRUCTIONAL RES & MEDIA SERV	103,265
		13 CURRICULUM & STAFF DEVELOPMENT	375,996
		21 INSTRUCTIONAL LEADERSHIP	3,000
		23 SCHOOL LEADERSHIP	2,237,028
		31 GUID, COUNS & EVALUATION SERVS	1,496,121
		32 SOCIAL WORK SERVICES	187,310
		33 HEALTH SERVICES	162,117
		34 STUDENT TRANSPORTATION	6,000
		36 CO/EXTRACURRICULAR ACTIVITIES	2,154,077
		51 FACILITIES MAINT & OPERATIONS	692,544
		52 SECURITY & MONITORING SERVICES	5,000
		61 COMMUNITY SERVICES	20,000
		PAYROLL COSTS - 61XX	22,444,257
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,085,000
		SUPPLIES AND MATERIALS - 63XX	1,236,485
		OTHER OPERATING COSTS - 64XX	783,710
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	25,549,452
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	287,553
		PAYROLL COSTS - 61XX	287,553
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	287,553
		TOTAL FOR ORGANIZATION 002 - ODESSA HIGH SCHOOL	25,837,005

ECISD 2023-2024 BUDGET BOOK

003		PERMIAN HIGH SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	18,844,959
		12 INSTRUCTIONAL RES & MEDIA SERV	141,536
		13 CURRICULUM & STAFF DEVELOPMENT	255,583
		23 SCHOOL LEADERSHIP	2,375,544
		31 GUID, COUNS & EVALUATION SERVS	1,406,299
		32 SOCIAL WORK SERVICES	184,653
		33 HEALTH SERVICES	151,388
		34 STUDENT TRANSPORTATION	5,000
		36 CO/EXTRACURRICULAR ACTIVITIES	2,018,079
		51 FACILITIES MAINT & OPERATIONS	616,520
		52 SECURITY & MONITORING SERVICES	8,000
		61 COMMUNITY SERVICES	5,090
		PAYROLL COSTS - 61XX	23,225,092
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,096,375
		SUPPLIES AND MATERIALS - 63XX	930,384
		OTHER OPERATING COSTS - 64XX	760,800
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	26,012,651
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	293,496
		PAYROLL COSTS - 61XX	293,496
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	293,496
		TOTAL FOR ORGANIZATION 003 - PERMIAN HIGH SCHOOL	26,306,147

ECISD 2023-2024 BUDGET BOOK

004		ALTERNATIVE EDUCATION CENTER	
	199	GENERAL FUND	
		11 INSTRUCTION	1,109,359
		13 CURRICULUM & STAFF DEVELOPMENT	5,591
		23 SCHOOL LEADERSHIP	446,736
		31 GUID, COUNS & EVALUATION SERVS	99,093
		36 CO/EXTRACURRICULAR ACTIVITIES	300
		51 FACILITIES MAINT & OPERATIONS	83,094
		PAYROLL COSTS - 61XX	1,692,923
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	30,500
		OTHER OPERATING COSTS - 64XX	20,750
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,744,173
		TOTAL FOR ORGANIZATION 004 - ALTERNATIVE EDUCATION CENTER	1,744,173

ECISD 2023-2024 BUDGET BOOK

005		YOUTH CENTER	
	199	GENERAL FUND	
		11 INSTRUCTION	126,955
		13 CURRICULUM & STAFF DEVELOPMENT	360
		23 SCHOOL LEADERSHIP	14,750
		31 GUID, COUNS & EVALUATION SERVS	250
		32 SOCIAL WORK SERVICES	70,000
		PAYROLL COSTS - 61XX	127,315
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	70,000
		SUPPLIES AND MATERIALS - 63XX	13,000
		OTHER OPERATING COSTS - 64XX	2,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	212,315
		TOTAL FOR ORGANIZATION 005 - YOUTH CENTER	212,315

ECISD 2023-2024 BUDGET BOOK

009			STEM ACADEMY	
	199		GENERAL FUND	
		11	INSTRUCTION	6,994,339
		13	CURRICULUM & STAFF DEVELOPMENT	180
		21	INSTRUCTIONAL LEADERSHIP	84,906
		23	SCHOOL LEADERSHIP	349,134
		31	GUID, COUNS & EVALUATION SERVS	149,620
		33	HEALTH SERVICES	77,514
		53	DATA PROCESSING SERVICES	44,307
			PAYROLL COSTS - 61XX	4,000,000
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	3,700,000
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	7,700,000
			TOTAL FOR ORGANIZATION 009 - STEM ACADEMY	7,700,000

ECISD 2023-2024 BUDGET BOOK

011		GEORGE HW BUSH NEW TECH ODESSA	
	199	GENERAL FUND	
		11 INSTRUCTION	2,188,759
		13 CURRICULUM & STAFF DEVELOPMENT	158,901
		23 SCHOOL LEADERSHIP	358,378
		31 GUID, COUNS & EVALUATION SERVS	117,324
		33 HEALTH SERVICES	79,662
		34 STUDENT TRANSPORTATION	6,000
		36 CO/EXTRACURRICULAR ACTIVITIES	21,608
		PAYROLL COSTS - 61XX	2,527,384
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	156,000
		SUPPLIES AND MATERIALS - 63XX	151,720
		OTHER OPERATING COSTS - 64XX	95,528
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,930,632
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	196,936
		PAYROLL COSTS - 61XX	196,936
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	196,936
		TOTAL FOR ORGANIZATION 011 - GEORGE HW BUSH NEW TECH ODESSA	3,127,568

ECISD 2023-2024 BUDGET BOOK

014		ODESSA CAREER & TECHNICAL ECHS		
	199	GENERAL FUND		
		11 INSTRUCTION		517,686
		13 CURRICULUM & STAFF DEVELOPMENT		12,160
		23 SCHOOL LEADERSHIP		36,894
		31 GUID, COUNS & EVALUATION SERVS		31,800
		36 CO/EXTRACURRICULAR ACTIVITIES		4,350
		51 FACILITIES MAINT & OPERATIONS		130,000
			PAYROLL COSTS - 61XX	41,906
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	486,200
			SUPPLIES AND MATERIALS - 63XX	186,764
			OTHER OPERATING COSTS - 64XX	18,020
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	732,890
			TOTAL FOR ORGANIZATION 014 - ODESSA CAREER & TECHNICAL ECHS	732,890

ECISD 2023-2024 BUDGET BOOK

015		ODESSA COLLEGIATE ACADEMY	
	199	GENERAL FUND	
		11 INSTRUCTION	561,586
		13 CURRICULUM & STAFF DEVELOPMENT	17,330
		23 SCHOOL LEADERSHIP	32,567
		31 GUID, COUNS & EVALUATION SERVS	31,450
		36 CO/EXTRACURRICULAR ACTIVITIES	17,350
		51 FACILITIES MAINT & OPERATIONS	103,000
		PAYROLL COSTS - 61XX	56,676
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	574,200
		SUPPLIES AND MATERIALS - 63XX	91,307
		OTHER OPERATING COSTS - 64XX	41,100
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	763,283
		TOTAL FOR ORGANIZATION 015 - ODESSA COLLEGIATE ACADEMY	763,283

ECISD 2023-2024 BUDGET BOOK

042		BONHAM MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	5,829,525
		12 INSTRUCTIONAL RES & MEDIA SERV	99,520
		13 CURRICULUM & STAFF DEVELOPMENT	53,616
		23 SCHOOL LEADERSHIP	747,928
		31 GUID, COUNS & EVALUATION SERVS	275,777
		32 SOCIAL WORK SERVICES	35,000
		33 HEALTH SERVICES	76,030
		34 STUDENT TRANSPORTATION	10,000
		36 CO/EXTRACURRICULAR ACTIVITIES	110,425
		51 FACILITIES MAINT & OPERATIONS	251,729
		PAYROLL COSTS - 61XX	7,239,163
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	52,225
		SUPPLIES AND MATERIALS - 63XX	155,212
		OTHER OPERATING COSTS - 64XX	42,950
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	7,489,550
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	212,199
		PAYROLL COSTS - 61XX	212,199
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	212,199
		TOTAL FOR ORGANIZATION 042 - BONHAM MIDDLE SCHOOL	7,701,749

ECISD 2023-2024 BUDGET BOOK

043		BOWIE MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	5,097,452
		12 INSTRUCTIONAL RES & MEDIA SERV	120,066
		13 CURRICULUM & STAFF DEVELOPMENT	53,942
		23 SCHOOL LEADERSHIP	699,616
		31 GUID, COUNS & EVALUATION SERVS	307,058
		32 SOCIAL WORK SERVICES	70,000
		33 HEALTH SERVICES	12,219
		36 CO/EXTRACURRICULAR ACTIVITIES	105,959
		51 FACILITIES MAINT & OPERATIONS	254,826
		PAYROLL COSTS - 61XX	6,425,276
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	106,650
		SUPPLIES AND MATERIALS - 63XX	145,257
		OTHER OPERATING COSTS - 64XX	43,955
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	6,721,138
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	240,138
		PAYROLL COSTS - 61XX	240,138
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	240,138
		TOTAL FOR ORGANIZATION 043 - BOWIE MIDDLE SCHOOL	6,961,276

ECISD 2023-2024 BUDGET BOOK

044		CROCKETT MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	5,642,826
		12 INSTRUCTIONAL RES & MEDIA SERV	130,890
		13 CURRICULUM & STAFF DEVELOPMENT	179,009
		23 SCHOOL LEADERSHIP	714,901
		31 GUID, COUNS & EVALUATION SERVS	273,464
		32 SOCIAL WORK SERVICES	35,000
		33 HEALTH SERVICES	36,318
		34 STUDENT TRANSPORTATION	5,000
		36 CO/EXTRACURRICULAR ACTIVITIES	103,921
		51 FACILITIES MAINT & OPERATIONS	266,454
		PAYROLL COSTS - 61XX	7,114,156
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	48,750
		SUPPLIES AND MATERIALS - 63XX	187,177
		OTHER OPERATING COSTS - 64XX	37,700
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	7,387,783
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	263,125
		PAYROLL COSTS - 61XX	263,125
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	263,125
		TOTAL FOR ORGANIZATION 044 - CROCKETT MIDDLE SCHOOL	7,650,908

ECISD 2023-2024 BUDGET BOOK

045		WILSON YOUNG MOH MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	5,778,476
		12 INSTRUCTIONAL RES & MEDIA SERV	75,142
		13 CURRICULUM & STAFF DEVELOPMENT	85,493
		23 SCHOOL LEADERSHIP	607,513
		31 GUID, COUNS & EVALUATION SERVS	270,021
		32 SOCIAL WORK SERVICES	35,000
		33 HEALTH SERVICES	81,676
		36 CO/EXTRACURRICULAR ACTIVITIES	104,762
		51 FACILITIES MAINT & OPERATIONS	259,948
		PAYROLL COSTS - 61XX	7,010,216
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	54,875
		SUPPLIES AND MATERIALS - 63XX	205,190
		OTHER OPERATING COSTS - 64XX	27,750
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	7,298,031
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	235,205
		PAYROLL COSTS - 61XX	235,205
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	235,205
		TOTAL FOR ORGANIZATION 045 - WILSON YOUNG MOH MIDDLE SCHOOL	7,533,236

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046		NIMITZ MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	6,890,019
		12 INSTRUCTIONAL RES & MEDIA SERV	78,964
		13 CURRICULUM & STAFF DEVELOPMENT	93,509
		23 SCHOOL LEADERSHIP	698,194
		31 GUID, COUNS & EVALUATION SERVS	364,781
		32 SOCIAL WORK SERVICES	35,000
		33 HEALTH SERVICES	79,413
		36 CO/EXTRACURRICULAR ACTIVITIES	101,906
		51 FACILITIES MAINT & OPERATIONS	271,163
		PAYROLL COSTS - 61XX	8,286,074
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	50,975
		SUPPLIES AND MATERIALS - 63XX	246,975
		OTHER OPERATING COSTS - 64XX	28,925
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	8,612,949
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	318,665
		PAYROLL COSTS - 61XX	318,665
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	318,665
		TOTAL FOR ORGANIZATION 046 - NIMITZ MIDDLE SCHOOL	8,931,614

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047		ECTOR MIDDLE SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	14,100,000
		36 CO/EXTRACURRICULAR ACTIVITIES	16,000
		PAYROLL COSTS - 61XX	0
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	14,100,000
		SUPPLIES AND MATERIALS - 63XX	13,500
		OTHER OPERATING COSTS - 64XX	2,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	14,116,000
		TOTAL FOR ORGANIZATION 047 - ECTOR MIDDLE SCHOOL	14,116,000

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101		ALAMO ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	1,343,231
		12 INSTRUCTIONAL RES & MEDIA SERV	84,738
		13 CURRICULUM & STAFF DEVELOPMENT	33,479
		23 SCHOOL LEADERSHIP	206,012
		31 GUID, COUNS & EVALUATION SERVS	85,863
		33 HEALTH SERVICES	82,173
		36 CO/EXTRACURRICULAR ACTIVITIES	1,839
		51 FACILITIES MAINT & OPERATIONS	162,589
		PAYROLL COSTS - 61XX	1,942,192
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,800
		SUPPLIES AND MATERIALS - 63XX	55,432
		OTHER OPERATING COSTS - 64XX	500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,999,924
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	148,559
		PAYROLL COSTS - 61XX	148,559
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	148,559
		TOTAL FOR ORGANIZATION 101 - ALAMO ELEMENTARY SCHOOL	2,148,483

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102		AUSTIN ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,725,875
		12 INSTRUCTIONAL RES & MEDIA SERV	88,726
		13 CURRICULUM & STAFF DEVELOPMENT	40,781
		23 SCHOOL LEADERSHIP	323,443
		31 GUID, COUNS & EVALUATION SERVS	85,411
		33 HEALTH SERVICES	30,896
		36 CO/EXTRACURRICULAR ACTIVITIES	1,847
		51 FACILITIES MAINT & OPERATIONS	155,484
		PAYROLL COSTS - 61XX	3,342,845
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	5,770
		SUPPLIES AND MATERIALS - 63XX	67,848
		OTHER OPERATING COSTS - 64XX	36,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,452,463
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	144,240
		PAYROLL COSTS - 61XX	144,240
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	144,240
		TOTAL FOR ORGANIZATION 102 - AUSTIN ELEMENTARY SCHOOL	3,596,703

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103		BURLESON ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	1,868,918
		12 INSTRUCTIONAL RES & MEDIA SERV	74,814
		13 CURRICULUM & STAFF DEVELOPMENT	43,346
		23 SCHOOL LEADERSHIP	307,657
		31 GUID, COUNS & EVALUATION SERVS	79,476
		32 SOCIAL WORK SERVICES	40,000
		33 HEALTH SERVICES	63,837
		36 CO/EXTRACURRICULAR ACTIVITIES	3,083
		51 FACILITIES MAINT & OPERATIONS	160,276
		PAYROLL COSTS - 61XX	2,533,806
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	42,780
		SUPPLIES AND MATERIALS - 63XX	59,321
		OTHER OPERATING COSTS - 64XX	5,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,641,407
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	111,460
		PAYROLL COSTS - 61XX	111,460
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	111,460
		TOTAL FOR ORGANIZATION 103 - BURLESON ELEMENTARY SCHOOL	2,752,867

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104		BURNET ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	1,858,673
		12 INSTRUCTIONAL RES & MEDIA SERV	500
		13 CURRICULUM & STAFF DEVELOPMENT	12,780
		23 SCHOOL LEADERSHIP	320,476
		31 GUID, COUNS & EVALUATION SERVS	104,565
		33 HEALTH SERVICES	73,419
		36 CO/EXTRACURRICULAR ACTIVITIES	3,008
		51 FACILITIES MAINT & OPERATIONS	133,218
		PAYROLL COSTS - 61XX	2,437,022
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	7,000
		SUPPLIES AND MATERIALS - 63XX	59,617
		OTHER OPERATING COSTS - 64XX	3,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,506,639
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	144,483
		PAYROLL COSTS - 61XX	144,483
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	144,483
		TOTAL FOR ORGANIZATION 104 - BURNET ELEMENTARY SCHOOL	2,651,122

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105		CAMERON ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,993,932
		12 INSTRUCTIONAL RES & MEDIA SERV	2,000
		13 CURRICULUM & STAFF DEVELOPMENT	30,694
		23 SCHOOL LEADERSHIP	396,307
		31 GUID, COUNS & EVALUATION SERVS	102,479
		33 HEALTH SERVICES	66,196
		36 CO/EXTRACURRICULAR ACTIVITIES	1,837
		51 FACILITIES MAINT & OPERATIONS	192,952
		PAYROLL COSTS - 61XX	3,670,320
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	101,077
		OTHER OPERATING COSTS - 64XX	15,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,786,397
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	122,026
		PAYROLL COSTS - 61XX	122,026
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	122,026
		TOTAL FOR ORGANIZATION 105 - CAMERON ELEMENTARY SCHOOL	3,908,423

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106		CARVER EARLY EDUCATION CENTER		
	199	GENERAL FUND		
		11 INSTRUCTION		2,147,952
		12 INSTRUCTIONAL RES & MEDIA SERV		28,859
		13 CURRICULUM & STAFF DEVELOPMENT		10,289
		23 SCHOOL LEADERSHIP		252,316
		31 GUID, COUNS & EVALUATION SERVS		5,490
		33 HEALTH SERVICES		23,530
		36 CO/EXTRACURRICULAR ACTIVITIES		1,854
		51 FACILITIES MAINT & OPERATIONS		79,519
			PAYROLL COSTS - 61XX	2,489,478
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	300
			SUPPLIES AND MATERIALS - 63XX	50,031
			OTHER OPERATING COSTS - 64XX	10,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,549,809
		TOTAL FOR ORGANIZATION 106 - CARVER EARLY EDUCATION CENTER		2,549,809

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107		DOWLING ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,631,469
		12 INSTRUCTIONAL RES & MEDIA SERV	76,225
		13 CURRICULUM & STAFF DEVELOPMENT	24,445
		23 SCHOOL LEADERSHIP	314,228
		31 GUID, COUNS & EVALUATION SERVS	118,524
		33 HEALTH SERVICES	70,239
		36 CO/EXTRACURRICULAR ACTIVITIES	3,103
		51 FACILITIES MAINT & OPERATIONS	144,878
		PAYROLL COSTS - 61XX	3,310,105
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	500
		SUPPLIES AND MATERIALS - 63XX	72,506
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,383,111
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	140,586
		PAYROLL COSTS - 61XX	140,586
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	140,586
		TOTAL FOR ORGANIZATION 107 - DOWLING ELEMENTARY SCHOOL	3,523,697

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110		GOLIAD ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,655,523
		12 INSTRUCTIONAL RES & MEDIA SERV	2,500
		13 CURRICULUM & STAFF DEVELOPMENT	29,766
		23 SCHOOL LEADERSHIP	352,680
		31 GUID, COUNS & EVALUATION SERVS	136,973
		33 HEALTH SERVICES	74,653
		36 CO/EXTRACURRICULAR ACTIVITIES	1,846
		51 FACILITIES MAINT & OPERATIONS	162,329
		PAYROLL COSTS - 61XX	3,318,834
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	92,186
		OTHER OPERATING COSTS - 64XX	5,250
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,416,270
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	173,841
		PAYROLL COSTS - 61XX	173,841
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	173,841
		TOTAL FOR ORGANIZATION 110 - GOLIAD ELEMENTARY SCHOOL	3,590,111

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111		GONZALES ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,107,704
		12 INSTRUCTIONAL RES & MEDIA SERV	80,848
		13 CURRICULUM & STAFF DEVELOPMENT	27,597
		23 SCHOOL LEADERSHIP	288,970
		31 GUID, COUNS & EVALUATION SERVS	86,183
		33 HEALTH SERVICES	34,853
		36 CO/EXTRACURRICULAR ACTIVITIES	1,852
		51 FACILITIES MAINT & OPERATIONS	159,427
		PAYROLL COSTS - 61XX	2,712,576
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	69,858
		OTHER OPERATING COSTS - 64XX	5,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,787,434
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	110,667
		PAYROLL COSTS - 61XX	110,667
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	110,667
		TOTAL FOR ORGANIZATION 111 - GONZALES ELEMENTARY SCHOOL	2,898,101

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112		HAYS ELEMENTARY MAGNET SCHOOL		
	199	GENERAL FUND		
		11 INSTRUCTION		2,105,266
		12 INSTRUCTIONAL RES & MEDIA SERV		104,378
		13 CURRICULUM & STAFF DEVELOPMENT		13,406
		23 SCHOOL LEADERSHIP		349,625
		31 GUID, COUNS & EVALUATION SERVS		77,788
		33 HEALTH SERVICES		35,151
		36 CO/EXTRACURRICULAR ACTIVITIES		1,851
		51 FACILITIES MAINT & OPERATIONS		166,010
			PAYROLL COSTS - 61XX	2,778,737
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	61,238
			OTHER OPERATING COSTS - 64XX	13,500
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,853,475
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		91,764
			PAYROLL COSTS - 61XX	91,764
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	91,764
			TOTAL FOR ORGANIZATION 112 - HAYS ELEMENTARY MAGNET SCHOOL	2,945,239

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113		SAM HOUSTON ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	1,844,315
		12 INSTRUCTIONAL RES & MEDIA SERV	1,400
		13 CURRICULUM & STAFF DEVELOPMENT	39,997
		23 SCHOOL LEADERSHIP	348,945
		31 GUID, COUNS & EVALUATION SERVS	2,491
		33 HEALTH SERVICES	113,345
		36 CO/EXTRACURRICULAR ACTIVITIES	418
		51 FACILITIES MAINT & OPERATIONS	171,417
		PAYROLL COSTS - 61XX	2,455,987
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	59,341
		OTHER OPERATING COSTS - 64XX	7,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,522,328
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	88,444
		PAYROLL COSTS - 61XX	88,444
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	88,444
		TOTAL FOR ORGANIZATION 113 - SAM HOUSTON ELEMENTARY SCHOOL	2,610,772

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114		IRELAND ELEMENTARY MAGNET SCH		
	199	GENERAL FUND		
		11 INSTRUCTION		1,776,392
		12 INSTRUCTIONAL RES & MEDIA SERV		1,479
		13 CURRICULUM & STAFF DEVELOPMENT		28,951
		23 SCHOOL LEADERSHIP		342,539
		31 GUID, COUNS & EVALUATION SERVS		85,604
		33 HEALTH SERVICES		43,747
		36 CO/EXTRACURRICULAR ACTIVITIES		1,837
		51 FACILITIES MAINT & OPERATIONS		144,849
			PAYROLL COSTS - 61XX	2,361,981
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	3,000
			SUPPLIES AND MATERIALS - 63XX	53,417
			OTHER OPERATING COSTS - 64XX	7,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,425,398
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		143,378
			PAYROLL COSTS - 61XX	143,378
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	143,378
			TOTAL FOR ORGANIZATION 114 - IRELAND ELEMENTARY MAGNET SCH	2,568,776

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115		LAMAR EARLY EDUCATION CENTER		
	199	GENERAL FUND		
		11 INSTRUCTION		2,521,461
		12 INSTRUCTIONAL RES & MEDIA SERV		32,135
		13 CURRICULUM & STAFF DEVELOPMENT		16,820
		23 SCHOOL LEADERSHIP		251,570
		31 GUID, COUNS & EVALUATION SERVS		2,180
		33 HEALTH SERVICES		28,958
		36 CO/EXTRACURRICULAR ACTIVITIES		1,844
		51 FACILITIES MAINT & OPERATIONS		149,850
			PAYROLL COSTS - 61XX	2,922,793
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	500
			SUPPLIES AND MATERIALS - 63XX	71,025
			OTHER OPERATING COSTS - 64XX	10,500
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,004,818
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		112,197
			PAYROLL COSTS - 61XX	112,197
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	112,197
			TOTAL FOR ORGANIZATION 115 - LAMAR EARLY EDUCATION CENTER	3,117,015

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116		MILAM ELEMENTARY MAGNET SCHOOL		
	199	GENERAL FUND		
		11 INSTRUCTION		3,063,512
		12 INSTRUCTIONAL RES & MEDIA SERV		86,625
		13 CURRICULUM & STAFF DEVELOPMENT		37,371
		23 SCHOOL LEADERSHIP		307,748
		31 GUID, COUNS & EVALUATION SERVS		110,058
		33 HEALTH SERVICES		69,972
		36 CO/EXTRACURRICULAR ACTIVITIES		1,976
		51 FACILITIES MAINT & OPERATIONS		153,427
			PAYROLL COSTS - 61XX	3,715,903
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	800
			SUPPLIES AND MATERIALS - 63XX	104,486
			OTHER OPERATING COSTS - 64XX	9,500
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,830,689
			TOTAL FOR ORGANIZATION 116 - MILAM ELEMENTARY MAGNET SCHOOL	3,830,689

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117		PEASE ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,671,117
		12 INSTRUCTIONAL RES & MEDIA SERV	82,594
		13 CURRICULUM & STAFF DEVELOPMENT	34,926
		23 SCHOOL LEADERSHIP	307,745
		31 GUID, COUNS & EVALUATION SERVS	105,326
		33 HEALTH SERVICES	67,150
		36 CO/EXTRACURRICULAR ACTIVITIES	1,842
		51 FACILITIES MAINT & OPERATIONS	170,132
		PAYROLL COSTS - 61XX	3,353,642
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	5,000
		SUPPLIES AND MATERIALS - 63XX	75,690
		OTHER OPERATING COSTS - 64XX	6,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,440,832
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	138,968
		PAYROLL COSTS - 61XX	138,968
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	138,968
		TOTAL FOR ORGANIZATION 117 - PEASE ELEMENTARY SCHOOL	3,579,800

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118		REAGAN ELEMENTARY MAGNET SCHOO		
	199	GENERAL FUND		
		11 INSTRUCTION		2,742,471
		12 INSTRUCTIONAL RES & MEDIA SERV		85,153
		13 CURRICULUM & STAFF DEVELOPMENT		110,915
		23 SCHOOL LEADERSHIP		301,116
		31 GUID, COUNS & EVALUATION SERVS		84,591
		33 HEALTH SERVICES		74,780
		36 CO/EXTRACURRICULAR ACTIVITIES		2,268
		51 FACILITIES MAINT & OPERATIONS		153,998
			PAYROLL COSTS - 61XX	3,463,216
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	87,076
			OTHER OPERATING COSTS - 64XX	5,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,555,292
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		122,554
			PAYROLL COSTS - 61XX	122,554
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	122,554
			TOTAL FOR ORGANIZATION 118 - REAGAN ELEMENTARY MAGNET SCHOO	3,677,846

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119		ROSS ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,171,361
		12 INSTRUCTIONAL RES & MEDIA SERV	2,000
		13 CURRICULUM & STAFF DEVELOPMENT	20,686
		23 SCHOOL LEADERSHIP	311,632
		31 GUID, COUNS & EVALUATION SERVS	99,399
		33 HEALTH SERVICES	37,437
		36 CO/EXTRACURRICULAR ACTIVITIES	1,853
		51 FACILITIES MAINT & OPERATIONS	184,819
		PAYROLL COSTS - 61XX	2,769,315
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,000
		SUPPLIES AND MATERIALS - 63XX	49,597
		OTHER OPERATING COSTS - 64XX	9,275
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,829,187
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	110,469
		PAYROLL COSTS - 61XX	110,469
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	110,469
		TOTAL FOR ORGANIZATION 119 - ROSS ELEMENTARY SCHOOL	2,939,656

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121		SAN JACINTO ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	1,793,706
		12 INSTRUCTIONAL RES & MEDIA SERV	80,075
		13 CURRICULUM & STAFF DEVELOPMENT	13,922
		23 SCHOOL LEADERSHIP	239,554
		31 GUID, COUNS & EVALUATION SERVS	106,518
		33 HEALTH SERVICES	35,659
		36 CO/EXTRACURRICULAR ACTIVITIES	1,841
		51 FACILITIES MAINT & OPERATIONS	122,745
		PAYROLL COSTS - 61XX	2,329,446
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	53,074
		OTHER OPERATING COSTS - 64XX	11,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,394,020
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	140,831
		PAYROLL COSTS - 61XX	140,831
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	140,831
		TOTAL FOR ORGANIZATION 121 - SAN JACINTO ELEMENTARY SCHOOL	2,534,851

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122		TRAVIS ELEMENTARY MAGNET SCHOO	
	199	GENERAL FUND	
		11 INSTRUCTION	1,713,580
		12 INSTRUCTIONAL RES & MEDIA SERV	1,000
		13 CURRICULUM & STAFF DEVELOPMENT	8,005
		23 SCHOOL LEADERSHIP	315,213
		31 GUID, COUNS & EVALUATION SERVS	96,414
		33 HEALTH SERVICES	67,088
		36 CO/EXTRACURRICULAR ACTIVITIES	1,868
		51 FACILITIES MAINT & OPERATIONS	159,412
		PAYROLL COSTS - 61XX	2,307,466
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	47,114
		OTHER OPERATING COSTS - 64XX	8,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	2,362,580
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	92,165
		PAYROLL COSTS - 61XX	92,165
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	92,165
		TOTAL FOR ORGANIZATION 122 - TRAVIS ELEMENTARY MAGNET SCHOO	2,454,745

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123		ZAVALA ELEMENTARY MAGNET SCHOO		
	199	GENERAL FUND		
		11 INSTRUCTION		2,313,693
		12 INSTRUCTIONAL RES & MEDIA SERV		2,000
		13 CURRICULUM & STAFF DEVELOPMENT		28,606
		23 SCHOOL LEADERSHIP		391,857
		31 GUID, COUNS & EVALUATION SERVS		117,268
		33 HEALTH SERVICES		32,388
		36 CO/EXTRACURRICULAR ACTIVITIES		419
		51 FACILITIES MAINT & OPERATIONS		185,604
			PAYROLL COSTS - 61XX	2,989,655
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	73,180
			OTHER OPERATING COSTS - 64XX	9,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,071,835
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		126,154
			PAYROLL COSTS - 61XX	126,154
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	126,154
			TOTAL FOR ORGANIZATION 123 - ZAVALA ELEMENTARY MAGNET SCHOO	3,197,989

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124		NOEL ELEMENTARY MAGNET SCHOOL		
	199	GENERAL FUND		
		11 INSTRUCTION		1,947,766
		12 INSTRUCTIONAL RES & MEDIA SERV		1,500
		13 CURRICULUM & STAFF DEVELOPMENT		22,377
		23 SCHOOL LEADERSHIP		328,909
		31 GUID, COUNS & EVALUATION SERVS		108,281
		33 HEALTH SERVICES		37,003
		36 CO/EXTRACURRICULAR ACTIVITIES		1,845
		51 FACILITIES MAINT & OPERATIONS		153,791
		61 COMMUNITY SERVICES		500
			PAYROLL COSTS - 61XX	2,534,039
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,000
			SUPPLIES AND MATERIALS - 63XX	60,698
			OTHER OPERATING COSTS - 64XX	6,235
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,601,972
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		138,227
			PAYROLL COSTS - 61XX	138,227
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	138,227
			TOTAL FOR ORGANIZATION 124 - NOEL ELEMENTARY MAGNET SCHOOL	2,740,199

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125		BLANTON ELEMENTARY SCHOOL		
	199	GENERAL FUND		
		11 INSTRUCTION		2,276,029
		12 INSTRUCTIONAL RES & MEDIA SERV		98,594
		13 CURRICULUM & STAFF DEVELOPMENT		31,071
		23 SCHOOL LEADERSHIP		312,120
		31 GUID, COUNS & EVALUATION SERVS		104,951
		33 HEALTH SERVICES		34,853
		36 CO/EXTRACURRICULAR ACTIVITIES		1,844
		51 FACILITIES MAINT & OPERATIONS		153,129
			PAYROLL COSTS - 61XX	2,938,079
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	63,512
			OTHER OPERATING COSTS - 64XX	11,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,012,591
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		115,937
			PAYROLL COSTS - 61XX	115,937
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	115,937
			TOTAL FOR ORGANIZATION 125 - BLANTON ELEMENTARY SCHOOL	3,128,528

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126		FLY ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	4,610,929
		12 INSTRUCTIONAL RES & MEDIA SERV	3,000
		13 CURRICULUM & STAFF DEVELOPMENT	38,390
		23 SCHOOL LEADERSHIP	607,503
		31 GUID, COUNS & EVALUATION SERVS	81,115
		33 HEALTH SERVICES	82,915
		36 CO/EXTRACURRICULAR ACTIVITIES	6,193
		51 FACILITIES MAINT & OPERATIONS	227,742
		PAYROLL COSTS - 61XX	5,497,254
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,500
		SUPPLIES AND MATERIALS - 63XX	143,533
		OTHER OPERATING COSTS - 64XX	15,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	5,657,787
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	241,077
		PAYROLL COSTS - 61XX	241,077
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	241,077
		TOTAL FOR ORGANIZATION 126 - FLY ELEMENTARY SCHOOL	5,898,864

127		BLACKSHEAR ELEMENTARY MAGNET S		
	199	GENERAL FUND		
		11 INSTRUCTION		3,137,021
		12 INSTRUCTIONAL RES & MEDIA SERV		77,755
		13 CURRICULUM & STAFF DEVELOPMENT		48,579
		23 SCHOOL LEADERSHIP		334,006
		31 GUID, COUNS & EVALUATION SERVS		68,263
		33 HEALTH SERVICES		30,939
		36 CO/EXTRACURRICULAR ACTIVITIES		1,837
		51 FACILITIES MAINT & OPERATIONS		189,208
			PAYROLL COSTS - 61XX	3,765,378
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	2,000
			SUPPLIES AND MATERIALS - 63XX	105,230
			OTHER OPERATING COSTS - 64XX	15,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	3,887,608
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		338,481
			PAYROLL COSTS - 61XX	338,481
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	338,481
			TOTAL FOR ORGANIZATION 127 - BLACKSHEAR ELEMENTARY MAGNET S	4,226,089

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128		JOHNSON ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	2,303,991
		12 INSTRUCTIONAL RES & MEDIA SERV	79,380
		13 CURRICULUM & STAFF DEVELOPMENT	15,345
		23 SCHOOL LEADERSHIP	360,058
		31 GUID, COUNS & EVALUATION SERVS	49,343
		33 HEALTH SERVICES	56,200
		36 CO/EXTRACURRICULAR ACTIVITIES	3,402
		51 FACILITIES MAINT & OPERATIONS	151,954
		PAYROLL COSTS - 61XX	2,936,972
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	73,201
		OTHER OPERATING COSTS - 64XX	9,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,019,673
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	147,177
		PAYROLL COSTS - 61XX	147,177
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	147,177
		TOTAL FOR ORGANIZATION 128 - JOHNSON ELEMENTARY SCHOOL	3,166,850

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129		JORDAN ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	3,514,143
		12 INSTRUCTIONAL RES & MEDIA SERV	2,000
		13 CURRICULUM & STAFF DEVELOPMENT	134,112
		23 SCHOOL LEADERSHIP	434,047
		31 GUID, COUNS & EVALUATION SERVS	17,620
		33 HEALTH SERVICES	79,781
		36 CO/EXTRACURRICULAR ACTIVITIES	3,111
		51 FACILITIES MAINT & OPERATIONS	173,960
		PAYROLL COSTS - 61XX	4,238,614
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	2,000
		SUPPLIES AND MATERIALS - 63XX	105,660
		OTHER OPERATING COSTS - 64XX	12,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	4,358,774
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	166,738
		PAYROLL COSTS - 61XX	166,738
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	166,738
		TOTAL FOR ORGANIZATION 129 - JORDAN ELEMENTARY SCHOOL	4,525,512

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130		CAVAZOS ELEMENTARY SCHOOL		
	199	GENERAL FUND		
		11 INSTRUCTION		3,245,087
		12 INSTRUCTIONAL RES & MEDIA SERV		1,731
		13 CURRICULUM & STAFF DEVELOPMENT		39,696
		23 SCHOOL LEADERSHIP		513,254
		31 GUID, COUNS & EVALUATION SERVS		2,494
		33 HEALTH SERVICES		76,014
		36 CO/EXTRACURRICULAR ACTIVITIES		3,404
		51 FACILITIES MAINT & OPERATIONS		194,885
			PAYROLL COSTS - 61XX	3,970,139
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	3,000
			SUPPLIES AND MATERIALS - 63XX	93,426
			OTHER OPERATING COSTS - 64XX	10,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	4,076,565
	240	SCHOOL NUTRITION		
		35 FOOD SERVICE		139,544
			PAYROLL COSTS - 61XX	139,544
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	139,544
			TOTAL FOR ORGANIZATION 130 - CAVAZOS ELEMENTARY SCHOOL	4,216,109

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131		DOWNING ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	3,378,651
		12 INSTRUCTIONAL RES & MEDIA SERV	4,866
		13 CURRICULUM & STAFF DEVELOPMENT	24,590
		23 SCHOOL LEADERSHIP	509,820
		31 GUID, COUNS & EVALUATION SERVS	97,354
		32 SOCIAL WORK SERVICES	40,000
		33 HEALTH SERVICES	43,695
		36 CO/EXTRACURRICULAR ACTIVITIES	1,841
		51 FACILITIES MAINT & OPERATIONS	237,033
		PAYROLL COSTS - 61XX	4,165,950
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	40,000
		SUPPLIES AND MATERIALS - 63XX	121,900
		OTHER OPERATING COSTS - 64XX	10,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	4,337,850
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	190,299
		PAYROLL COSTS - 61XX	190,299
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	190,299
		TOTAL FOR ORGANIZATION 131 - DOWNING ELEMENTARY SCHOOL	4,528,149

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132		WEST ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	3,189,044
		12 INSTRUCTIONAL RES & MEDIA SERV	3,143
		13 CURRICULUM & STAFF DEVELOPMENT	18,600
		23 SCHOOL LEADERSHIP	489,046
		31 GUID, COUNS & EVALUATION SERVS	88,691
		33 HEALTH SERVICES	75,364
		36 CO/EXTRACURRICULAR ACTIVITIES	2,582
		51 FACILITIES MAINT & OPERATIONS	154,058
		PAYROLL COSTS - 61XX	3,915,347
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,000
		SUPPLIES AND MATERIALS - 63XX	92,181
		OTHER OPERATING COSTS - 64XX	12,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	4,020,528
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	143,382
		PAYROLL COSTS - 61XX	143,382
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	143,382
		TOTAL FOR ORGANIZATION 132 - WEST ELEMENTARY SCHOOL	4,163,910

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133		BUICE ELEMENTARY SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	3,318,106
		12 INSTRUCTIONAL RES & MEDIA SERV	5,221
		13 CURRICULUM & STAFF DEVELOPMENT	27,310
		23 SCHOOL LEADERSHIP	447,894
		31 GUID, COUNS & EVALUATION SERVS	82,355
		33 HEALTH SERVICES	82,262
		36 CO/EXTRACURRICULAR ACTIVITIES	3,096
		51 FACILITIES MAINT & OPERATIONS	166,671
		PAYROLL COSTS - 61XX	4,018,491
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	5,000
		SUPPLIES AND MATERIALS - 63XX	85,724
		OTHER OPERATING COSTS - 64XX	23,700
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	4,132,915
	240	SCHOOL NUTRITION	
		35 FOOD SERVICE	188,259
		PAYROLL COSTS - 61XX	188,259
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	0
		OTHER OPERATING COSTS - 64XX	0
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 240 - SCHOOL NUTRITION	188,259
		TOTAL FOR ORGANIZATION 133 - BUICE ELEMENTARY SCHOOL	4,321,174

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134			ODESSA Y LEARNING CENTER	
	199		GENERAL FUND	
		11	INSTRUCTION	1,300,000
		33	HEALTH SERVICES	23,799
			PAYROLL COSTS - 61XX	23,799
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,300,000
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	1,323,799
			TOTAL FOR ORGANIZATION 134 - ODESSA Y LEARNING CENTER	1,323,799

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191			**REGIONAL DAY SCHOOL FOR DEAF**	
	199		**GENERAL FUND**	
		23	**SCHOOL LEADERSHIP**	**5,723**
			PAYROLL COSTS - 61XX	**5,723**
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	**0**
			SUPPLIES AND MATERIALS - 63XX	**0**
			OTHER OPERATING COSTS - 64XX	**0**
			DEBT SERVICES - 65XX	**0**
			CAPTIAL OUTLAY - 66XX	**0**
			TOTAL FOR FUND 199 - GENERAL FUND	**5,723**
			TOTAL FOR ORGANIZATION 191 - REGIONAL DAY SCHOOL FOR DEAF	**5,723**

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690		TEEN PARENT SERVICES	
	199	GENERAL FUND	
		11 INSTRUCTION	74,022
		21 INSTRUCTIONAL LEADERSHIP	106,634
		31 GUID, COUNS & EVALUATION SERVS	74,125
		32 SOCIAL WORK SERVICES	86,552
		PAYROLL COSTS - 61XX	242,226
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	50,100
		SUPPLIES AND MATERIALS - 63XX	40,339
		OTHER OPERATING COSTS - 64XX	8,668
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	341,333
		TOTAL FOR ORGANIZATION 690 - TEEN PARENT SERVICES	341,333

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691		DYSLEXIA SUPPORT	
	199	GENERAL FUND	
		11 INSTRUCTION	3,473,718
		13 CURRICULUM & STAFF DEVELOPMENT	26,500
		21 INSTRUCTIONAL LEADERSHIP	158,888
		31 GUID, COUNS & EVALUATION SERVS	70,441
		PAYROLL COSTS - 61XX	3,600,547
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	45,000
		SUPPLIES AND MATERIALS - 63XX	51,000
		OTHER OPERATING COSTS - 64XX	33,000
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,729,547
		TOTAL FOR ORGANIZATION 691 - DYSLEXIA SUPPORT	3,729,547

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693		**ENGLISH LEARNERS SUPPORT**	
	199	**GENERAL FUND**	
		11 INSTRUCTION	**244,322**
		PAYROLL COSTS - 61XX	**236,322**
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	**0**
		SUPPLIES AND MATERIALS - 63XX	**0**
		OTHER OPERATING COSTS - 64XX	**8,000**
		DEBT SERVICES - 65XX	**0**
		CAPTIAL OUTLAY - 66XX	**0**
		TOTAL FOR FUND 199 - GENERAL FUND	**244,322**
		TOTAL FOR ORGANIZATION 693 - ENGLISH LEARNERS SUPPORT	**244,322**

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698		ADVANCED TECHNICAL CENTER	
	199	GENERAL FUND	
		11 INSTRUCTION	504,600
		13 CURRICULUM & STAFF DEVELOPMENT	40,000
		23 SCHOOL LEADERSHIP	11,700
		36 CO/EXTRACURRICULAR ACTIVITIES	100,000
		51 FACILITIES MAINT & OPERATIONS	20,000
		PAYROLL COSTS - 61XX	0
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	55,500
		SUPPLIES AND MATERIALS - 63XX	428,000
		OTHER OPERATING COSTS - 64XX	192,800
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	676,300
		TOTAL FOR ORGANIZATION 698 - ADVANCED TECHNICAL CENTER	676,300

ECISD 2023-2024 BUDGET BOOK

699		SUMMER SCHOOL	
	199	GENERAL FUND	
		11 INSTRUCTION	3,112,577
		12 INSTRUCTIONAL RES & MEDIA SERV	1,521
		13 CURRICULUM & STAFF DEVELOPMENT	8,755
		23 SCHOOL LEADERSHIP	151,369
		31 GUID, COUNS & EVALUATION SERVS	18,794
		33 HEALTH SERVICES	1,536
		51 FACILITIES MAINT & OPERATIONS	653,700
		61 COMMUNITY SERVICES	172
		PAYROLL COSTS - 61XX	3,132,924
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	286,500
		SUPPLIES AND MATERIALS - 63XX	274,500
		OTHER OPERATING COSTS - 64XX	254,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,948,424
		TOTAL FOR ORGANIZATION 699 - SUMMER SCHOOL	3,948,424

ECISD 2023-2024 BUDGET BOOK

701			SUPERINTENDENT OFFICE	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	995,432
			PAYROLL COSTS - 61XX	875,132
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	59,300
			SUPPLIES AND MATERIALS - 63XX	6,750
			OTHER OPERATING COSTS - 64XX	54,250
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	995,432
			TOTAL FOR ORGANIZATION 701 - SUPERINTENDENT OFFICE	995,432

ECISD 2023-2024 BUDGET BOOK

702			BOARD OF TRUSTEES	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	485,500
			PAYROLL COSTS - 61XX	0
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	329,600
			SUPPLIES AND MATERIALS - 63XX	1,900
			OTHER OPERATING COSTS - 64XX	154,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	485,500
			TOTAL FOR ORGANIZATION 702 - BOARD OF TRUSTEES	485,500

ECISD 2023-2024 BUDGET BOOK

703		TAX SERVICES		
	199	GENERAL FUND		
		41 GENERAL ADMINISTRATION		446,500
		99 INTERGOVERNMENTAL CHARGES		2,132,882
			PAYROLL COSTS - 61XX	0
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	2,579,382
			SUPPLIES AND MATERIALS - 63XX	0
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,579,382
			TOTAL FOR ORGANIZATION 703 - TAX SERVICES	2,579,382

ECISD 2023-2024 BUDGET BOOK

704			INTERNAL AUDIT	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	95,121
			PAYROLL COSTS - 61XX	80,996
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	2,700
			SUPPLIES AND MATERIALS - 63XX	3,200
			OTHER OPERATING COSTS - 64XX	8,225
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	95,121
			TOTAL FOR ORGANIZATION 704 - INTERNAL AUDIT	95,121

ECISD 2023-2024 BUDGET BOOK

705		ECISD DEVELOPMENT OFFICE	
	199	GENERAL FUND	
		61 COMMUNITY SERVICES	561,213
		PAYROLL COSTS - 61XX	450,213
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	16,600
		SUPPLIES AND MATERIALS - 63XX	47,000
		OTHER OPERATING COSTS - 64XX	47,400
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	561,213
		TOTAL FOR ORGANIZATION 705 - ECISD DEVELOPMENT OFFICE	561,213

ECISD 2023-2024 BUDGET BOOK

811		**DAYCARE**		
	199	**GENERAL FUND**		
		61 COMMUNITY SERVICES		**850,034**
			PAYROLL COSTS - 61XX	**808,034**
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	**0**
			SUPPLIES AND MATERIALS - 63XX	**23,000**
			OTHER OPERATING COSTS - 64XX	**19,000**
			DEBT SERVICES - 65XX	**0**
			CAPTIAL OUTLAY - 66XX	**0**
			TOTAL FOR FUND 199 - GENERAL FUND	**850,034**
			TOTAL FOR ORGANIZATION 811 - DAYCARE	**850,034**

ECISD 2023-2024 BUDGET BOOK

847		POST SECONDARY EDUCATION	
	199	GENERAL FUND	
		31 GUID, COUNS & EVALUATION SERVS	10,500
		61 COMMUNITY SERVICES	3,000
		PAYROLL COSTS - 61XX	0
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
		SUPPLIES AND MATERIALS - 63XX	7,000
		OTHER OPERATING COSTS - 64XX	6,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	13,500
		TOTAL FOR ORGANIZATION 847 - POST SECONDARY EDUCATION	13,500

ECISD 2023-2024 BUDGET BOOK

848		EARLY CHILDHOOD	
	199	GENERAL FUND	
		11 INSTRUCTION	36,000
		13 CURRICULUM & STAFF DEVELOPMENT	129,344
		21 INSTRUCTIONAL LEADERSHIP	29,285
		PAYROLL COSTS - 61XX	82,944
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	30,400
		SUPPLIES AND MATERIALS - 63XX	64,650
		OTHER OPERATING COSTS - 64XX	16,635
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	194,629
		TOTAL FOR ORGANIZATION 848 - EARLY CHILDHOOD	194,629

ECISD 2023-2024 BUDGET BOOK

849		LITERACY	
	199	GENERAL FUND	
		11 INSTRUCTION	40,500
		13 CURRICULUM & STAFF DEVELOPMENT	134,150
		21 INSTRUCTIONAL LEADERSHIP	4,895
		36 CO/EXTRACURRICULAR ACTIVITIES	9,000
		61 COMMUNITY SERVICES	1,500
		PAYROLL COSTS - 61XX	0
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	129,850
		SUPPLIES AND MATERIALS - 63XX	44,750
		OTHER OPERATING COSTS - 64XX	15,445
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	190,045
		TOTAL FOR ORGANIZATION 849 - LITERACY	190,045

ECISD 2023-2024 BUDGET BOOK

850		TALENT DEVELOPMENT	
	199	GENERAL FUND	
		11 INSTRUCTION	505
		13 CURRICULUM & STAFF DEVELOPMENT	1,303,637
		23 SCHOOL LEADERSHIP	17,463
		31 GUID, COUNS & EVALUATION SERVS	500
		PAYROLL COSTS - 61XX	700,355
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	252,800
		SUPPLIES AND MATERIALS - 63XX	301,050
		OTHER OPERATING COSTS - 64XX	67,900
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,322,105
		TOTAL FOR ORGANIZATION 850 - TALENT DEVELOPMENT	1,322,105

ECISD 2023-2024 BUDGET BOOK

851		CURRICULUM & INSTRUCTION	
	199	GENERAL FUND	
		11 INSTRUCTION	3,589,063
		13 CURRICULUM & STAFF DEVELOPMENT	1,455,436
		21 INSTRUCTIONAL LEADERSHIP	457,912
		PAYROLL COSTS - 61XX	1,603,448
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,993,000
		SUPPLIES AND MATERIALS - 63XX	1,792,763
		OTHER OPERATING COSTS - 64XX	113,200
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	5,502,411
		TOTAL FOR ORGANIZATION 851 - CURRICULUM & INSTRUCTION	5,502,411

ECISD 2023-2024 BUDGET BOOK

852		ACCNTABILITY, ASMT, & SCHL IMP	
	199	GENERAL FUND	
		13 CURRICULUM & STAFF DEVELOPMENT	63,299
		31 GUID, COUNS & EVALUATION SERVS	1,899,213
		PAYROLL COSTS - 61XX	708,539
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	203,788
		SUPPLIES AND MATERIALS - 63XX	1,027,985
		OTHER OPERATING COSTS - 64XX	22,200
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,962,512
		TOTAL FOR ORGANIZATION 852 - ACCNTABILITY, ASMT, & SCHL IMP	1,962,512

ECISD 2023-2024 BUDGET BOOK

853		**ECISD POLICY**	
	199	**GENERAL FUND**	
		41 GENERAL ADMINISTRATION	**68,116**
		PAYROLL COSTS - 61XX	**57,116**
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	**4,800**
		SUPPLIES AND MATERIALS - 63XX	**2,400**
		OTHER OPERATING COSTS - 64XX	**3,800**
		DEBT SERVICES - 65XX	**0**
		CAPTIAL OUTLAY - 66XX	**0**
		TOTAL FOR FUND 199 - GENERAL FUND	**68,116**
		TOTAL FOR ORGANIZATION 853 - ECISD POLICY	**68,116**

ECISD 2023-2024 BUDGET BOOK

854		AVID	
	199	GENERAL FUND	
		11 INSTRUCTION	376,520
		13 CURRICULUM & STAFF DEVELOPMENT	168,069
		21 INSTRUCTIONAL LEADERSHIP	29,500
		23 SCHOOL LEADERSHIP	15,000
		31 GUID, COUNS & EVALUATION SERVS	161,182
		PAYROLL COSTS - 61XX	333,836
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	10,000
		SUPPLIES AND MATERIALS - 63XX	291,235
		OTHER OPERATING COSTS - 64XX	115,200
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	750,271
		TOTAL FOR ORGANIZATION 854 - AVID	750,271

ECISD 2023-2024 BUDGET BOOK

855		GUIDANCE & COUNSELING	
	199	GENERAL FUND	
		11 INSTRUCTION	74,500
		13 CURRICULUM & STAFF DEVELOPMENT	8,500
		31 GUID, COUNS & EVALUATION SERVS	668,616
		PAYROLL COSTS - 61XX	439,293
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	188,823
		SUPPLIES AND MATERIALS - 63XX	67,000
		OTHER OPERATING COSTS - 64XX	56,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	751,616
		TOTAL FOR ORGANIZATION 855 - GUIDANCE & COUNSELING	751,616

ECISD 2023-2024 BUDGET BOOK

856		STUDENT ASSISTANCE SERVICES		
	199	GENERAL FUND		
		11 INSTRUCTION		129,257
		32 SOCIAL WORK SERVICES		825,915
			PAYROLL COSTS - 61XX	635,235
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	280,024
			SUPPLIES AND MATERIALS - 63XX	36,033
			OTHER OPERATING COSTS - 64XX	3,880
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	955,172
			TOTAL FOR ORGANIZATION 856 - STUDENT ASSISTANCE SERVICES	955,172

ECISD 2023-2024 BUDGET BOOK

858			CHOICE PROGRAMS	
	199		GENERAL FUND	
		21	INSTRUCTIONAL LEADERSHIP	130,200
			PAYROLL COSTS - 61XX	0
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	74,000
			SUPPLIES AND MATERIALS - 63XX	34,600
			OTHER OPERATING COSTS - 64XX	21,600
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	130,200
			TOTAL FOR ORGANIZATION 858 - CHOICE PROGRAMS	130,200

ECISD 2023-2024 BUDGET BOOK

861		FINE ARTS DEPARTMENT	
	199	GENERAL FUND	
		11 INSTRUCTION	43,802
		13 CURRICULUM & STAFF DEVELOPMENT	29,000
		21 INSTRUCTIONAL LEADERSHIP	198,048
		36 CO/EXTRACURRICULAR ACTIVITIES	490,172
		PAYROLL COSTS - 61XX	301,172
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	27,000
		SUPPLIES AND MATERIALS - 63XX	37,000
		OTHER OPERATING COSTS - 64XX	395,850
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	761,022
		TOTAL FOR ORGANIZATION 861 - FINE ARTS DEPARTMENT	761,022

ECISD 2023-2024 BUDGET BOOK

862		PHYSICAL EDUCATION & HEALTH	
	199	GENERAL FUND	
		11 INSTRUCTION	15,000
		13 CURRICULUM & STAFF DEVELOPMENT	22,000
		21 INSTRUCTIONAL LEADERSHIP	64,806
		PAYROLL COSTS - 61XX	51,306
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	5,000
		SUPPLIES AND MATERIALS - 63XX	22,000
		OTHER OPERATING COSTS - 64XX	23,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	101,806
		TOTAL FOR ORGANIZATION 862 - PHYSICAL EDUCATION & HEALTH	101,806

ECISD 2023-2024 BUDGET BOOK

864		INFORMATION TECHNOLOGY	
	199	GENERAL FUND	
		11 INSTRUCTION	1,896,605
		12 INSTRUCTIONAL RES & MEDIA SERV	41,800
		13 CURRICULUM & STAFF DEVELOPMENT	287,144
		51 FACILITIES MAINT & OPERATIONS	1,028,931
		53 DATA PROCESSING SERVICES	7,926,428
		PAYROLL COSTS - 61XX	3,420,937
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	5,407,960
		SUPPLIES AND MATERIALS - 63XX	2,250,111
		OTHER OPERATING COSTS - 64XX	101,900
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	11,180,908
		TOTAL FOR ORGANIZATION 864 - INFORMATION TECHNOLOGY	11,180,908

ECISD 2023-2024 BUDGET BOOK

871			SPECIAL EDUCATION	
	199		GENERAL FUND	
		11	INSTRUCTION	3,345,877
		13	CURRICULUM & STAFF DEVELOPMENT	28,165
		21	INSTRUCTIONAL LEADERSHIP	1,177,051
		31	GUID, COUNS & EVALUATION SERVS	2,873,879
		36	CO/EXTRACURRICULAR ACTIVITIES	19,957
		61	COMMUNITY SERVICES	10,000
			PAYROLL COSTS - 61XX	7,005,429
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	163,700
			SUPPLIES AND MATERIALS - 63XX	164,750
			OTHER OPERATING COSTS - 64XX	121,050
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	7,454,929
			TOTAL FOR ORGANIZATION 871 - SPECIAL EDUCATION	7,454,929

ECISD 2023-2024 BUDGET BOOK

875		BILINGUAL EDUCATION	
	199	GENERAL FUND	
		11 INSTRUCTION	315,279
		13 CURRICULUM & STAFF DEVELOPMENT	695,509
		21 INSTRUCTIONAL LEADERSHIP	446,950
		31 GUID, COUNS & EVALUATION SERVS	65,345
		PAYROLL COSTS - 61XX	1,089,902
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	216,200
		SUPPLIES AND MATERIALS - 63XX	173,203
		OTHER OPERATING COSTS - 64XX	43,778
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,523,083
		TOTAL FOR ORGANIZATION 875 - BILINGUAL EDUCATION	1,523,083

ECISD 2023-2024 BUDGET BOOK

876			FEDERAL/TITLE PROGRAMS	
	199		GENERAL FUND	
		11	INSTRUCTION	44,509
		21	INSTRUCTIONAL LEADERSHIP	191,504
			PAYROLL COSTS - 61XX	177,355
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	52,108
			OTHER OPERATING COSTS - 64XX	6,550
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	236,013
			TOTAL FOR ORGANIZATION 876 - FEDERAL/TITLE PROGRAMS	236,013

ECISD 2023-2024 BUDGET BOOK

881		ADVANCED ACADEMIC SERVICES	
	199	GENERAL FUND	
		11 INSTRUCTION	196,655
		13 CURRICULUM & STAFF DEVELOPMENT	1,057,985
		21 INSTRUCTIONAL LEADERSHIP	206,649
		31 GUID, COUNS & EVALUATION SERVS	16,195
		36 CO/EXTRACURRICULAR ACTIVITIES	48,412
		61 COMMUNITY SERVICES	8,000
		PAYROLL COSTS - 61XX	1,034,866
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	155,300
		SUPPLIES AND MATERIALS - 63XX	202,895
		OTHER OPERATING COSTS - 64XX	140,835
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	1,533,896
		TOTAL FOR ORGANIZATION 881 - ADVANCED ACADEMIC SERVICES	1,533,896

ECISD 2023-2024 BUDGET BOOK

882			STUDENT ADMISSIONS & TRANSFERS	
	199		GENERAL FUND	
		21	INSTRUCTIONAL LEADERSHIP	48,381
		31	GUID, COUNS & EVALUATION SERVS	59,100
			PAYROLL COSTS - 61XX	98,181
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	7,300
			OTHER OPERATING COSTS - 64XX	2,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	107,481
			TOTAL FOR ORGANIZATION 882 - STUDENT ADMISSIONS & TRANSFERS	107,481

ECISD 2023-2024 BUDGET BOOK

886			NURSING SERVICES	
	199		GENERAL FUND	
		33	HEALTH SERVICES	497,431
		61	COMMUNITY SERVICES	1,500
			PAYROLL COSTS - 61XX	387,252
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	14,100
			SUPPLIES AND MATERIALS - 63XX	74,265
			OTHER OPERATING COSTS - 64XX	23,314
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	498,931
			TOTAL FOR ORGANIZATION 886 - NURSING SERVICES	498,931

ECISD 2023-2024 BUDGET BOOK

889			SCHOOL LEADERSHIP	
	199		GENERAL FUND	
		11	INSTRUCTION	25,000
		21	INSTRUCTIONAL LEADERSHIP	1,192,409
		23	SCHOOL LEADERSHIP	92,000
			PAYROLL COSTS - 61XX	1,084,209
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	118,000
			SUPPLIES AND MATERIALS - 63XX	35,000
			OTHER OPERATING COSTS - 64XX	72,200
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	1,309,409
			TOTAL FOR ORGANIZATION 889 - SCHOOL LEADERSHIP	1,309,409

ECISD 2023-2024 BUDGET BOOK

891		CAREER & TECHNOLOGY		
	199	GENERAL FUND		
		21 INSTRUCTIONAL LEADERSHIP		316,136
		31 GUID, COUNS & EVALUATION SERVS		796
		51 FACILITIES MAINT & OPERATIONS		81,937
			PAYROLL COSTS - 61XX	380,669
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	9,900
			OTHER OPERATING COSTS - 64XX	8,300
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	398,869
			TOTAL FOR ORGANIZATION 891 - CAREER & TECHNOLOGY	398,869

ECISD 2023-2024 BUDGET BOOK

893		STUDENT AND SCHOOL SUPPORT	
	199	GENERAL FUND	
		21 INSTRUCTIONAL LEADERSHIP	528,297
		31 GUID, COUNS & EVALUATION SERVS	185,312
		32 SOCIAL WORK SERVICES	89,097
		33 HEALTH SERVICES	84,806
		PAYROLL COSTS - 61XX	690,262
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	79,500
		SUPPLIES AND MATERIALS - 63XX	108,250
		OTHER OPERATING COSTS - 64XX	9,500
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	887,512
		TOTAL FOR ORGANIZATION 893 - STUDENT AND SCHOOL SUPPORT	887,512

ECISD 2023-2024 BUDGET BOOK

894			CHOICE SCHOOL, ACCESS & SUPPRT	
	199		GENERAL FUND	
		21	INSTRUCTIONAL LEADERSHIP	26,200
			PAYROLL COSTS - 61XX	0
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	15,000
			SUPPLIES AND MATERIALS - 63XX	6,700
			OTHER OPERATING COSTS - 64XX	4,500
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	26,200
			TOTAL FOR ORGANIZATION 894 - CHOICE SCHOOL, ACCESS & SUPPRT	26,200

ECISD 2023-2024 BUDGET BOOK

897		INSTRUCTIONAL MATERIALS	
	199	GENERAL FUND	
		41 GENERAL ADMINISTRATION	368,228
		PAYROLL COSTS - 61XX	328,728
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	1,300
		SUPPLIES AND MATERIALS - 63XX	32,900
		OTHER OPERATING COSTS - 64XX	5,300
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	368,228
		TOTAL FOR ORGANIZATION 897 - INSTRUCTIONAL MATERIALS	368,228

ECISD 2023-2024 BUDGET BOOK

901		COMMUNICATIONS		
	199	GENERAL FUND		
		41 GENERAL ADMINISTRATION		432,427
		53 DATA PROCESSING SERVICES		83,558
		61 COMMUNITY SERVICES		15,000
			PAYROLL COSTS - 61XX	439,610
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	37,250
			OTHER OPERATING COSTS - 64XX	54,125
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	530,985
			TOTAL FOR ORGANIZATION 901 - COMMUNICATIONS	530,985

ECISD 2023-2024 BUDGET BOOK

905			ATHLETIC DEPARTMENT	
	199		GENERAL FUND	
		36	CO/EXTRACURRICULAR ACTIVITIES	2,281,104
		51	FACILITIES MAINT & OPERATIONS	224,251
			PAYROLL COSTS - 61XX	672,605
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	553,000
			SUPPLIES AND MATERIALS - 63XX	230,500
			OTHER OPERATING COSTS - 64XX	1,049,250
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,505,355
			TOTAL FOR ORGANIZATION 905 - ATHLETIC DEPARTMENT	2,505,355

ECISD 2023-2024 BUDGET BOOK

930			ASSOC SUPT - HC/OP/ATHL	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	301,886
			PAYROLL COSTS - 61XX	273,611
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	4,000
			SUPPLIES AND MATERIALS - 63XX	8,225
			OTHER OPERATING COSTS - 64XX	16,050
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	301,886
			TOTAL FOR ORGANIZATION 930 - ASSOC SUPT - HC/OP/ATHL	301,886

ECISD 2023-2024 BUDGET BOOK

935			HUMAN RESOURCES	
	199		GENERAL FUND	
		13	CURRICULUM & STAFF DEVELOPMENT	50,903
		41	GENERAL ADMINISTRATION	2,535,867
			PAYROLL COSTS - 61XX	1,683,140
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	430,080
			SUPPLIES AND MATERIALS - 63XX	60,800
			OTHER OPERATING COSTS - 64XX	412,750
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,586,770
			TOTAL FOR ORGANIZATION 935 - HUMAN RESOURCES	2,586,770

ECISD 2023-2024 BUDGET BOOK

952		DISTRICT POLICE DEPARTMENT	
	199	GENERAL FUND	
		52 SECURITY & MONITORING SERVICES	3,564,465
		PAYROLL COSTS - 61XX	2,907,273
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	376,000
		SUPPLIES AND MATERIALS - 63XX	251,944
		OTHER OPERATING COSTS - 64XX	29,248
		DEBT SERVICES - 65XX	0
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	3,564,465
		TOTAL FOR ORGANIZATION 952 - DISTRICT POLICE DEPARTMENT	3,564,465

ECISD 2023-2024 BUDGET BOOK

955			MAINTENANCE SERVICES	
	199		GENERAL FUND	
		51	FACILITIES MAINT & OPERATIONS	9,115,815
			PAYROLL COSTS - 61XX	4,686,815
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	2,148,000
			SUPPLIES AND MATERIALS - 63XX	2,146,750
			OTHER OPERATING COSTS - 64XX	4,250
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	130,000
			TOTAL FOR FUND 199 - GENERAL FUND	9,115,815
			TOTAL FOR ORGANIZATION 955 - MAINTENANCE SERVICES	9,115,815

ECISD 2023-2024 BUDGET BOOK

960			CUSTODIAL SERVICES	
	199		GENERAL FUND	
		51	FACILITIES MAINT & OPERATIONS	2,335,167
			PAYROLL COSTS - 61XX	1,115,067
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	275,000
			SUPPLIES AND MATERIALS - 63XX	856,200
			OTHER OPERATING COSTS - 64XX	2,500
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	86,400
			TOTAL FOR FUND 199 - GENERAL FUND	2,335,167
			TOTAL FOR ORGANIZATION 960 - CUSTODIAL SERVICES	2,335,167

962			ENERGY MANAGEMENT	
	199		GENERAL FUND	
		51	FACILITIES MAINT & OPERATIONS	6,507,430
			PAYROLL COSTS - 61XX	143,430
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	6,352,500
			SUPPLIES AND MATERIALS - 63XX	11,500
			OTHER OPERATING COSTS - 64XX	0
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	6,507,430
			TOTAL FOR ORGANIZATION 962 - ENERGY MANAGEMENT	6,507,430

ECISD 2023-2024 BUDGET BOOK

965			DISTRICT OPERATIONS	
	199		GENERAL FUND	
		51	FACILITIES MAINT & OPERATIONS	8,766,695
		71	DEBT SERVICE	40,000
		81	FACILITIES ACQUISITION & CONST	1,500,000
			PAYROLL COSTS - 61XX	499,795
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	3,578,000
			SUPPLIES AND MATERIALS - 63XX	24,000
			OTHER OPERATING COSTS - 64XX	4,664,900
			DEBT SERVICES - 65XX	40,000
			CAPTIAL OUTLAY - 66XX	1,500,000
			TOTAL FOR FUND 199 - GENERAL FUND	10,306,695
			TOTAL FOR ORGANIZATION 965 - DISTRICT OPERATIONS	10,306,695

ECISD 2023-2024 BUDGET BOOK

970		FINANCE OFFICE		
	199	GENERAL FUND		
		11 INSTRUCTION		80,000
		34 STUDENT TRANSPORTATION		200,000
		41 GENERAL ADMINISTRATION		1,496,811
		53 DATA PROCESSING SERVICES		70,680
			PAYROLL COSTS - 61XX	1,170,223
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	120,000
			SUPPLIES AND MATERIALS - 63XX	112,500
			OTHER OPERATING COSTS - 64XX	444,768
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	1,847,491
			TOTAL FOR ORGANIZATION 970 - FINANCE OFFICE	1,847,491

ECISD 2023-2024 BUDGET BOOK

971			PURCHASING OFFICE	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	343,951
			PAYROLL COSTS - 61XX	281,351
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	36,350
			OTHER OPERATING COSTS - 64XX	26,250
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	343,951
			TOTAL FOR ORGANIZATION 971 - PURCHASING OFFICE	343,951

ECISD 2023-2024 BUDGET BOOK

972			INFORMATION SYSTEMS	
	199		GENERAL FUND	
		53	DATA PROCESSING SERVICES	2,337,589
			PAYROLL COSTS - 61XX	1,357,339
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	632,000
			SUPPLIES AND MATERIALS - 63XX	331,000
			OTHER OPERATING COSTS - 64XX	17,250
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	2,337,589
			TOTAL FOR ORGANIZATION 972 - INFORMATION SYSTEMS	2,337,589

ECISD 2023-2024 BUDGET BOOK

974			SCHOOL NUTRITION	
	240		SCHOOL NUTRITION	
		35	FOOD SERVICE	11,945,054
			PAYROLL COSTS - 61XX	2,422,342
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	134,000
			SUPPLIES AND MATERIALS - 63XX	9,260,712
			OTHER OPERATING COSTS - 64XX	53,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	75,000
			TOTAL FOR FUND 240 - SCHOOL NUTRITION	11,945,054
			TOTAL FOR ORGANIZATION 974 - SCHOOL NUTRITION	11,945,054

ECISD 2023-2024 BUDGET BOOK

975		BUSINESS OPERATIONS WAREHOUSE	
	199	GENERAL FUND	
		11 INSTRUCTION	150,000
		41 GENERAL ADMINISTRATION	46,702
		51 FACILITIES MAINT & OPERATIONS	559,547
		71 DEBT SERVICE	54,300
		PAYROLL COSTS - 61XX	440,849
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	4,700
		SUPPLIES AND MATERIALS - 63XX	306,200
		OTHER OPERATING COSTS - 64XX	4,500
		DEBT SERVICES - 65XX	54,300
		CAPTIAL OUTLAY - 66XX	0
		TOTAL FOR FUND 199 - GENERAL FUND	810,549
		TOTAL FOR ORGANIZATION 975 - BUSINESS OPERATIONS WAREHOUSE	810,549

ECISD 2023-2024 BUDGET BOOK

976		PAYROLL		
	199	GENERAL FUND		
		41 GENERAL ADMINISTRATION		585,434
			PAYROLL COSTS - 61XX	565,434
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	0
			SUPPLIES AND MATERIALS - 63XX	15,545
			OTHER OPERATING COSTS - 64XX	4,455
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	585,434
			TOTAL FOR ORGANIZATION 976 - PAYROLL	585,434

ECISD 2023-2024 BUDGET BOOK

978			BENEFITS AND RISK MANAGEMENT	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	434,396
			PAYROLL COSTS - 61XX	400,896
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	6,000
			SUPPLIES AND MATERIALS - 63XX	15,500
			OTHER OPERATING COSTS - 64XX	12,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	434,396
			TOTAL FOR ORGANIZATION 978 - BENEFITS AND RISK MANAGEMENT	434,396

ECISD 2023-2024 BUDGET BOOK

986		TRANSPORTATION		
	199	GENERAL FUND		
		34 STUDENT TRANSPORTATION		11,036,228
		51 FACILITIES MAINT & OPERATIONS		42
		52 SECURITY & MONITORING SERVICES		79,144
			PAYROLL COSTS - 61XX	6,921,114
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	595,500
			SUPPLIES AND MATERIALS - 63XX	2,121,800
			OTHER OPERATING COSTS - 64XX	77,000
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	1,400,000
			TOTAL FOR FUND 199 - GENERAL FUND	11,115,414
			TOTAL FOR ORGANIZATION 986 - TRANSPORTATION	11,115,414

987			TRANSPORTATION CREDITS	
	199		GENERAL FUND	
		34	STUDENT TRANSPORTATION	(1,500,000)
			PAYROLL COSTS - 61XX	(940,000)
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	(25,000)
			SUPPLIES AND MATERIALS - 63XX	(510,000)
			OTHER OPERATING COSTS - 64XX	(25,000)
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	(1,500,000)
			TOTAL FOR ORGANIZATION 987 - TRANSPORTATION CREDITS	(1,500,000)

ECISD 2023-2024 BUDGET BOOK

989			GENERAL DISTRICT	
	199		GENERAL FUND	
		41	GENERAL ADMINISTRATION	21,200
		61	COMMUNITY SERVICES	800
			PAYROLL COSTS - 61XX	0
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	6,800
			SUPPLIES AND MATERIALS - 63XX	9,800
			OTHER OPERATING COSTS - 64XX	5,400
			DEBT SERVICES - 65XX	0
			CAPTIAL OUTLAY - 66XX	0
			TOTAL FOR FUND 199 - GENERAL FUND	22,000
			TOTAL FOR ORGANIZATION 989 - GENERAL DISTRICT	22,000

ECISD 2023-2024 BUDGET BOOK

992			**DEBT SERVICE**	
	599		**DEBT SERVICE FUND**	
		71	**DEBT SERVICE**	**46,520,000**
			PAYROLL COSTS - 61XX	**0**
			PROFESSIONAL AND CONTRACTED SERVICES - 62XX	**0**
			SUPPLIES AND MATERIALS - 63XX	**0**
			OTHER OPERATING COSTS - 64XX	**0**
			DEBT SERVICES - 65XX	**46,520,000**
			CAPTIAL OUTLAY - 66XX	**0**
			TOTAL FOR FUND 599 - DEBT SERVICE FUND	**46,520,000**
			TOTAL FOR ORGANIZATION 992 - DEBT SERVICE	**46,520,000**

ECISD 2023-2024 BUDGET BOOK

999		UNDISTRIBUTED ORG UNIT	
	199	GENERAL FUND	
		11 INSTRUCTION	15,267,813
		12 INSTRUCTIONAL RES & MEDIA SERV	172,000
		13 CURRICULUM & STAFF DEVELOPMENT	912,168
		21 INSTRUCTIONAL LEADERSHIP	255,000
		23 SCHOOL LEADERSHIP	1,360,983
		31 GUID, COUNS & EVALUATION SERVS	661,500
		32 SOCIAL WORK SERVICES	78,000
		33 HEALTH SERVICES	166,000
		34 STUDENT TRANSPORTATION	357,000
		36 CO/EXTRACURRICULAR ACTIVITIES	388,000
		41 GENERAL ADMINISTRATION	373,000
		51 FACILITIES MAINT & OPERATIONS	877,132
		52 SECURITY & MONITORING SERVICES	131,000
		53 DATA PROCESSING SERVICES	360,000
		61 COMMUNITY SERVICES	81,500
		71 DEBT SERVICE	1,200,000
		PAYROLL COSTS - 61XX	18,922,096
		PROFESSIONAL AND CONTRACTED SERVICES - 62XX	314,000
		SUPPLIES AND MATERIALS - 63XX	200,000
		OTHER OPERATING COSTS - 64XX	1,455,000
		DEBT SERVICES - 65XX	1,200,000
		CAPTIAL OUTLAY - 66XX	550,000
		TOTAL FOR FUND 199 - GENERAL FUND	22,641,096
		TOTAL FOR ORGANIZATION 999 - UNDISTRIBUTED ORG UNIT	22,641,096

ECISD 2023-2024 BUDGET BOOK

DISTRICT TOTAL:	**410,232,778**
11 INSTRUCTION	**202,095,977**
12 INSTRUCTIONAL RES & MEDIA SERVICE	**2,159,943**
13 CURRICULUM & STAFF DEVELOPMENT	**8,719,086**
21 INSTRUCTIONAL LEADERSHIP	**5,656,651**
23 SCHOOL LEADERSHIP	**21,539,711**
31 GUID, COUNS & EVALUATION SERVS	**13,981,624**
32 SOCIAL WORK SERVICES	**1,811,527**
33 HEALTH SERVICES	**3,254,406**
34 STUDENT TRANSPORTATION	**10,125,228**
35 FOOD SERVICE	**18,064,278**
36 CO/EXTRACURRICULAR ACTIVITIES	**8,162,823**
41 GENERAL ADMINISTRATION	**9,030,571**
51 FACILITIES MAINT & OPERATIONS	**38,015,291**
52 SECURITY & MONITORING SERVICES	**3,787,609**
53 DATA PROCESSING SERVICES	**10,822,562**
61 COMMUNITY SERVICES	**1,558,309**
71 DEBT SERVICES	**47,814,300**
81 FACILITIES ACQUISITION & CONST	**1,500,000**
91 CONTRACTED INSTRUCTIONAL SERVICES	**0**
95 INDIRECT COSTS	**0**
99 INTERGOVERNMENTAL CHARGES	**2,132,882**

PAYROLL COSTS TOTAL - 61XX	**265,525,184**
PROFESSIONAL AND CONTRACTED SERVICES TOTAL - 62XX	**51,305,007**
SUPPLIES AND MATERIALS TOTAL - 63XX	**29,149,763**
OTHER OPERATING COSTS TOTAL - 64XX	**12,697,124**
DEBT SERVICES TOTAL - 65XX	**47,814,300**
CAPTIAL OUTLAY TOTAL - 66XX	**3,741,400**



Ector County ISD 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' benefits.

El Distrito Escolar Independiente del Condado de Ector no discrimina en base de genero, edad, raza, nacionalidad, religion, incapacidad, estado socioeconomico, o falta de habilidad en las destrezas del idioma ingles, al proporcionar servicios educativos para beneficio de los estudiantes.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

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

DATE: June 20, 2023

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 _____, 2023.

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 20, 2023

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Purchases over $50,000

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

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

DATE: June 20, 2023

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") has implemented 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, 2023, 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 _____, 2023.

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 2022-2023 BUDGET AMENDMENT # 6**

DATE: June 20, 2023

Attached is a summary of the recommended Budget Amendment #6 for the 2022-2023 budget.

Please be advised, these are changes in estimated budgeted funds, to fund items as noted on attached.

****

Administrative Recommendation:

Approval of 2022-2023 Budget Amendment # 6.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Mauricio Marquez, Executive Director of Leadership
Dr. Keeley Boyer, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2023-2024 STUDENT CODE OF CONDUCT AND REVISIONS TO THE STUDENT HANDBOOK FEES**

DATE: June 20, 2023

The Board of Trustees is asked to approve the ECISD 2023-2024 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 and there are no revisions to the 2023-2024 TASB Model Student Code of Conduct at this time.

****

Administrative Recommendation:

Approval of the 2023-2024 Student Code of Conduct and revisions to the Student Handbook Fees.



Student Code of Conduct

2023-2024 School Year

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

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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 cannot learn.

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 student was 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 Fees and Student Fines 2023-2024						
		Grades 6 - 8		Grades 9 - 12		
Class	**Description**	**Per Year**	**Per Semester**	**Per Year**		**Per Semester**
Cosmetology I	Cosmetology Kit Purchase			~~$800~~	$1150	
Cosmetology II	Cosmetology Kit Purchase			~~$600~~	$681	
~~Welding @ Frost~~	~~Safety and Equipment/Uniform~~			~~$80~~		
Auto Tech	*Uniform Shirt*			*$35*		
Culinary Arts	Uniform			~~$80~~	$15	
LVN I Fall	Uniform/Equipment/Name Tag			~~$512~~	$524	
LVN I Spring	Skills Equipment/ATI Subscription			~~$495~~	$490	
LVN I Summer	Tuition			~~$192~~	$165	
LVN I Summer	Clinical Liability Insurance			~~$20~~	$32	
LVN II Fall	ATI Subscription x 2 Courses			~~$670~~	$720	
LVN II Fall	Pinning Cost			$110		
LVN II Fall	*Clinical Liability Insurance*			*$12*		
LVN II Spring	Jurisprudence & BON Application			$125		
LVN II Spring	Clinical Liability Insurance			~~$20~~	$12	
LVN II Summer	Post Graduate Summer Tuition			~~$540~~	$275	
LVN II Summer	Post Graduate Clinical Liability			$20		
LVN II Summer	Post Graduate NCLEX/Pearson Fees			$200		
Practicum Health Science Courses	*Lab Jacket*			*$35*		
Fashion Design	Sewing Kits			$30		
Welding @ OC	Safety and Equipment/Uniform/Supplies			$350		
~~Fire Academy~~	~~Partial Tuition (3 semester)~~					~~$150~~
Fire Academy	Uniform			~~$50~~	$150	
EMT	Partial Tuition (1 semester)					$150
EMT	Uniform			~~$250~~	$150	
~~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	
Student Technology Device Repair/Lost/Damaged/Unrepairable	*Replacement Cost*	
~~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~~	$20 (charge waived if on free or reduced lunch)
AP Exam Absentee or Cancellation	*$40*	
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	

Italicized blue font- new fee

~~Strikethrough~~- removed

Red font- updated fee



Ector County ISD Student Handbook

2023 – 2024 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.

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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 41 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/4379.

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 41 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 9; **Dating Violence** on page 46; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 36]

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 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, 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 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 82 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations;
- Evaluative data such as grades earned on assignments or tests; 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 89 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.

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 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 83, **Complaints and Concerns** on page 41, 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 44, 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 44, and **Students who are Homeless** on page 92.]

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

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 54 and **Special Programs** on page 89.]

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 a.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 66, 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 Ector County ISD Career & Technical Education (CTE) program offers twenty-seven state-approved programs of study. Each program of study is aligned to occupations that meet Texas labor market criteria for in-demand and high wage occupations including projected job growth, annual job openings, and the state median wage. Each program of study leads to postsecondary education, training opportunities, and aligns to statewide graduation endorsements. The twenty-seven programs of study are listed below:

- Accounting & Financial Services
- Advanced Manufacturing & Machinery Mechanics (Robotics)
- Animal Science
- Audio Video Production
- Automotive Technology
- Biomedical Science
- Business Management
- Auto Collison Repair & Refinishing
- Construction
- Cosmetology
- Criminal Justice
- Culinary Arts
- Graphic Design & Illustration
- Early Learning
- Engineering
- Fashion Design
- Fire Fighter Academy
- Future Teachers of Odessa

- Animation
- Healthcare
- Information Technology Support & Services
- Law Enforcement
- Nursing Science
- Paralegal
- Plant Science
- Programming & Software Development
- Welding

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, Southern 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 72.]

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 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 at1800-252-5400 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 [see **Foundation Graduation Program** on page 61]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 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 60 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 56 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 in 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 36, and **Dating Violence** on page 46.]

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 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 48.

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 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 83.]

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. 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 60 and **Standardized Testing** on page 89.]

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 89, 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 93.]

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 accordance with FM (LOCAL).

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 of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

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			$1150	
Cosmetology II	Cosmetology Kit Purchase			$681	
Auto Tech	Uniform Shirt			$35	
Culinary Arts	Uniform			$15	
LVN I Fall	Uniform/Equipment/Name Tag			$524	
LVN I Spring	Skills Equipment/ATI Subscription			$490	
LVN I Summer	Tuition			$165	
LVN I Summer	Clinical Liability Insurance			$32	
LVN II Fall	ATI Subscription x 2 Courses			$720	
LVN II Fall	Pinning Cost			$110	
LVN II Fall	Clinical Liability Insurance			$12	
LVN II Spring	Jurisprudence & BON Application			$125	
LVN II Spring	Clinical Liability Insurance			$20	
LVN II Summer	Post Graduate Summer Tuition			$275	
LVN II Summer	Post Graduate Clinical Liability			$20	
LVN II Summer	Post Graduate NCLEX/Pearson Fees			$200	
Practicum Health Science Courses	Lab Jacket			$35	
Fashion Design	Sewing Kits			$30	
Welding @ OC	Safety and Equipment/Uniform/Supplies			$350	
Fire Academy	Uniform			$150	
EMT	Uniform			$150	
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
Student Technology Device Repair/Lost/Damaged/Unrepairable	Replacement Cost
P.E. Replacement Lock	$6.00
I.D. Cards/Temporary	$2.00
I.D. Cards/ Replacement	$5.00
Parking Permits	$35.00
AP Exam	$20 (charge waived if on free or reduced lunch)
AP Exam Absentee or Cancellation	$40
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 January 4, 2024 – May 17, 2024.

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 83 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 89.]

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, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public

universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.

- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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 92 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.

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 39 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.

[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 72.

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 73 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 67.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS Allergies and Anaphylaxis 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. 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. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 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 43.]
- 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 83.]
- Becoming a school volunteer. [See **Volunteers** on page 97 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. [See **School Health Advisory Council (SHAC)** on page 74 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 https://www.ectorcountyisd.org/domain/125. [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 to 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 60 and **Standardized Testing** on page 89.]

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 79 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 89.]

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 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 56 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 on district property.

Students are responsible for any item found on 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 69.]

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 41 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 60.]

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 60 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 87.]

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

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 2023**

DATE: June 20, 2023

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.

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Administrative Recommendation:

Approval to Delegate Hiring Authority to the Superintendent for Contractual Personnel Stipulated in Policy DC(LOCAL) through the end of August 2023.

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 THE 2023-2024 DISTRICT IMPROVEMENT PLAN**

DATE: June 20, 2023

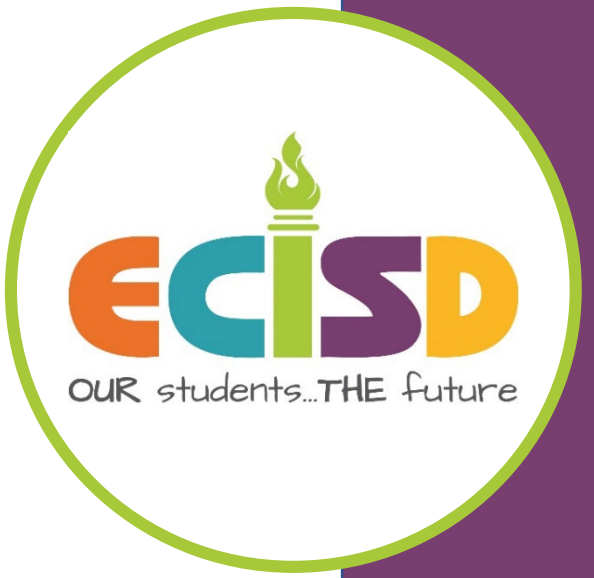
The purpose of this request is to ask for approval of the District Improvement Plan (DIP) for 2023-2024. The Board of Trustees are required to approve the DIP's goals and performance objective annually. The presentation will demonstrate how district leaders align the DIP to the Strategic Plan. The plan looks similar to last year with some adjustments based on the data we have received thus far. The Comprehensive Needs Assessment (CNA) is not complete as the State of Texas will not have the STAAR/EOC data available until August 2023. The CNA will include data that is available to us currently. Additions to the CNA and the DIP will be made as data comes available.

****

Administrative Recommendation:

Approval of ECISD 2023-2024 District Improvement Plan

District Improvement Plan 2023-2024



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June 2023

District Improvement Planning Process

Creation of the District Improvement Plan

- Strategic Plan – 5 Years (entering year 5)



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Comprehensive Needs Assessment



- 5+ Years Trend Data: Texas Academic Performance Report (TAPR) STAAR and EOC Data not available yet

- Multiple Measures
  - Demographics
  - Student Learning
  - District Processes and Programs
  - Perceptions

- Summary / Strengths / Problem Statements

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Strategic Goals



- Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

- Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

- Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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Performance Objectives



- **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.

- **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.

- **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.

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Performance Objectives



Goal 1

- Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.
- Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes Replace Ascender with Focus Student Information System
- 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
- Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve
- Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning
- Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum
- Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives

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Performance Objectives



Goal 1 (Continued)

- 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
- Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency High Impact Virtual Tutoring Continues for one more year with ESSER III
- Performance Objective 10: ECISD will provide safe and supportive school environment
- Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs
- Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, the Future is Now
- Performance Objective 13: Grow community partnerships that promote excellence in our schools
- Performance Objective 14: School leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback
- Performance Objective 15: School leaders will engage in professional learning to ensure effective restorative practices are implemented to increase attendance and engagement, resulting in improved student learning

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Performance Objectives



Goal 2

- Performance Objective 1: In 2023-2024, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators

- Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2023-2024

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

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

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Performance Objectives



Goal 3

- 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 Kindergarten Readiness increased to 56%
- Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students Blended Learning
- Performance Objective 3: ECISD will utilize SEL focused strategies to increase college, career and military readiness.
- Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions. Contigo Ed/KnowledgeWorks
- Performance Objective 5: Students achieving the AP/IB passing standard will increase from 42 to 47% by May 2024.
- Performance Objective 6: $11^{th}/12^{th}$ grade students achieving the PSAT/NMSQT/SAT benchmark will increase from 31% to 36% by May 2024.

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Performance Objectives



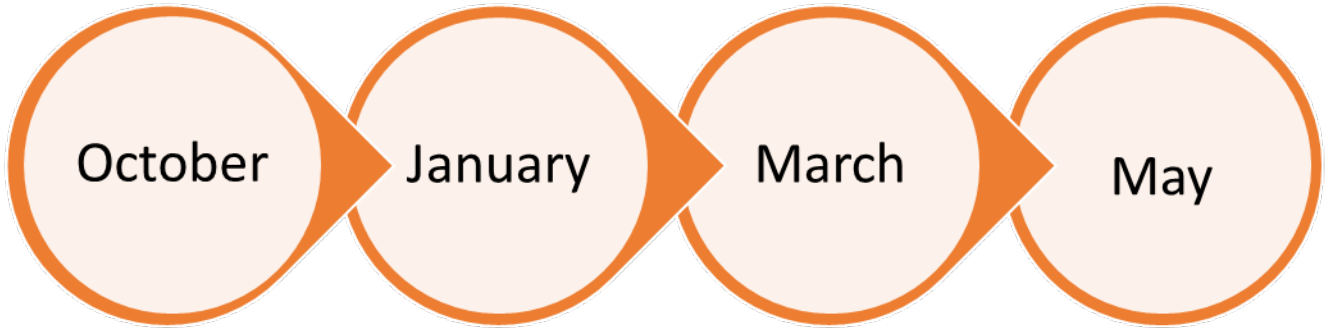
Goal 3 (Continued)

- Performance Objective 7: ECISD will focus on recovering and reengaging students who have dropped out of school
- 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
- 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 Middle Years Programme (IB)
- Performance Objective 10: ECISD will improve the four-year graduation rate from 83.7%for the class of 2018 to 90% for the graduating class of 2024 (reported in November of 2025)
- Performance Objective 11: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.
- Performance Objective 12: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%

Strategies



- Monitor



- Expected Result/Impact

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Formative Review

- Accomplished
- Continue / Modify
- Discontinue

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Board Approval



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Recommend Approval Taken by the Board of Trustees

Ector County Independent School District

District Improvement Plan

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics is reported under the Traditional 8 areas.

Demographics Strengths

Demographics is reported under the Traditional 8 areas.

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 2022 was 91.3% which has declined from the 92.4% in 2021, and 97.7% in 2020 and is below the state average. **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 7 in year 2021 to 24 in year 2022.

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%

Projected Growth				
8	1151	56%	802	56%
9	1768	44%		
10	1712	50%		
Total	20673	46%	17004	52%
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

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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%

Grade Level	2020 Rate of F's	2021 Rate of F's
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
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	35
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

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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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

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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
2017	74	61	59	74	43	82	67	54	28	50

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

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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

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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

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	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
2014	72	53	50	62	52	79	70	44	33	24

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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	61
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

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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
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

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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

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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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

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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

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	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
2014	92	81	78	89	77	100	100	75	57	50

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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
2018	39	20	18	17	28	*	*	16	10	15
2017	37	20	17	29	20	43	32	*	14	13

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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
2018	48	36	32	50	30	69	*	28	8	*
2017	45	34	30	49	*	59	*	28	*	*

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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

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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
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

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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

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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
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

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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
2018	59	45	41	63	35	81	*	38	17	27
2017	57	46	41	62	39	75	*	39	*	29

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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

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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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2014	15	6	5	10	3	33	10	4	2	5

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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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

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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)	Continuously Enrolled	Non-Continuously 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

		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)
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
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																384
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																

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
	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%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	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																
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%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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																387
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																

		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	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

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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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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
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

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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

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Table 65 - PSAT Scores – Mean Score Above 800

Year	11th Graders	10th Graders	9th Graders	8th Graders
2020	886	825	no data	722

Year	11th Graders	10th Graders	9th Graders	8th Graders
2019	868	804	No data	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
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

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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

Year	State	District
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	395
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%

Year	%
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%
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)								397
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%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
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%
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%

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	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
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%
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%

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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

ECISD AP SCHOLARS Calculated from College Board Data							
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

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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

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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 graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%. **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): 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. **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.

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. 404

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): 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 8 (Prioritized): 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. **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 9 (Prioritized): ECISD is working to provide all administrators and teachers access to a one-stop shop for data through School Status. The issues with Ascender has delayed the full implementation in 2022-2023. . **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.

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

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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): 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 2 (Prioritized): 39% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2023. This is an improvement from 59% in 2022. **Root Cause:** County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 3 (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 4 (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 5 (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 1: ECISD district attendance rate in 2022 was 91.3% which has declined from the 92.4% in 2021, and 97.7% in 2020 and is below the state average.

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: Demographics - Student Achievement - District Culture and Climate - Demographics

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district.

Root Cause 2: 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 2 Areas: District Processes & Programs

Problem Statement 3: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 3: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 4: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 7: Many of our facilities are 40-60 years old. The buildings are not designed to support education best practices

Root Cause 7: Lack of proper funding.

Problem Statement 7 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 8: Lack of a proper bond cycle has created inequity in our facilities.

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Root Cause 8: We have not had a bond cycle in the community and district that would properly fund the needed work.

Problem Statement 8 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 9: 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 9: Lack of funding and support for the need.

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

Problem Statement 10: 39% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2023. This is an improvement from 59% in 2022.

Root Cause 10: County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 10 Areas: Demographics - Technology - Perceptions

Problem Statement 11: ECISD is working to provide all administrators and teachers access to a one-stop shop for data through School Status. The issues with Ascender has delayed the full implementation in 2022-2023. .

Root Cause 11: 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 11 Areas: Student Achievement - District Context and Organization - District Processes & Programs

Problem Statement 12: 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 12: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: For every principal vacancy, ECISD has less than five viable candidates.

Root Cause 13: 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 13 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Context and Organization - Demographics

Problem Statement 14: 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 14: 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 14 Areas: District Processes & Programs

Problem Statement 15: Systemic positive customer service communication practices and solutions focused approaches need to improve.

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Root Cause 15: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Expulsion rate without services increased from 7 in year 2021 to 24 in year 2022.

Root Cause 16:

Problem Statement 16 Areas: Demographics - Student Achievement - District Culture and Climate - District Context and Organization - Demographics

Problem Statement 17: The majority of student records are currently stored in paper form.

Root Cause 17: 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 17 Areas: District Processes & Programs

Problem Statement 18: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.

Root Cause 18: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 18 Areas: District Processes & Programs

Problem Statement 21: 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 21: 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 21 Areas: Student Achievement - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 23: OSP students (military, foster care, and homeless) are graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%.

Root Cause 23: 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 23 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

Problem Statement 24: 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 24: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 24 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Context and Organization - Demographics

Problem Statement 25: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. 410

Root Cause 25: 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 25 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups 411

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Board Goals

Board 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 **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 **Equity Plan**				413

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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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. **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 **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				416

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment.	Formative			Summative
Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Director of Fine Arts				

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

Strategy 3 Details	Reviews			
Strategy 3: Implement Wi-Fi connectivity on all activity buses.	Formative			Summative
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.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology **Results Driven Accountability - Equity Plan**				417

Strategy 4 Details	Reviews			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year.	Formative			Summative
Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks.	Oct	Jan	Mar	May
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.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 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 Instruction and Literacy, Content Coordinators, Instructional Specialists **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				

No Progress | Accomplished | Continue/Modify | Discontinue

419

Board 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) **Results Driven Accountability - Equity Plan** **Funding Sources:** Curriculum implementation - Local, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - $1,000,000, 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, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will provide Visual Arts supplemental curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. All visual arts teachers will have personalized professional learning embedded in the supplemental curriculum to create a strong support mechanism for our new and struggling teachers. **Strategy's Expected Result/Impact:** Aligning Resources to Standards Providing Well-Rounded Education to ECISD Students Formative Assessments to Track Progress **Staff Responsible for Monitoring:** Executive Director of Fine Arts, Fine Arts Coordinator **Equity Plan** **Funding Sources:** Supplemental Curriculum - Title IV - $23,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 Director of Guidance and Counseling Coordinator of Social Emotional Learning **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 2024, 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:** Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL **Funding Sources:** - Local				421

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 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:** Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL **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:** Executive Director of Accountability, Executive Director of Guidance, Counseling and Wellness, Executive Directors of Curriculum & Coordinators, Director of Guidance and Counseling, Coordinator of SEL **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, Director of Guidance and Counseling, Coordinator of SEL				422

No Progress


Accomplished

Continue/Modify

Discontinue

Board 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:** Executive Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator, Talent Development **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:** Executive Director of Accountability, Exec Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator **Funding Sources:** - Local				423

No Progress | Accomplished | Continue/Modify | Discontinue

Board 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 **Equity Plan** **Funding Sources:** TPRS/TRAC - State Comp Ed - $490,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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 ESSER III 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 **Funding Sources:** - ESSER III - $4,000,000, - TCLAS - $170,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Advanced Academic Services Department holds an acceleration camp for our Gifted and Talented students each summer. Camp SIP (Scholars in Progress) will be extended to middle school beginning in the summer of 2022. We will continue to grow middle school Camp SIP during the summer of 2023 **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.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 and students. 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. **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, Nursing and Health Services, ECISD Police Dept. **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 guidance lessons through the Professional School Counselors, SAS Counselors, and community partners. Counselors will collaborate with community partners and ECISD police as needed. All counselors and nurses 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, Nursing and Health Services **Funding Sources:** - Local, - State Comp Ed				426

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 Professional School Counselors 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 Counseling **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 referrals 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 offered age appropriate guidance lessons concerning harassment and dating violence through school counselors and community partners. 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 **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 **Funding Sources:** - Local				

Strategy 6 Details	Reviews			427
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Mental health awareness training will be provided to all staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency through SafeSchools. **Strategy's Expected Result/Impact:** Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Talent Development, Executive Director of Guidance and Counseling, Director of Guidance and Counseling **Funding Sources:** - State Comp Ed, - Local				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: 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 provided to counselors, nurses and social workers in Mental Health 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 and Health Services, Guidance and Counseling, Community Outreach Center **Funding Sources:** Additional door barriers for classrooms - Title IV - $30,000, - State Comp Ed				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: 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 2023-2024 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 2024 Panorama student survey. Timely response and resolution to all bullying reports to mitigate bullying. **Staff Responsible for Monitoring:** Executive Directors of Leadership				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Board 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 and program evaluation to drive best-practices and continued progress in education and guide the development of new tools and technologies aligned to district and campus needs.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Internal and External Research; Program Evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will invest in mechanisms to make evidence-based practices consistently utilized within the district to support campus and student needs. Develop, refine, and implement processes for internal and external research conducted in ECISD. **Strategy's Expected Result/Impact:** Research conducted will align to the district's vision, Board goals, and Indicators of Success will provide information that supports continuous district improvement. Evidence of research will be shared and analyzed to improve practices, improve learner outcomes, and identify duplication of efforts to enable effective and efficient practices. **Staff Responsible for Monitoring:** Executive Director of Research, Evaluation, and Assessment **Problem Statements:** Demographics 2 - Student Achievement 3, 6, 7 - Student Learning 1, 3, 4 - District Processes & Programs 7, 8 - Curriculum, Instruction, and Assessment 3, 5, 7 - Parent and Community Engagement 1 **Funding Sources:** Outside consultant to support the creation of the Research and Evaluation division in the REA Department - Local - $15,000, Technology needs (i.e., programs and/or software) for R&E - Title One School-Improvement - $10,000				429

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop a framework for progam evaluation in ECISD. 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 sites. **Strategy's Expected Result/Impact:** Local, state, and federal program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. **Staff Responsible for Monitoring:** Executive Director of Research, Evaluation, and Assessment **Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Achievement 3, 6, 7 - Student Learning 1, 3, 4 - District Processes & Programs 7, 8 - Curriculum, Instruction, and Assessment 3, 5, 7 - Parent and Community Engagement 1 **Funding Sources:** Accountability consultant to ensure alignment with program evaluation and student needs - Local - $24,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 11 Problem Statements:

Student Learning

Problem Statement 1: 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 3: OSP students (military, foster care, and homeless) are graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%. **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: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. **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.

District Processes & Programs

Problem Statement 7: 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 8: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. **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.

Board 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.

High Priority

Evaluation Data Sources: Superintendent Staying Connected visits will continue throughout 2023-2024. Principal Advisory Groups meet with the superintendent. Student Advisory group also meets with the superintendent. There are weekly press briefings with local reporters. ECISD also regularly uses social media, and we are engaged in a communications audit, which will identify strengths and areas of opportunity within the communications department. Recommendations will be provided for improvement. Events like convocation and State of the District allow ECISD to share and personally engage the community.

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 all district and campus leaders with support materials (scripts, fliers, logos). Coordinate online and in-person information sessions for all staff, and develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objectives and goals. **Strategy's Expected Result/Impact:** Staff and community will understand the goals of the strategic plan. **Staff Responsible for Monitoring:** Communications Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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: 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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: 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 focused on best practices for school culture and instructional leadership. **Strategy's Expected Result/Impact:** Reduce disciplinary infractions Improved attendance rate Improved student learning and growth **Staff Responsible for Monitoring:** Director of Leadership Executive Directors of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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 Board 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 **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			435
	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 **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 **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 choices and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 3 - and continuing as the state requires. 3. Advanced Academics NMSI Grant Laying the Foundation - Year 4 **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 **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

Board 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, **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 2023-2024. **Strategy's Expected Result/Impact:** Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Finance **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources for development and implementation of the Teacher Incentive Allotment - Local				437

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 **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

Board 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 the selection and development of quality people during 2023-2024.

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 of Guidance and Counseling, Director of Guidance and Counseling, Executive Director CTE **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 **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for branding, marketing and recruitment - Local				439

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Establish the District as an Education Preparation Program (EPP). **Strategy's Expected Result/Impact:** Increase candidate pool **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Talent Development **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				

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy) **Strategy's Expected Result/Impact:** Increase quality and preparedness of candidates for our assistant principal bench **Staff Responsible for Monitoring:** Executive Director of Talent Development **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				440

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 Principals 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 Director of Leadership **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**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

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 **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 2023 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				442

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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.

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 **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, Campus Leadership, Campus Coaches **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 **Results Driven Accountability - Equity Plan** **Funding Sources:** PLC implementation and DDI process - Relay funded by TEA - Donated Funds				444

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 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 **Results Driven Accountability** **Funding Sources:** Tutoring Partners, Teachers - ESSER III - $2,000,000, Tutoring Partner - TCLAS - $60,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 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 **Funding Sources:** Teachers and Administrators - Title One School-wide, Teachers and Administrators - Local, Materials, Teachers, and Administrators - TCLAS				

0% No Progress 100% Accomplished Continue/Modify Discontinue

445

Board 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, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, SEL Coordinator **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 **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 **Equity Plan**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 Board 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:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator				

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. **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. 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%. **Staff Responsible for Monitoring:** Director of AVID, Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** AVID program needs to include contracts, supplies and payroll - State Comp Ed - $550,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator, Director of AVID				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 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:** Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 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 bonus points. **Strategy's Expected Result/Impact:** 2023 graduates meeting the TSIA requirements will increase by 5%. **Staff Responsible for Monitoring:** Curriculum Department, Campus Administrators, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				449

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: 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, Executive Director of Guidance, Counseling and Wellness, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				

No Progress | Accomplished | Continue/Modify | Discontinue

Board 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 2024.

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 2023-2024 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				

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				

No Progress


Accomplished

Continue/Modify

Discontinue

Board 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 2024.

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 2023 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 2023. The expected result of higher SAT students meeting the benchmark. **Staff Responsible for Monitoring:** AAS Dept,, Communications Dept.				

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

Board 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 **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, Director of Guidance and Counseling **Funding Sources:** - ESSER III - $1,000,000				453

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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, specifically targeting 8th grade Social Studies 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 **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.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All elementary through middle school campuses will document their interventions for social studies and drop outs through various methods, such as PLC's, tutoring groups, software, social services and counseling their efforts to close the achievement gaps in social studies and drop outs. **Strategy's Expected Result/Impact:** Improved performance for Other Special Populations in the area of drop out and social studies. **Staff Responsible for Monitoring:** Principals, teachers **Funding Sources:** Homeless support services - Title One Homeless - $80,000, Homeless support and recovery services - State Comp Ed - $1,000,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Board 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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board 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)

High Priority

HB3 Board 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:** Professional School Counselors **Results Driven Accountability - Equity Plan**				

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

457

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

HB3 Board 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				458

 No Progress  Accomplished  Continue/Modify  Discontinue

Board 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 identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Board 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				459

0% No Progress 100% Accomplished Continue/Modify Discontinue

District Funding Summary

Bond Funds					
Board 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					
Board 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					
Board 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			$0.00 460
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	6			$0.00
1	11	1	Outside consultant to support the creation of the Research and Evaluation division in the REA Department		$15,000.00

Local					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	2	Accountability consultant to ensure alignment with program evaluation and student needs		$24,000.00
2	1	1	Salaries, equipment, supplies and contracted services		$0.00
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	5	Teachers and Administrators		$0.00
3	4	4			$0.00
3	4	5			$0.00
3	4	6			$0.00
				Sub-Total	$1,947,000.00

State Blended Learning Grant					
Board 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					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	11	1	Data dashboard		$85,000.00
3	11	2	CCMR data dashboard		$100,000.00
3	12	1			$85,000.00
3	12	2			$85,000.00
				Sub-Total	$355,000.00

State Comp Ed					
Board 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	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	6			$0.00
1	10	7			$0.00
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					
Board 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	8	3	Homeless support and recovery services		$1,000,000.00
				Sub-Total	$26,165,000.00

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

Title One Homeless					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	8	3	Homeless support services		$80,000.00
				Sub-Total	$80,000.00

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Title One School- Improvement					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1	Technology needs (i.e., programs and/or software) for R&E		$10,000.00
1	14	1	ESSER Funds		$0.00
1	15	1	ESSER Funds		$0.00
2	2	1	OC Campus staff stipends		$0.00
				Sub-Total	$10,000.00

Title One School-wide					
Board 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
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	5	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					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	2	Guidance Counselor		$65,000.00
				Sub-Total	$65,000.00

Title Two Professional Development					
Board 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					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Supplemental Curriculum		$23,500.00
1	7	1			$0.00
1	7	4			$0.00
1	10	7	Additional door barriers for classrooms		$30,000.00
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

Title IV					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$553,500.00

ESSER III					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	3			$4,000,000.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
3	2	4	Tutoring Partners, Teachers		$2,000,000.00
3	7	2			$1,000,000.00
				Sub-Total	$7,000,000.00

TCLAS					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	3			$170,000.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
3	2	4	Tutoring Partner		$60,000.00
3	2	5	Materials, Teachers, and Administrators		$0.00
				Sub-Total	$230,000.00

State Grant					
Board 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. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE FEDERAL DEMONSTRATION PARTNERSHIP (FDP) DATA TRANSFER AND USE AGREEMENT FROM BROWN UNIVERSITY TO STANFORD UNIVERSITY**

DATE: June 20, 2023

The purpose of the request for approval of the Data Transfer and Use Agreement is to transfer the previously approved agreement between Brown University and ECISD regarding the impact of having access to a provided tutoring program (FEV). The ECISD Board of Trustees approved the original data sharing agreement with Brown University on August 16, 2022.

Stanford University will now be working with ECISD and FEV to study the outcomes of high-impact tutoring. The study will include student learning, student behavior, student perceptions, teacher perceptions, and family perceptions. The research team will also explore whether the tutoring program was more effective for students with particular characteristics. These analyses will also utilize student-level engagement data from the tutoring provider.

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Administrative Recommendation:

Approval of the Federal Demonstration Partnership (FDP) data Transfer and Use Agreement from Brown University to Stanford University.

TERMINATION
to the
COLLABORATIVE DATA TRANSFER AND USE AGREEMENT

This Termination to the Collaborative Data Transfer and Use Agreement ("Termination") terminates the Collaborative Data Transfer and Use Agreement between Brown University ("Brown"), Ector County Independent School District ("Ector County ISD"), and FEV Tutor ("FEV"), entered into and executed on September 6, 2022 ("Agreement").

WHEREAS, Brown, Ector County ISD and FEV have mutually agreed to terminate the Agreement.

WHEREAS, Ector County ISD, FEV and Brown desire Brown to transfer the Data received by Brown under the Agreement to The Leland Stanford Junior University ("Stanford"), and Stanford is willing to receiving the Data, subject to the terms and conditions of this Termination.

NOW, THEREFORE, in consideration of the mutual promises contained herein, Ector County ISD, FEV, Brown and Stanford agree as follows:

1. The Agreement is hereby terminated as of the last date of signature below ("Termination Date").
2. As of the Termination Date, Ector County ISD, FEV and Brown shall be relieved of all obligations and duties under the Agreement, except as otherwise provided in this Termination.
3. The provisions of the Agreement, which by their nature or by express indication in the Agreement, are intended to survive termination shall survive and remain in effect after the Termination Date.
4. Capitalized terms used herein and not otherwise defined are defined as set forth in the Agreement.
5. This Termination constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, and agreements between the parties concerning the subject matter hereof. To the extent that any language contained in the Agreement conflicts with any language contained in this Termination, the language contained in this Termination shall control.
6. Notwithstanding anything to the contrary in the Agreement, Ector County ISD and FEV each expressly permit Brown to transfer the Data to Stanford as part of this Termination. As of the date of transfer, Stanford accepts responsibility for the Data pursuant to the terms of its respective data use agreements with Ector County ISD and FEV related to the Data. For the avoidance of doubt no implication of assignment or Stanford's acceptance of the terms of the Agreement shall be flowed down or accepted by Stanford. Brown assumes no, and Ector County ISD, FEV, and Stanford each agree Brown University has no, liability for any losses or claims which may arise from receipt or use by Stanford of the Data, except, as permitted by law, to the limited extent arising out of the gross negligence or willful misconduct of Brown University, or any of its officers, trustees, employees, trainees, students, representatives and/or agents. Stanford assumes no, and Ector County ISD, FEV, and Brown each agree Stanford has no, liability for any losses or claims which

may arise from preparation, transport, storage, or use by Brown of the Data, except, as permitted by law, to the limited extent arising out of the gross negligence or willful misconduct of Stanford or any of its officers, trustees, employees, trainees, students, representatives and/or agents. Ector County ISD and FEV each agree to execute separate agreements with Stanford to govern Stanford's use of the Data and protection of the Data after transfer by Brown.

IN WITNESS WHEREOF, Provider, Recipient, and Stanford have executed this Termination as of the last date of signature below.

BROWN UNIVERSITY

By: _____Date: _____
Print name:
Title:
Date:_____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By: _____Date: _____
Print name:
Title:

FEV TUTOR

By: _____Date: _____
Print name:
Title:

THE LELAND STANFORD JUNIOR UNIVERSITY

By: _____Date: _____
Print name:
Title:

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Associate Superintendent

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF BOARD OF TRUSTEES RECOMMENDATIONS FOR NAMING COMMITTEE MEMBERSHIP FOR DOWLING ELEMENTARY SCHOOL PLAYGROUND**

DATE: June 20, 2023

During the latter part of 2023, a request was received by the Ector County ISD administration to name the playground located at Dowling Elementary School and place this name on a sign near the playground. In response to this request, the administration referenced CW (Local), which is the policy that was adopted for addressing facility naming. A copy of CW (Local) has been included for reference purposes. This policy states that recommended names shall be submitted to a committee composed of the following representatives:

1. Two members of the Education Foundation, as selected by the members of the Education Foundation.
2. Two members appointed by the Board.
3. Three community representatives who reside within the District and have been selected by the District's Continuous Improvement Team.
4. Three parent representatives who reside within the District and have been selected by the District's Continuous Improvement Team.

This committee shall be chaired by the Superintendent or designee. The committee shall submit to the Board one or more recommended names for each facility to be named.

Board members were asked to recommend potential candidates for the two committee positions that are appointed by the Board. Candidate names for the Dowling Elementary School Playground Naming Committee were gathered, and each nominee was contacted to ascertain his/her interest and availability to serve on the naming committee. The following nominees expressed their interest and availability to serve on the naming committee.

- Pastor Windsor Archie
- Pastor Charles Sims
- Sonia Hayne

As two members are appointed by the Board, the administration recommends that each trustee complete a voting ballot that contains the names of the three nominees. The two nominees with the highest number of votes will then be recommended to the entire Board of Trustees for membership on the Dowling Elementary School Playground Naming Committee.

****

Administrative Recommendation:

Approval of the two nominees with the highest number of votes for membership on the Dowling Elementary School Playground Naming Committee.

Ector County Independent School District
BOARD OF TRUSTEES

Naming Committee Membership for
Dowling Elementary Playground

BALLOT

Please select two (2) from the following list of candidates.

- ☐ Pastor Windsor Archie
- ☐ Pastor Charles Sims
- ☐ Sonia Hayne

_____

Signature Required

Notes:

- This document will be made available to the public, as requested.

Guidelines

The following guidelines shall be used in the naming of school buildings or other facilities in the District:

1. Facilities may be named for persons who served the District or community, especially in service to children.
2. Facilities may be named for any local, state, or national heroic figure.
3. Facilities may be named for an individual who is living or deceased.
4. Facilities may be named for local residential or geographical areas or state national landmarks.
5. A nominee shall have made a significant contribution to society and/or education and his or her name shall lend prestige and status to an institution of learning.
6. The nominee must represent exemplary human qualities that can serve as a model of excellence for the students who will attend the school.

Recommendation Process

The Board may request the Superintendent to solicit recommendations of names from staff, students, and the community when, in the opinion of the Board, this process is advisable. Recommendations shall be submitted to the Board through the Superintendent. The supporting data shall include a succinct description of the nominee's contributions, why these are important, and any pertinent history that should be considered.

Committee

Recommendations of names shall be submitted to a committee composed of the following representatives:

1. Two members of the Education Foundation, as selected by the members of the Education Foundation.
2. Two members appointed by the Board.
3. Three community representatives who reside within the District and have been selected by the District's Continuous Improvement Team.
4. Three parent representatives who reside within the District and have been selected by the District's Continuous Improvement Team.

The committee shall be chaired by the Superintendent or designee. The committee shall submit to the Board one or more recommended names for each campus or facility to be named.

Board Decision The responsibility for the final decision in naming facilities rests with the Board. At a regularly scheduled meeting, the Board shall officially select a name from the list of recommendations submitted by the committee for each campus or facility to be named.

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:

May 16, 2023 – Regular Board Meeting

AT A REGULAR MEETING 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., MAY 16, 2023, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Dr. Steve Brown	Delma Abalos
Tammy Hawkins	Carol Gregg
Dennis Jones	Dr. Donna C. Smith
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Keeley Boyer, Dr. Lilia Náñez, Deborah Ottmers, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Todd Starnes, Karl Miller, Javier Ruiz, Robert Velasco, Ale Garcia, Shannon Davidson, Jalynn Zavala, Rhonda Haley, Ashley Enrriquez, Brandon Young, Jeff Daniels, Casey Hallmark, Annie Stanley, Ramsi Richardson, Shelly Williams, Allie Jarreau, Lindsey Istre, Naomi Fuentes, Brooklyn Arias, Micah Arrott, Margarita Acosta, Aaron Hawley, Heather Lovett, Tracey Borchardt, Mari Willis, Dallas Kennedy, Javier Joven, Sandra Talavera, Wayne Woodall, Jennifer Woodall, Doyle Woodall, Dawn Miller, Rita Lopez, Mary Franco

26300 **Meeting Called to Order**: Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26301 **Verification of Compliance with Open Meeting Law:** Dr. Steve Brown, 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.

26302 **Pledge Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Lamar Early Education Center Students Andrew Ramirez and Ashlynn Salazar.

26303 **Invocation**: The Invocation was led by Senior Pastor Todd Starnes, First Assembly of God Church.

26304 **Special Presentations**:

Recognition of OXY and Ellen Noel Art Museum for Art 2 Go Program for ECISD 2nd Graders: OXY and the Ellen Noel Art Museum were recognized for their commitment to the Art 2 Go program. The generous sponsorship from OXY allows ECISD 2nd graders the opportunity to visit the museum free of charge. This program is curriculum aligned for these young learners. Chief Communications Officer Mike Adkins introduced the following representatives from Oxy and the Ellen Noel Art Museum:

- Casey Hallmark, Ellen Noel Art Museum Director of Marketing & Development

- Annie Stanley and Ramsi Richardson from the Ellen Noel Art Museum
- Shelly Williams, OXY Manager Community Relations & Employee Engagement
- Allie Jarreau, OXY Community Relations Advisor
- Lindsey Istre, OXY Employee Engagement Specialist

Introduction of Principals Selected for Holdsworth Leadership Training: Chief Communications Officer Mike Adkins introduced a group of seven ECISD principals who through a generous grant from the Permian Strategic Partnership will participate in the Holdsworth Center's Campus Leadership Program.

- Anthony Garcia, Odessa High School
- Jessica Redman, Wilson & Young Medal of Honor Middle School
- Kamye Smith, Blanton Elementary
- Margarita Acosta, Cameron Elementary
- Micah Arrott, Pease Elementary
- Raquel Rodriguez, Ross Elementary
- Ale Garcia, Travis Elementary

The Holdsworth Center was founded in 2017 by H-E-B Chairman Charles Butt with the belief that great leaders can push student achievement to new heights. The Campus Leadership Program is a two-year journey, designed to build the capacity of leaders to create sustainable change and create a culture of continuous improvement on campuses.

Announcement of ECISD Memorial Scholarship Winners: This item was pulled from the agenda and will be presented at the June 20, 2023 board meeting.

Recognition of Class of 2023 Valedictorians and Salutatorians: Chief Communications Officer Mike Adkins presented the following Class of 2023 Valedictorians and Salutatorians:

G.H.W.B. New Tech Odessa

Nisabella Karais, *Valedictorian*
Katlynn Nevill, *Salutatorian*

OCTECHS

Ashley Enrriquez, *Valedictorian*
Jalynn Zavala, *Salutatorian*

Odessa Collegiate Academy

Cielbi Clark, *Valedictorian*
Tamara Arenivas, *Salutatorian*

Odessa High School

Anastacio Pando, *Valedictorian*
Gabriel Haley, *Salutatorian*

Permian High School

Hannah Douglas, *Valedictorian*
Rodbert Velasco, *Salutatorian*

STEM Academy

Allison Barnes, *Valedictorian*
Isaac Arellano, *Salutatorian*

Recognition of ECISD's Graduation from Raise Your Hand Texas' Trustee Advocates Program: Superintendent of Schools Dr. Muri and the ECISD Board of Trustees participated in the Raise Your Hand Texas' Trustee Advocates Program. They were recognized for their outstanding achievement to build a local public education advocacy network that encourages community connectedness and influences state legislative outcomes.

ECISD was among eight school districts from across the state that participated in the inaugural class of the Raise Your Hand Texas' Trustee Advocates Program, an 18-month-long training series developed by the education advocacy nonprofit Raise Your Hand Texas. The Trustee Advocate Program provides Texas School Boards and Superintendents with the tools they need to become more effective advocates for legislative policy that impacts public schools; during the program participants learn how to build a local public education advocacy network with the purpose of encouraging community connectedness, and supporting public education policy solutions at the state level.

26305 **Opening Remarks by Superintendent**: In his opening comments, Superintendent of Schools Dr. Scott Muri thanked outgoing board member Dennis Jones, who was appointed to the school board in 2022, with the "Extra Mile" award. Dr. Muri also talked about last Friday's Teacher Incentive Allotment announcements. This year 258 ECISD teachers, representing 38 schools, earned $2.4 million in state incentives because of the academic growth of their students. It is a large increase from one year ago.

26306 **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.

In public comment, Javier Ruiz, Odessa High School teacher and President of Ector County TSTA congratulated the four recently elected school board members and thanked the outgoing Trustees for their service.

Board Policy

26307 **Discussion of Revisions to Local Board Policy: FM(LOCAL): Student Activities**: Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed. D. presented this item for discussion. This policy addresses the UIL exemption to no pass, no play provisions. This policy will be brought back for approval at the June 20, 2023 board meeting.

No action required.

Action Items

26308 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Hawkins, seconded by Stanley to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

26309 **Discussion of and Request for Approval of the Agreement between ECISD and MSB School Services**: Moved by Stanley, seconded by Hawkins to approve the Agreement between ECISD and MSB School Services as presented.

Motion unanimously approved.

26310 **Discussion of and Request for Approval of Ector County Appraisal District Board Member to Fill a Vacancy**: Moved by Hawkins, seconded by Stanley to approve Mari Spivey Willis to fill a Board Member Vacancy to the Ector County Appraisal District as presented.

Motion unanimously approved.

26311 **Consent Agenda**: Moved by Hawkins, seconded by Jones 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. Request for Approval of the Quarterly Investment Report
E. Request for Approval of Low Attendance Waiver
F. Request for Approval of Permian High School Choir Student Out-of-State Travel to New York, NY
G. Request for Approval of Odessa and Permian High School Theatre Students Out-of-State Travel to Bloomington, Indiana
H. Request for Approval of Career and Technical Education at New Tech Odessa Culinary Students Out-of-State Travel to Greece

Motion unanimously approved as modified.

Report/Discussion Items

26312 **The ECISD Portrait of a Graduate Report**: Associate Superintendent of Curriculum & Instruction Dr. Lilia Náñez and Associate Superintendent of Student and School Support Alicia Syverson presented this item for discussion. They provided Trustees with an update on the creation of the Portrait of an ECISD Graduate. Over the past year, ECISD team members have worked across divisions to create this Portrait of a Graduate which is, simply put, *what every ECISD student should know and be able to do by graduation to help them navigate a rapidly changing future*. The process

included surveys of several key stakeholder groups, identifying the trends in those responses and creating the profile from those major themes. The profile developed the following qualities:

- **Future Focused** – ECISD graduates have the necessary knowledge and skills to: align their futures with their unique interests and talents; navigate continuing education, higher education, and/or armed forces; train and succeed in the workforce
- **Global Citizen** – ECISD world-ready graduates will be open-minded visionaries who are: empowered, empathetic and ethical.
- **Life Ready** – ECISD graduates are prepared to manage their households independently by having the skills to be: self-sufficient, financially responsible, physically and mentally healthy
- **Community Influencer** – ECISD graduates will create positive impact through: engaging in civic action, communicating respectfully, and utilizing strong interpersonal skills.

The next steps in this process are to break these graduate level characteristics into grade bands that progress from kindergarten through 12th grade. Then create measurement tools to support growth and provide transparency for our community.

No action required.

26313 **Budget Update Discussion**: Dr. Muri briefly talked with school board members about the fact our school district is usually very deep into budget plans for the coming year but there is much more unknown with the Texas legislature this year, so the process locally has slowed. He talked of bills being passed back and forth from the Senate to the House and many pertaining to public school funding are vastly different and will mean the difference of millions of dollars for Texas school districts. He mentioned dollars earmarked for school safety being cut drastically over the weekend, and potential raises for teachers being proposed as minimal one-time bonuses. He said too much is unknown right now to put together a detailed budget for 2023-24; the discussion will move to June after the session in Austin adjourns.

No action required.

26314 **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 New Tech Odessa High School, Executuve Director of Leadership, and Executive Director of Curriculum & Instruction.) Security Personnel, Devices or Security Audits – Section 551.076 of the Texas Government Code (The Board will receive and deliberate a School Safety Audit Report.) 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 Dr. Steve Brown convened the Board of Trustees to closed session at 7:21 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to open session at 7:38 p.m.

26315 **Request for Approval of Recommendation to Hire Principal at New Tech Odessa High School**: Moved by Hawkins, seconded by Stanley to approve the recommendation to hire Abel Avila as Principal at New Tech Odessa High School as presented.

Motion unanimously approved.

26316 **Request for Approval of Personnel Recommendation to Hire Executive Director of Leadership**: Moved by Stanley, seconded by Hawkins to approve the recommendation to hire Dr. Melissa Skinner as Executive Director of Leadership as presented.

Motion unanimously approved.

26317 **Request for Approval of Personnel Recommendation for the Executive Director of Curriculum and Instruction**: Moved by Stanley, seconded by Hawkins to approve the recommendation to hire Dr. Andrea Moreno-Hewitt as Executive Director of Curriculum and Instruction as presented.

Motion unanimously approved.

26318 **Information Items**: The Board of Trustees were provided with the following information items Financials, Purchasing Report, and Routine Personnel Report.

Action Items

26319 **Discussion of and Request for Approval of Order Canvassing the May 6, 2023 Board of Trustees Election Returns**: Moved by Hawkins, seconded by Stanley to approve the Order Canvassing the May 6, 2023 Trustees Election Returns as presented. These are the final cumulative and precinct by precinct results from each polling place where a trustee position was contested.

Motion unanimously approved.

26320 **Issuance of Board of Trustees Certificates of Election, Filing of Statements of Officer and Administration of the Oath of Office**: Administrative Assistant Sandra Talavera issued the Board of Trustees Certificates of Election, Filing of Statements of Officer and Administration of the Oath of Office for Dawn Miller (SMD-Position 1), Wayne Woodall (SMD-Position 3) and Tammy Hawkins (SMD-Position 6).

Dawn Miller and Tammy Hawkins were both certified as Unopposed Candidates “Elected” on March 28, 2023. Wayne Woodall (SMD-Position 3) is a newly elected school board member replacing Dr. Donna C. Smith.

Robert Thayer (SMD-Position 7) was not in attendance and will be sworn-in at the

June 13, 2023 Board Workshop meeting. Mr. Thayer is also a newly elected school board member and he his replacing Dennis Jones.

Motion unanimously approved.

26321 **Closing Remarks by the Superintendent**: There were no closing remarks.

26322 **Adjournment**: Board President Dr. Steve Brown adjourned the Board meeting at 7:46 p.m.

_____	_____
Board President	**Board Secretary**
Dr. Steve Brown	*Christopher Stanley*

REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month 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 5/11/2023 to 6/14/2023

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 18,515,336.08

ECTOR COUNTY ISD
CHECK REGISTER
05/11/2023 - 06/14/2023

DATE	PAYEE	AMOUNT
5/12	AUTOMATIC ICE MACHINE	$ 250.00
5/12	COMPUDATA SOLUTIONS LLC	19,450.00
5/12	DAKTRONICS, INC	90.00
5/12	J W PEPPER & SON INC	782.89
5/12	TEXAS ART EDUCATION ASSOCIATION (TAEA)	480.00
5/12	STONE TOWER GRAFIX	1,951.73
5/12	SELERIX SYSTEMS INC	6,075.00
5/12	SCHOOL SPECIALTY LLC	675.82
5/17	4IMPRINT INC	5,121.94
5/17	ALL ABOARD AMERICA!	3,292.80
5/17	AMERIPRIDE SERVICES INC.	460.69
5/17	BUCK'S WHEEL & EQUIPMENT COMPANY	99.56
5/17	AUTOMATIC ICE MACHINE	1,504.25
5/17	CUMMINS SOUTHERN PLAINS LLC	334.63
5/17	CUMMINS SOUTHERN PLAINS LLC	5,338.91
5/17	FACTS ON FILE	6,886.55
5/17	FIRETROL PROTECTION SYSTEMS INC	140,580.00
5/17	GANDY INK	2,035.50
5/17	GLOBAL EQUIP CO	19,436.22
5/17	GOPHER SPORT	29.70
5/17	HENRY SCHEIN INC	25,356.40
5/17	KAMICO INSTRUCTIONAL MEDIA	80.00
5/17	VITAL SIGNS	13,312.50
5/17	LAKESHORE LEARNING MATERIALS	33,550.82
5/17	LOU'S CLINICAL LAB INC	1,002.00
5/17	MARK'S PLUMBING PARTS	3,780.60
5/17	AIM MEDIA TEXAS OPERATING LLC	138.25
5/17	O REILLY AUTO ENTERPRISES LLC	970.27
5/17	POSITIVE PROMOTIONS	5,092.26
5/17	REGION 13 EDUCATION SERVICE CENTER	400.00
5/17	SCHOLASTIC INC	2,376.00
5/17	TEXAS INDUSTRIAL VOCATIONAL ASSOCATION	735.00
5/17	PARK PLACE PULBICATION LP	225.00
5/17	THE BOSWORTH LTD	32.33
5/17	TRANE U.S. INC.	8,308.92
5/17	VARSITY BRANDS HOLDING CO INC	3,650.00
5/17	WEST MUSIC CO	526.06
5/17	GALLS LLC	214.45
5/17	FOLLETT SCHOOL SOLUTIONS INC	1,328.25
5/17	NAPA AUTO PARTS	130.94
5/17	STONE TOWER GRAFIX	2,834.00
5/17	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,426.93
5/17	HOPE KING TEACHING RESOURCES INC	599.00
5/17	HOPE KING TEACHING RESOURCES INC	9,644.00
5/17	MONTESSORI OUTLET	1,048.82

5/17	SOUTHERN TIRE MART LLC	1,073.68
5/17	BEST CHOICE RESTAURANTS LLC	197.64
5/17	SCHOOL SPECIALTY LLC	6,619.28
5/19	ALL ABOARD AMERICA!	27,696.80
5/24	AMERIPRIDE SERVICES INC.	922.17
5/24	BSN SPORTS, INC DBA US GAMES	503.85
5/24	BUCK'S WHEEL & EQUIPMENT COMPANY	2,409.27
5/24	COMPUDATA SOLUTIONS LLC	1,175.73
5/24	CRISIS PREVENTION INSTITUTE INC	1,549.00
5/24	DEMCO INC	1,593.50
5/24	DUGAN'S BODY SHOP	3,058.49
5/24	GANDY INK	3,268.00
5/24	GLOBAL EQUIP CO	4,341.59
5/24	GOPHER SPORT	295.00
5/24	HENRY SCHEIN INC	4,147.68
5/24	VITAL SIGNS	1,110.00
5/24	KELLY-MOORE PAINT	53.49
5/24	LAKESHORE LEARNING MATERIALS	68,069.02
5/24	LAWSON PRODUCTS INC	432.64
5/24	MSC INDUSTRIAL SUPPLY CO.	228.34
5/24	ODESSA COLLEGE	20,512.00
5/24	ODESSA WINLECTRIC	1,680.00
5/24	O REILLY AUTO ENTERPRISES LLC	343.10
5/24	ORIENTAL TRADING COMPANY INC	1,032.99
5/24	REALLY GOOD STUFF LLC	10,975.96
5/24	SCHOLASTIC BOOK FAIRS	2,458.24
5/24	SCHOLASTIC INC	11,152.17
5/24	SECURED DOCUMENT SHREDDING INC	153.76
5/24	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	245.00
5/24	THE BOSWORTH LTD	38,100.00
5/24	WEST MUSIC CO	381.76
5/24	BROADWAY MOTORS INC	946.88
5/24	FOLLETT SCHOOL SOLUTIONS INC	36.96
5/24	HTL OPERATING LLC	3,375.00
5/24	NAPA AUTO PARTS	9,710.48
5/24	NATIONAL INSTITUTE FOR AUTOMOTIVE SERVICE	8,000.00
5/24	SHIFFLER EQUIPMENT SALES	25,252.00
5/24	STONE TOWER GRAFIX	851.75
5/24	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,270.25
5/24	BEST CHOICE RESTAURANTS LLC	319.84
5/24	SCHOOL SPECIALTY LLC	3,959.04
5/24	SCHOOL SPECIALTY LLC	5,282.72
5/24	ODP BUSINESS SOLUTIONS LLC	1,346.25
5/24	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS INC	1,630.00
5/31	4IMPRINT INC	1,562.08
5/31	ALL ABOUT HEARING	1,260.00
5/31	AMERIPRIDE SERVICES INC.	449.74
5/31	B-LINE FILTER & SUPPLY INC	1,293.06
5/31	BUCK'S WHEEL & EQUIPMENT COMPANY	47.20
5/31	CMC BUSINESS SYSTEMS INC	163.83

5/31	CMC BUSINESS SYSTEMS INC	106.00
5/31	AUTOMATIC ICE MACHINE	11,879.11
5/31	COOLE SCHOOL	5,472.00
5/31	DEMCO INC	369.69
5/31	GRAPHIC SOLUTIONS GROUP	154.17
5/31	GRAPHIC SOLUTIONS GROUP	39.60
5/31	J W PEPPER & SON INC	111.99
5/31	JONES SCHOOL SUPPLY CO	840.00
5/31	LAKESHORE LEARNING MATERIALS	59,895.14
5/31	LONE STAR SIGNS OF WEST TEXAS	175.00
5/31	MIDLAND SAFETY & HEALTH SALES	300.00
5/31	ODESSA COLLEGE	467,322.00
5/31	O REILLY AUTO ENTERPRISES LLC	829.40
5/31	ORIENTAL TRADING COMPANY INC	658.32
5/31	REALLY GOOD STUFF LLC	685.10
5/31	SECURED DOCUMENT SHREDDING INC	3,252.00
5/31	SIMS PLASTIC INC	944.66
5/31	TEACHER CREATED MATERIALS INC	48,070.30
5/31	THE BOSWORTH LTD	15,580.00
5/31	TRANE U.S. INC.	1,122.40
5/31	WEST MUSIC CO	36.98
5/31	BROADWAY MOTORS INC	374.12
5/31	FOLLETT SCHOOL SOLUTIONS INC	332.81
5/31	HTL OPERATING LLC	3,072.00
5/31	NAPA AUTO PARTS	1,670.22
5/31	BARNES & NOBLE BOOKSELLERS	125.37
5/31	STONE TOWER GRAFIX	3,145.75
5/31	N J MALIN & ASSOCIATES LLC	467.00
5/31	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,486.09
5/31	JOSTENS INC	1,052.06
5/31	Y'ALL HAUL TRAILERS	299.99
5/31	BEST CHOICE COFFEE SERVICES LLC	319.26
5/31	SCHOOL SPECIALTY LLC	4,869.24
5/31	SCHOOL SPECIALTY LLC	685.74
5/31	ODP BUSINESS SOLUTIONS LLC	2,444.14
6/2	COMPUDATA SOLUTIONS LLC	1,313.75
6/2	GANDY INK	309.00
6/2	LAKESHORE LEARNING MATERIALS	10,873.02
6/2	SECURED DOCUMENT SHREDDING INC	48.00
6/2	TEXAS GIRLS COACHES ASSOCIATION	945.00
6/2	STONE TOWER GRAFIX	4,049.25
6/7	4IMPRINT INC	5,228.71
6/7	ACADEMIC LEARNING COMPANY LLC	8,236.25
6/7	ALL ABOARD AMERICA!	4,592.48
6/7	AVID CENTER	11,600.00
6/7	AUTOMATIC ICE MACHINE	1,977.93
6/7	CUMMINS SOUTHERN PLAINS LLC	1,726.60
6/7	DIAMOND BUSINESS SERVICES INC	786.38
6/7	FIRETROL PROTECTION SYSTEMS INC	14,784.00
6/7	GANDY INK	4,112.49

6/7	GRAPHIC SOLUTIONS GROUP	2,196.98
6/7	HENRY SCHEIN INC	1,625.00
6/7	J W PEPPER & SON INC	99.19
6/7	VITAL SIGNS	620.00
6/7	KELLY-MOORE PAINT	3,597.56
6/7	LAKESHORE LEARNING MATERIALS	168,429.35
6/7	MIDLAND SAFETY & HEALTH SALES	185.00
6/7	MSC INDUSTRIAL SUPPLY CO.	363.44
6/7	AIM MEDIA TEXAS OPERATING LLC	3,500.30
6/7	ODESSA COLLEGE	890,356.00
6/7	ODESSA WINLECTRIC	4,086.42
6/7	O REILLY AUTO ENTERPRISES LLC	638.50
6/7	SCHOLASTIC INC	12,539.17
6/7	SCHOLASTIC INC	339.60
6/7	SCHOOL OUTFITTERS LLC	19,124.71
6/7	SCHOOL OUTFITTERS LLC	2,421.49
6/7	SCHOOL MATE	3,240.00
6/7	SECURED DOCUMENT SHREDDING INC	80.00
6/7	SOLUTION TREE INC	3,745.00
6/7	SOUTHWEST STRINGS	64.45
6/7	TEACHER CREATED MATERIALS INC	31,298.57
6/7	THE BOSWORTH LTD	5,700.00
6/7	TRANE U.S. INC.	37,873.88
6/7	WEST MUSIC CO	877.55
6/7	HTL OPERATING LLC	8,980.00
6/7	NAPA AUTO PARTS	634.67
6/7	SHIFFLER EQUIPMENT SALES	6,849.48
6/7	STONE TOWER GRAFIX	2,774.85
6/7	STONE TOWER GRAFIX	3,795.00
6/7	KCG INC	6,105.60
6/7	RTC INC.	69,440.00
6/7	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	135.94
6/7	JOSTENS INC	56.48
6/7	TOWNSQUARE MEDIA ODESSA	1,602.00
6/7	EDUCATIONAL THEATRE ASSOCIATION	7,393.00
6/7	SOUTHERN TIRE MART LLC	3,076.77
6/7	BEST CHOICE RESTAURANTS LLC	1,061.37
6/7	BEST CHOICE COFFEE SERVICES LLC	154.21
6/7	SCHOOL SPECIALTY LLC	24,343.45
6/7	SCHOOL SPECIALTY LLC	32,903.08
6/7	SCHOOL SPECIALTY LLC	2,406.17
6/7	ODP BUSINESS SOLUTIONS LLC	11,032.06
6/14	4IMPRINT INC	9,241.81
6/14	ALL ABOARD AMERICA!	775.00
6/14	AMERIPRIDE SERVICES INC.	972.31
6/14	ANCHOR BOLT & SUPPLY	48.55
6/14	AVID CENTER	43,698.00
6/14	CENTERS FOR CHILDREN & FAMILIES	2,250.00
6/14	COOLE SCHOOL	5,190.00
6/14	DEMIDEC RESOURCES	2,120.00

6/14	ETA HAND2MIND	7,138.57
6/14	FROG STREET PRESS LLC	13,799.66
6/14	GRAPHIC SOLUTIONS GROUP	7,595.52
6/14	NO TEARS LEARNING INC.	2,447.12
6/14	J W PEPPER & SON INC	904.00
6/14	JONES SCHOOL SUPPLY CO	2,295.04
6/14	VITAL SIGNS	3,158.00
6/14	LAKESHORE LEARNING MATERIALS	32,561.63
6/14	MARK'S PLUMBING PARTS	482.27
6/14	AIM MEDIA TEXAS OPERATING LLC	553.00
6/14	ODESSA COLLEGE	1,609.93
6/14	O REILLY AUTO ENTERPRISES LLC	1,481.01
6/14	ORIENTAL TRADING COMPANY INC	308.57
6/14	PERIPOLE BERGERAULT INC	3,159.75
6/14	RENAISSANCE LEARNING INC	5,265.00
6/14	DRI-STICK DECAL CORPORATION	1,115.28
6/14	SCHOLASTIC INC	452.57
6/14	SCHOLASTIC INC	2,286.00
6/14	SCHOOL OUTFITTERS LLC	24,915.73
6/14	SECURED DOCUMENT SHREDDING INC	1,451.31
6/14	SIMS PLASTIC INC	2,414.35
6/14	SOCIAL STUDIES SCHOOL SERVICE	3,352.50
6/14	SOUTHWEST STRINGS	37.43
6/14	TEXAS CHRISTIAN UNIVERSITY	650.00
6/14	TRANE U.S. INC.	83,962.50
6/14	UNITED STATES ACADEMIC	3,233.25
6/14	WENGER CORPORATION	5,107.04
6/14	WEST MUSIC CO	1,803.21
6/14	BROADWAY MOTORS INC	1,364.22
6/14	GALLS LLC	75.17
6/14	HTL OPERATING LLC	435.95
6/14	NAPA AUTO PARTS	644.79
6/14	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	12,946.00
6/14	STONE TOWER GRAFIX	2,117.00
6/14	STONE TOWER GRAFIX	614.50
6/14	COLOR BLAZE SUPPLY, INC.	1,015.86
6/14	RTC INC.	397.60
6/14	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	594.99
6/14	EDUCATIONAL THEATRE ASSOCIATION	2,847.00
6/14	JD PALATINE LLC	210.70
6/14	SCHOOL SPECIALTY LLC	3,570.38
6/14	SCHOOL SPECIALTY LLC	16,273.96
6/14	NATIONAL INVENTORS HALL OF FAME	53,396.00
6/14	ODP BUSINESS SOLUTIONS LLC	4,050.63
5/12	304 HOTEL OPERATING, LLC	310.47
5/12	AMAZON CAPITAL SERVICES	46,011.83
5/12	APPLE, INC	999.00
5/12	DICK BLICK COMPANY	646.34
5/12	BRIAN SPROUL	5,000.00
5/12	CENGAGE LEARNING INC	50.00

5/12	CICI'S PIZZA	269.55
5/12	CULLIGAN WATER CONDITIONING OF WEST TEXAS	454.25
5/12	DAMARIS GUTIERREZ	680.00
5/12	INTERNATIONAL ASSURANCE	69,193.03
5/12	ODESSA FAMILY YMCA	75.00
5/12	SEWCO INC	5,405.43
5/12	SANDY EMMERSON	810.00
5/12	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
5/12	THIRD FUTURE SCHOOLS TEXAS	1,007,150.43
5/16	JOSE VALDEZ	839.65
5/17	2W INTERNATIONAL LLC	3,500.00
5/17	806 TECHNOLOGIES INC.	549.00
5/17	ALISHA SLIDER	105.59
5/17	ALLIANCE ABROAD GROUP	45,000.00
5/17	AMANDA PARSONS	217.52
5/17	AMAZON CAPITAL SERVICES	16,321.36
5/17	AMELIA WASSEL	94.19
5/17	ANA LEE TARANGO	142.50
5/17	ANGELA ROMANO	85.00
5/17	ANTHONY SCOTT	117.25
5/17	APPLE, INC	25,752.00
5/17	APRIL JOHNSON	157.00
5/17	ASHLEY MENDOZA	40.48
5/17	ASHLEY TSCHAUNER	196.87
5/17	ATHLETIC SUPPLY INC	10,274.00
5/17	ATMOS ENERGY	22,309.89
5/17	BERKSHIRE PRODUCTION SUPPLY LLC	6,002.94
5/17	BERNADETTE BARRAGAN	1,640.00
5/17	BIMBO BAKERIES USA	3,179.52
5/17	BLANCA ANAYA	31.51
5/17	DICK BLICK COMPANY	21.68
5/17	BLUE STAR BUS SALES LTD	1,506.02
5/17	BRANDAN COOK	11.00
5/17	BRAUN BEEF & CO INC	26,726.76
5/17	BRAZOS DOOR & HARDWARE	745.00
5/17	BRIDGETTE CASAS	42.77
5/17	BRITTANY MOLINAR	54.89
5/17	BRITTANY MOLINAR	33.67
5/17	BROOKLYN ARIAS	28.81
5/17	BYRNE BROS FOODS INC	1,033.20
5/17	SPARKLIGHT	246.56
5/17	CALFED FINANICAL CORPORATION	17,848.32
5/17	CAVALLO ENERGY TEXAS LLC	115,607.57
5/17	CAVALLO ENERGY TEXAS LLC	84.89
5/17	CAREER AND TECHNOLOGY ASSOCIATION OF TEXAS	1,800.00
5/17	CDW-G	22,487.50
5/17	NBCEC INC	1,651.53
5/17	CHRISTINA SIFUENTEZ	28.23
5/17	CHRISTINE VAN SYOC	13.89
5/17	CINERGY ENTERTAINMENT ODESSA INC	4,389.86

5/17	CITY OF ODESSA	16,381.67
5/17	CITY OF ODESSA	700.00
5/17	COLLEGE ENTRANCE EXAMINATION BOARD	126.00
5/17	COMBS CONSULTING GROUP	54,999.99
5/17	COMMERCIAL FOOD SERVICE	820.00
5/17	COURTNEY BRANSCUM	219.39
5/17	CROWN EQUIPMENT INC	3,240.00
5/17	S&T ODESSA LLC	294.40
5/17	CULLIGAN WATER CONDITIONING OF WEST TEXAS	170.50
5/17	CUSTOM WHOLESALE SUPPLY INC	2,673.02
5/17	CUSTOM WHOLESALE SUPPLY INC	700.40
5/17	DEANNA MCBRIDE	57.90
5/17	DOMINO'S PIZZA	1,931.25
5/17	EMPIRE PAPER CO	2,410.00
5/17	EPALLET INC	81,396.00
5/17	EVA COLLINS	921.85
5/17	EVA FRANKS	45.42
5/17	FERGUSON FACILITIES SUPPLY	220.99
5/17	FREDDIE NAYOLA	99.76
5/17	G H DAIRY	37,698.84
5/17	GABRIELA BARRY	78.14
5/17	GABRIELLA HOLGUIN	10.68
5/17	GARDENDALE WATER CO	211.00
5/17	GINGER STOREY	728.00
5/17	GRAINGER	1,377.65
5/17	GUADALUPE NINO	11.27
5/17	HARRISON WELCH	440.70
5/17	HASKELL RESTURANT GROUP2 LLC	1,111.25
5/17	HENRY R CANAS	2,106.00
5/17	HENRY R CANAS	4,332.00
5/17	HENRY R CANAS	666.00
5/17	IMMERSIVE AUDIO VISUAL GROUP INC	18,780.00
5/17	INK LION DESIGNS, LLC	457.11
5/17	KEVIN D BALLARD INC	599.60
5/17	JAIME MILLER	265.78
5/17	JAIME MILLER	990.00
5/17	JIM MCKINNEY	2,326.00
5/17	JASMIN ROBLES RODRIGUEZ	198.87
5/17	JERMIL LEWIS	218.00
5/17	JESSICA DENNEY	72.00
5/17	JUANITA OCON	23.91
5/17	JUDITH CAWLEY	212.45
5/17	JUDY RAMIREZ	97.46
5/17	JULIAN MANCHA	1,000.00
5/17	KELLIE COLLINS	41.40
5/17	KENYA THOMAS	40.74
5/17	KIMBERLY GUERRA	49.45
5/17	KIMBERLY QUIROZ	29.67
5/17	KRISTIN WHITTENBURG	280.78
5/17	KRONOS INC.	8,250.00

5/17	LABATT FOOD SERVICE	78,254.90
5/17	LARRY SANCHEZ	188.87
5/17	LAURA SIKES	210.19
5/17	LAWNMOWER SALES AND SERVICE, INC	4,858.70
5/17	LES BLACKBURN	175.00
5/17	LILIA DAVIS	2,298.00
5/17	LISA DONAHO	24.56
5/17	LISA HULSEY	51.75
5/17	LUISANA MAURICIO	24.96
5/17	MAJESTY ORTIZ	196.87
5/17	MARIA STUTES	34.22
5/17	MARISSA LOPEZ	27.90
5/17	MARIVEL CORRALES	34.65
5/17	MARK BENNETT	543.50
5/17	MARK BENNETT	2,059.91
5/17	MARK HARRIS HJ INC	1,821.59
5/17	MARLA HOPPINS	77.29
5/17	MCI FOODS INC	32,899.20
5/17	MELISA LEYVA VALENZUELA	67.40
5/17	MICHAEL CARY	150.00
5/17	MICHELLE MADRID	83.32
5/17	MIDLAND ISD	11,429.00
5/17	MIDLAND-ODESSA SYMPHONY	3,000.00
5/17	MIGHTY WASH OPERATIONS LLC	750.00
5/17	MINDY KAY ROGERS	265.78
5/17	NATIONAL TRAVEL SYSTEMS	5,445.68
5/17	NEVCO SPORTS LLC	1,298.50
5/17	NEW MEXICO CHILD SUPPORT	300.00
5/17	NEW MEXICO CHILD SUPPORT	659.00
5/17	NIMBUS DRINKING WATER SYSTEMS	27.00
5/17	NORA ISELA CRUZ	71.46
5/17	NUNEZ FENCE	44,300.00
5/17	ODESSA SIGN SOLUTION LLC	4,439.00
5/17	SEWCO INC	53,721.99
5/17	BRANDON BATTE	77.70
5/17	BRANDY AGUILAR	30.00
5/17	CANDICE HICKS	175.00
5/17	CARLOS URIAS	44.50
5/17	CASEY BOSWELL	28.05
5/17	COISE MATHIS	16.00
5/17	DANIEL GALINDO	25.25
5/17	DEBIASIE MENDOZA	33.45
5/17	ELIZABETH ROJAS	37.55
5/17	GUYLENE SANDERS	26.05
5/17	JANELLE BLOUNT	31.50
5/17	JANET ARENIVAS	40.60
5/17	JESSE BRANNAN	98.80
5/17	JESUS HUGHES	9.75
5/17	JIEUN PANDO	70.55
5/17	JULIA RIVERA	52.60

5/17	KATHY NICKELL	88.35
5/17	MELISSA KING	25.00
5/17	NANCY VALERIANO	76.30
5/17	PATRICIA FLORES MARTELL	22.50
5/17	RAQUEL RODRIGUEZ	48.25
5/17	ROCIO ENRIQUEZ	21.50
5/17	TARA BAILEY	29.45
5/17	VANESSA MARQUEZ	21.50
5/17	VERONICA CARRASCO	68.50
5/17	PATRICIA LOGAN	75.06
5/17	PENSKE COMMERCIAL VEHICLES US LLC	2,143.42
5/17	PETROLEUM TRADERS CORPORATION	33,521.91
5/17	PIRAINO CONSULTING, INC	76,686.95
5/17	PRECISION BUSINESS MACHINES INC (PBM)	2,059.81
5/17	REBECCA MILLETT	43.75
5/17	REGION 18 EDUCATION SERVICE CENTER	50,325.00
5/17	RHONDA LONG	45.13
5/17	RICKY HICKEY	2,230.20
5/17	RICKY HICKEY	1,215.60
5/17	RIEDE BROWN FAIRES	196.87
5/17	ROBERTS TRUCK CENTER OF TEXAS	354.24
5/17	ROSA HERNANDEZ	37.27
5/17	RR & E SERVICES LLC	1,848.00
5/17	SAM'S CLUB DIRECT	7,134.59
5/17	SANDY EMMERSON	810.00
5/17	SANDY OCHOA	146.50
5/17	SARA SMITH	196.87
5/17	SARAH PATTON	51.29
5/17	SARAH R AGUIRRE	135.00
5/17	SCOTT MURI	1,454.68
5/17	SEWELL FORD INC	1,079.00
5/17	SHERWIN WILLIAMS	127.42
5/17	SHERYL MAHAFFEY	401.25
5/17	CENTERING ON CHILDREN	3,296.30
5/17	SOUTHERN MAID DONUTS	171.00
5/17	STAR TECH GROUP	10,000.00
5/17	STEPHANIE BURTON	2,028.00
5/17	STERICYCLE	405.70
5/17	SUSAN BUTLER	1,440.00
5/17	SWEET PIZZA LLC	90.00
5/17	SYSCO USA, INC	16,588.14
5/17	TARLETON STATE UNIVERSITY	85.00
5/17	TEXAS ACADEMIC DECATHLON FOUNDATION	64.00
5/17	TEXAS TO GO LLC	1,989.00
5/17	THE HON COMPANY LLC C/O OFFICEWISE	939.89
5/17	THIRD FUTURE SCHOOLS TEXAS	329,578.88
5/17	TRACI AVILA	25.22
5/17	UNITED REFRIGERATION	172.53
5/17	VERIZON WIRELESS SERVICES LLC	3,485.53
5/17	VIKTORIA R HENDERSON	52.66

5/17	IMPERIAL BAG & PAPER LLC	2,731.84
5/17	WATSON TRUCK & SUPPLY	238.92
5/17	WILLIS PERMIAN MOVERS	3,973.23
5/17	XEROX CORPORATION	2,087.25
5/17	YVETTE ABILA	325.93
5/17	ZULEMA PALOMINO	48.54
5/19	AMAZON CAPITAL SERVICES	88,091.53
5/24	ACCELERATION ACADEMIES	95,612.00
5/24	AIDE EMILIANO	70.74
5/24	ALAN WILLIAMS	504.57
5/24	ALEJANDRA MOLINA ARMENDARIZ	82.86
5/24	ALLBRIGHT & ASSOCIATES, INC	708.60
5/24	ALLIANCE RECOVERY LLC	45.00
5/24	AMAZON CAPITAL SERVICES	37,279.92
5/24	AMAZON CAPITAL SERVICES	241.06
5/24	ANDERSON TILE SALES INC	206.60
5/24	ANDREA VALERO	69.04
5/24	ANGELA BETANCUR	40.15
5/24	ANGELA JOHNSON	37.53
5/24	ANNIE ARREDONDO	17.69
5/24	ANNIE NELSON	390.33
5/24	APPLE, INC	3,056.00
5/24	AT&T	9,105.43
5/24	ATHLETIC SUPPLY INC	2,000.00
5/24	BATTERSHELL VETERINARY SERVICES	1,536.00
5/24	BECKY QUIROZ	191.85
5/24	BERKSHIRE PRODUCTION SUPPLY LLC	14,133.84
5/24	BILLIE SHIPMAN	11.66
5/24	BILLINGSLEY EDUCATION LLC	1,629.55
5/24	BIMBO BAKERIES USA	2,294.40
5/24	BRIDGITT ALLEN	503.00
5/24	BRITTANY SWAIM	55.02
5/24	BRUNSON FAMILY BBQ	1,066.80
5/24	SPARKLIGHT	1,723.95
5/24	CATFISH & COMPANY	1,455.27
5/24	CDW-G	17,863.75
5/24	CECILIA NUNEZ	43.49
5/24	CECILIA VENEGAS	52.53
5/24	CELESTE POTTER	45.60
5/24	CHARLES AND LEZIEE CHURCHFIELD	27,384.00
5/24	NBCEC INC	45.09
5/24	CHRISTI HANSEN	39.11
5/24	CICI'S PIZZA	139.80
5/24	CIRCLE P RANCH SUPPLY INC	276.25
5/24	CLAUDIA LOPEZ	164.00
5/24	CODY DOMINGUEZ	72.00
5/24	CONTROL TECHNOLOGIES INC	10,946.63
5/24	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
5/24	CRYSTAL MARQUEZ	361.00
5/24	CULLIGAN WATER CONDITIONING OF WEST TEXAS	572.75

5/24	CUSTOM WHOLESALE SUPPLY INC	283.98
5/24	CYNTHIA RUBALCADO	31.96
5/24	CYNTHIA RUBALCADO	31.96
5/24	DAVID CUPP	72.51
5/24	DEBORAH MCCARTHY	4,400.00
5/24	DELIA GREEN	727.21
5/24	DIANE HARLAN	83.97
5/24	DOMINO'S PIZZA	2,020.00
5/24	DONNA TAYLOR	632.24
5/24	DOUGHBOY'S CAFE	118.12
5/24	DS WATERS OF AMERICA INC	48.52
5/24	ECTOR COUNTY UTILITY DISTRICT	9,914.60
5/24	EMILEE TRAMMEL	709.06
5/24	EMILIA VIGIL	503.00
5/24	EPALLET INC	53,991.36
5/24	ERIN CAMPOS-BUENO	197.89
5/24	ERIN REDDELL	1,424.15
5/24	EVA KALENAK	689.28
5/24	FERGUSON FACILITIES SUPPLY	441.98
5/24	FRANCESCA FLORANCE	46.31
5/24	G H DAIRY	36,372.91
5/24	G T DISTRIBUTORS INC	925.70
5/24	GARDENDALE WATER CO	180.00
5/24	GETA MITCHELL	78.00
5/24	GOODSON SERVICE COMPANY	90.00
5/24	GRACIE QUINTELA	22.99
5/24	GRAINGER	2,003.80
5/24	HOME DEPOT USA INC - STORE #562	1,509.96
5/24	JANA AVERY	58.95
5/24	JAVIER RUIZ	558.28
5/24	JENNIFER MEILE	56.72
5/24	JENNIFER PERKINS	224.94
5/24	JENNIFER WIMBERLEY	77.75
5/24	JESSICA GORE	165.00
5/24	JOHNNY SALDIVAR	69.76
5/24	JOIE SEATON	23.19
5/24	JOLYNN VARELA	53.12
5/24	JUAN FUENTES	98.77
5/24	JUDITH CAWLEY	3,582.45
5/24	KATELYN ZIMMER	555.71
5/24	KELLIE THOMAS	28.30
5/24	KRISTA BRADDOCK	24.56
5/24	KRISTA ZEIGLER	584.53
5/24	KRISTEN VESELY	957.17
5/24	KRISTINA GARCIA	678.70
5/24	L WALLACE CONSTRUCTION CO INC	1,164,465.35
5/24	LABATT FOOD SERVICE	76,914.12
5/24	LAURA SAMANIEGO	28.89
5/24	LAWNMOWER SALES AND SERVICE, INC	1,564.77
5/24	LELIA RAMIREZ	503.00

5/24	LISA MARTINEZ	680.00
5/24	LISA MIKEL	1,516.23
5/24	LORENA ORTIZ	1,103.95
5/24	LOVING GUIDANCE INC	281.69
5/24	MARIA COSTILLA	17.10
5/24	MARIA STUTES	30.58
5/24	MARK HARRIS HJ INC	1,404.95
5/24	MDT ALLSTAR CLEANERS	692.50
5/24	MEDLINE INDUSTRIES INC	4,640.13
5/24	MELINA RENTERIA	96.68
5/24	MICHAEL HAWLEY	55.00
5/24	MICHELLE GALINDO	25.31
5/24	MICK AND DAVID ENTERPRISES, INC.	3,333.00
5/24	MIDLAND ODESSA URBAN TRANSIT DISTRICT	946.00
5/24	MISTY STEWART	46.05
5/24	MONK HOLDINGS LLC	576.00
5/24	N-TUNE MUSIC & SOUND INC	9,284.09
5/24	NASCO EDUCATION LLC	237.85
5/24	NATALIE FITZGERALD	171.35
5/24	NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	4,125.00
5/24	NATIONAL TRAVEL SYSTEMS	3,704.29
5/24	NATIVIDAD J. ARMENDAREZ	919.60
5/24	NEW HORIZONS COMPUTER LEARNING CENTERS, INC	5,712.00
5/24	NUNEZ FENCE	26,400.00
5/24	ODESSA CHAMBER OF COMMERCE	400.00
5/24	ODESSA EAST ROTARY CLUB	720.00
5/24	SEWCO INC	42,795.59
5/24	SEWCO INC	2,649.17
5/24	OHS GRAPHIC DESIGN	65.00
5/24	ONCOURSE HEALTHCARE GROUP	1,100.00
5/24	AMANDA GAIPL	97.10
5/24	AMERICAN HEART ASSOCIATION	852.00
5/24	BONDA BEHUNIN	33.25
5/24	BRANDY HOOSER	50.35
5/24	CASSANDRA DURAN	41.25
5/24	GRACIE MENDOZA	21.35
5/24	JENIFER POMROY	97.09
5/24	JESSICA TURNER	83.00
5/24	JIMMY NAVARRETE	73.25
5/24	JUANITA CHAVEZ	32.95
5/24	KRISTI EICHER	167.50
5/24	MARIA RAMIREZ	82.35
5/24	MARIELA CORRALES	47.25
5/24	NASH ELMS	51.75
5/24	RENEE DOVER	70.50
5/24	SAMANTHA CAMPOS	214.89
5/24	SIMONA RIVAS	25.50
5/24	SONII GONZALES	121.00
5/24	SYLVIA COLUNGA	61.25
5/24	SYLVIA COLUNGA	60.80

5/24	TALMIE MARSH	28.25
5/24	VANESSA FLORES	39.00
5/24	OTIS ELEVATOR COMPANY INC	37,001.62
5/24	OZO EDU INC	4,100.00
5/24	PERLA QUINTANA	22.66
5/24	PIRAINO CONSULTING, INC	19,298.84
5/24	PRICILLA COLCHADO OLVERA	203.15
5/24	RAY ALLEN MFG. CO., INC	960.72
5/24	REGION 18 EDUCATION SERVICE CENTER	21,650.00
5/24	RICKY HICKEY	3,377.16
5/24	RICO B ENRIQUEZ	714.47
5/24	RITA LOPEZ	180.32
5/24	ROSA M DOMINGUEZ	34.45
5/24	ROSALITA GARCIA	34.98
5/24	ROSAS CAFE / BOBBY COX Co.	737.88
5/24	ROSE VALDERAZ	404.89
5/24	ROSE VALDERAZ	85.26
5/24	SAM'S CLUB DIRECT	3,810.95
5/24	SASHA LONG	24,824.00
5/24	SHERWIN WILLIAMS	160.16
5/24	CENTERING ON CHILDREN	9,310.00
5/24	PINNACLE PROPANE LLC	70.00
5/24	SIBLEY ENVIRONMENTAL LEARNING CENTER FOUNDATION	900.00
5/24	SONIA ROCHA	24.76
5/24	SOUTHEASTERN PERFORMANCE	498.62
5/24	SOUTHERN MAID DONUTS	61.00
5/24	SPIRIT MONKEY, LLC	2,992.00
5/24	STEAK RUNNER GO LLC	111.87
5/24	STEPHANIE HIGNOJOS	331.96
5/24	KIRSTEN DANIELLE YBARRA	800.00
5/24	SWEET PIZZA LLC	225.98
5/24	SWEET PIZZA LLC	330.00
5/24	SYLVIA MACIAS	83.06
5/24	SYSCO USA, INC	2,695.68
5/24	TANYA GALINDO	696.15
5/24	TBC ODESSA COLLEGE BOOK STORE	5,005.12
5/24	TEXAS BOOK COMPANY	23,634.49
5/24	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	595.00
5/24	TEXAS ASSOCIATION FOR	1,305.00
5/24	TASB, INC	9,700.00
5/24	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
5/24	TEXAS TECH UNIVERSITY	120.00
5/24	THE LINCOLN ELECTRIC COMPANY	1,600.00
5/24	THE RON CLARK ACADEMY	6,965.00
5/24	THIRD FUTURE SCHOOLS TEXAS	680,634.83
5/24	THRU CONSULTING LLC	7,000.00
5/24	TOM M. CARRIZALES	1,074.00
5/24	TOMMY OR LAWANA SMITH	401.00
5/24	TRACEY BORCHARDT	372.04
5/24	TROPHY DEN	646.75

5/24	UNIPAK CORPORATION	8,360.00
5/24	UNITED PARCEL SERVICE INC	60.00
5/24	UNITED REFRIGERATION	421.88
5/24	VANESSA G CASTRO	119.12
5/24	VANESSA SMITH BROWER	59.47
5/24	VICTORIA NORENA	74.14
5/24	IMPERIAL BAG & PAPER LLC	34,767.23
5/24	WATSON TRUCK & SUPPLY	1,094.70
5/24	WHITE HOUSE MEAT MARKET	4,538.40
5/24	XEROX CORPORATION	46,253.47
5/24	ZACHERY CHAVEZ	1,764.81
5/26	AMAZON CAPITAL SERVICES	73,205.18
5/26	AMAZON CAPITAL SERVICES	9.77
5/26	APRIL VALENZUELA	300.00
5/26	ERIK SALGADO	1,158.16
5/26	WEST TEXAS EDUCATORS	3,153.50
5/26	WEST TEXAS EDUCATORS	246,540.81
5/31	ACCELERATE LEARNING INC.	7,500.00
5/31	AIDE GARCIA	55.28
5/31	ALICIA JOHNSON	27.12
5/31	AMAZON CAPITAL SERVICES	17,075.62
5/31	AMERICAN EXPRESS	6,701.63
5/31	AMERICAN FAMILY LIFE & CANCER	41.50
5/31	AMERICAN FAMILY LIFE & CANCER	12.00
5/31	ASSOCIATION OF TEXAS	2,219.84
5/31	B&H FOTO ELECTRONICS CORPORATION	319.99
5/31	BIMBO BAKERIES USA	220.80
5/31	DICK BLICK COMPANY	6,047.97
5/31	BLUE STAR BUS SALES LTD	761.52
5/31	BRAUN BEEF & CO INC	5,574.00
5/31	BRAZOS DOOR & HARDWARE	2,253.00
5/31	BRIANNA GARCIA	11.92
5/31	BRIDGITT ALLEN	1,453.81
5/31	BRUNSON FAMILY BBQ	387.25
5/31	CAMT REGISTRATION	4,485.00
5/31	CAREER AND TECHNOLOGY ASSOCIATION OF TEXAS	900.00
5/31	CAROLE NORRIS	322.00
5/31	CAROLINA VASQUEZ	79.19
5/31	CASHWAY WEST, INC.	86.88
5/31	CDW-G	6,657.32
5/31	CENGAGE LEARNING	6,600.00
5/31	CHRISTINE DOCKALL	14.15
5/31	CINDY CORRALES	1,453.81
5/31	CIRCLE P RANCH SUPPLY INC	3,988.70
5/31	CLAUDIA CALLEROS	36.42
5/31	CODY NEIL WILLIAMS	1,520.00
5/31	COLLEGE BOARD INSTITUTIONS	81,370.00
5/31	COLLEGE ENTRANCE EXAMINATION BOARD	162.00
5/31	COMBS CONSULTING GROUP	54,999.99
5/31	CONNIE VIVERETTE	400.00

5/31	CONTROL TECHNOLOGIES INC	198,143.49
5/31	CRYSTAL GUTIERREZ	461.00
5/31	CYNTHIA LANE	912.64
5/31	DANA HUCKABY	1,548.42
5/31	DARCHELLE WELCH	180.00
5/31	DAVE BURGESS CONSULTING, INC.	5,600.00
5/31	DIRECT ATHLETICS, INC.	796.00
5/31	DOMINO'S PIZZA	343.00
5/31	ECISD EDUCATION FOUNDATION	457.00
5/31	ECTOR COUNTY ELECTIONS REVENUE	36,698.29
5/31	EDUCATION CAREER ALTERNATIVE PROGRAM, LTD	390.00
5/31	ED PRICE	264.00
5/31	ELIZABETH MENDOZA	637.19
5/31	ELLEN SMITH	21.09
5/31	ELSA ENRIQUEZ	23.06
5/31	ELSA ENRIQUEZ	21.68
5/31	ESPERANZA RODRIGUEZ	1,453.81
5/31	FAMILY & CONSUMER SCIENCES	26.00
5/31	FERGUSON FACILITIES SUPPLY	602.58
5/31	FERL GILES	752.00
5/31	FIRST FINANCIAL ADMINISTRATORS	34,289.14
5/31	FIRST FINANCIAL ADMINISTRATORS	22,308.33
5/31	FIRST FINANCIAL ADMINISTRATORS	78,745.00
5/31	FIRST FINANCIAL ADMINISTRATORS	3,825.00
5/31	FIRST FINANCIAL ADMINISTRATORS	225.00
5/31	FIRST FINANCIAL ADMINISTRATORS	225.00
5/31	FIRST FINANCIAL ADMINISTRATORS	225.00
5/31	FIRST FINANCIAL ADMINISTRATORS	225.00
5/31	FIRST FINANCIAL ADMINISTRATORS	11,544.00
5/31	FIRST FINANCIAL ADMINISTRATORS	1,282.18
5/31	FIRST FINANCIAL ADMINISTRATORS	1,528.24
5/31	FIRST FINANCIAL ADMINISTRATORS	11,554.58
5/31	FIRST FINANCIAL ADMINISTRATORS	7,507.15
5/31	FIRST FINANCIAL ADMINISTRATORS	5,489.01
5/31	FIRST FINANCIAL ADMINISTRATORS	5,334.00
5/31	FIRST FINANCIAL ADMINISTRATORS	5,725.78
5/31	FIRST FINANCIAL ADMINISTRATORS	71,961.08
5/31	FIRST FINANCIAL ADMINISTRATORS	12,003.09
5/31	FIRST FINANCIAL ADMINISTRATORS	16,388.00
5/31	FIRST FINANCIAL ADMINISTRATORS	29,843.19
5/31	FIRST FINANCIAL ADMINISTRATORS	139,742.33
5/31	FIRST FINANCIAL ADMINISTRATORS	3,775.82
5/31	FIRST FINANCIAL ADMINISTRATORS	19,539.27
5/31	FIRST FINANCIAL ADMINISTRATORS	3,077.99
5/31	FOCUS SCHOOL SOFTWARE LLC	112,647.50
5/31	FOLLETT CONTENT SOLUTIONS LLC	591.89
5/31	G H DAIRY	15,432.09
5/31	GARDENDALE WATER CO	140.50
5/31	GRAINGER	4,416.98
5/31	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	2,747.90

5/31	HEALTH SERVICES ADMINISTRATION	1,097.24
5/31	HEALTH SERVICES ADMINISTRATION	27,649.46
5/31	HEARNE AND HEARNE INC	29,000.00
5/31	HEIDI L HELFERICH	35.17
5/31	HOME DEPOT USA INC - STORE #562	6,233.18
5/31	HORACE MANN INS CO	48.82
5/31	INFECTION CONTROLS INC	7,438.80
5/31	INK LION DESIGNS, LLC	744.50
5/31	INSTRUCTIONAL MATERIALS COORDINATORS ASSOCIATION	190.00
5/31	JAMES RAMAGE	163.00
5/31	INDUSTRIAL IGNITION LLC	1,100.00
5/31	JEFF DANIELS	199.00
5/31	JEREMIAH GONZALES	637.19
5/31	JESSICA DOMINGUEZ	316.02
5/31	JESSICA N. MORENO	589.78
5/31	JNT RESOURCES PARTNERS, LP	1,951.06
5/31	JNT RESOURCES PARTNERS, LP	31,541.52
5/31	JNT RESOURCES PARTNERS LP	36,735.00
5/31	JON PHILLIPS	132.50
5/31	JONN SIBLEY	1,513.55
5/31	JUDITH CAWLEY	59.95
5/31	JULIA KELTON	336.15
5/31	JULIA WILLETT-WEEKLY	1,111.35
5/31	KARL MILLER	211.00
5/31	KAY'S EMBLEMS INC	110.00
5/31	KIRSTEN TAYLOR	38.91
5/31	KRISTI EICHER	260.82
5/31	KRONOS INC.	12,796.40
5/31	KYRSTEN NALL	1,158.53
5/31	LABATT FOOD SERVICE	104,949.74
5/31	LAKRISHA RODRIGUEZ	14.15
5/31	LARRY SANCHEZ	708.27
5/31	LAURA RIFFEL	3,000.00
5/31	LAUREN TAVAREZ	320.20
5/31	LAWNMOWER SALES AND SERVICE, INC	630.67
5/31	LELIA RAMIREZ	1,453.81
5/31	LENNOX INDUSTRIES INC	3,540.72
5/31	LETICIA BERNAL	637.19
5/31	LINDE GAS & EQUIPMENT INC	1,672.22
5/31	LOCKFAST LLC	1,216.60
5/31	LOVING GUIDANCE INC	36.00
5/31	LOWE'S	2,783.38
5/31	MALACHIED INC	1,170.00
5/31	MARCIA TOMBOSKY	780.24
5/31	MARK HARRIS	606.30
5/31	MARK KNOX FLOWERS	605.00
5/31	MAYRA RODRIGUEZ	32.42
5/31	MURRAY CARMACK OWEN	1,200.00
5/31	MELISSA QUINTELA	10.15
5/31	MERCEDES SHIRLEY	1,453.81

5/31	MONICA ELIZONDO	755.27
5/31	N-TUNE MUSIC & SOUND INC	3,116.70
5/31	NATALIE GAVALDON	1,453.81
5/31	NATIONAL TRAVEL SYSTEMS	16,305.61
5/31	NETSYNC NETWORK SOLUTIONS	39,534.12
5/31	NORMA GALINDO	1,453.81
5/31	ODESSA SIGN SOLUTION LLC	38.00
5/31	SEWCO INC	29,030.24
5/31	SEWCO INC	179.70
5/31	JOSTENS INC	6,893.50
5/31	PENSKE COMMERCIAL VEHICLES US LLC	1,898.44
5/31	PETROPLEX OFFICE SUPPLY, INC.	766.00
5/31	POSTMASTER	290.00
5/31	REBECCA RHODES	594.68
5/31	REGION 18 EDUCATION SERVICE CENTER	1,050.00
5/31	REGION 18 EDUCATION SERVICE CENTER	150.00
5/31	REYES A. HERNANDEZ	154.00
5/31	RIGO NUNEZ	53.97
5/31	ROBERTS TRUCK CENTER OF TEXAS	194.74
5/31	ROSAS CAFE / BOBBY COX Co.	529.12
5/31	ROSE VALDERAZ	2,506.13
5/31	ROSHELL D CAUFIELD	2,600.00
5/31	SAM'S CLUB DIRECT	5,587.89
5/31	SARAH L HAWKINS	3,412.50
5/31	SARAH L HAWKINS	655.78
5/31	SOCORRO RODRIGUEZ	31.37
5/31	STEPHANNE RAMAGE	16.52
5/31	STEPHANNE RAMAGE	9.30
5/31	SUSAN BUTLER	880.00
5/31	TEXAS BOOK COMPANY	5,707.80
5/31	TENESIA MELENDEZ	72.00
5/31	TEXAS AFT AMP	332.50
5/31	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	81.00
5/31	TEXAS DEPARTMENT OF PUBLIC SAFETY	78.00
5/31	TEXAS EDUCTION TECHNOLOGY LEADERS	996.00
5/31	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	406.13
5/31	TEXAS INDUSTRIAL VOCATIONAL ASSOCATION	96.50
5/31	TEXAS LIFE INSURANCE CO	134,088.42
5/31	TEXAS STATE TEACHERS ASSOCIATION	35,288.46
5/31	THE CINCINNATI LIFE INS. CO	37.99
5/31	THE CINCINNATI LIFE INS. CO	37.99
5/31	THE CINCINNATI LIFE INS. CO	224.48
5/31	THE LINCOLN ELECTRIC COMPANY	100.00
5/31	TEXAS HEALTH OCCUPATIONS ASSOCIATION INC	775.00
5/31	UNITED PARCEL SERVICE INC	30.00
5/31	UNITED PARCEL SERVICE INC	30.00
5/31	UNITED REFRIGERATION	2,769.98
5/31	UNITED WAY OF ODESSA	5,348.62
5/31	VENDING CONCEPTS	48,866.35
5/31	VERIZON WIRELESS SERVICES LLC	5,161.80

5/31	IMPERIAL BAG & PAPER LLC	27,873.06
5/31	WALTER T. HENDERSON	2,200.00
5/31	WHITE HOUSE MEAT MARKET	2,758.25
5/31	WW PAUL SCALES	3,766.00
6/2	AMAZON CAPITAL SERVICES	94,244.86
6/2	AMAZON CAPITAL SERVICES	89.87
6/2	APPLE, INC	231.00
6/2	ATKINS HOLLMAN JONES PEACOCK	17,176.39
6/2	SPARKLIGHT	86.88
6/2	COLLEGE BOARD INSTITUTIONS	62,733.00
6/2	CYNTHIA WOOD	1,500.00
6/2	DS WATERS OF AMERICA INC	63.45
6/2	GARDENDALE WATER CO	44.00
6/2	INSOURCE INSURANCE GROUP, LLC	1,200.00
6/2	JOSE MINJAREZ	789.55
6/2	LUISANA MAURICIO	16.18
6/2	MARK HARRIS HJ INC	29,417.65
6/2	MARK KNOX FLOWERS	1,452.00
6/2	SEWCO INC	2,514.30
6/2	ODESSA CRIME STOPPERS, INC	9,292.26
6/2	LANA J PENLEY	4,000.00
6/2	REGION 18 EDUCATION SERVICE CENTER	375.00
6/2	THE INFLATABLE ZOO INC	1,115.00
6/2	SUL ROSS STATE UNIVERSITY	2,579.92
6/2	TEXAS HIGH SCHOOL COACHES ASSOCIATION	2,270.00
6/2	THE PITNEY BOWES	1,120.99
6/2	UNITED PARCEL SERVICE INC	30.00
6/7	2W INTERNATIONAL LLC	3,500.00
6/7	AARON ALEX MOLINA	36.75
6/7	ABEL AVILA	1,527.71
6/7	ADVANCED MAILING SOLUTIONS	724.00
6/7	AIR TUTORS LLC	2,450.00
6/7	AIR TUTORS LLC	4,960.00
6/7	ALBERT J VALENCIA	405.91
6/7	ALISHA SLIDER	94.71
6/7	AMANDA PADILLA	70.67
6/7	AMANDA RAMIREZ	350.00
6/7	AMAZON CAPITAL SERVICES	20,093.25
6/7	AMELIA WASSEL	62.95
6/7	AMY ANDERSON	122.81
6/7	ANDREA VALERO	93.40
6/7	ANGEL RODRIGUEZ	1,698.09
6/7	ANTHONY GARCIA	412.00
6/7	ANTHONY SCOTT	128.44
6/7	APPLE, INC	2,078.00
6/7	APRIL JOHNSON	72.05
6/7	ASHLEY MENDOZA	39.04
6/7	AT&T	163.08
6/7	AT&T	123.40
6/7	AT&T MOBILITY	57.22

6/7	ATHLETIC SUPPLY INC	835.00
6/7	AVERY MCWILLIAMS	27.18
6/7	BECKY QUIROZ	102.77
6/7	BECKY RAMIREZ	85.28
6/7	BERNADETTE BARRAGAN	1,400.00
6/7	BLAIR LAWSON	13.00
6/7	BLANCA ANAYA	34.91
6/7	BLANCA ANAYA	34.91
6/7	DICK BLICK COMPANY	2,002.24
6/7	BLUE STAR BUS SALES LTD	329.74
6/7	BRADLEY MERRITT	733.09
6/7	BRANDON & CLARK INC	1,955.15
6/7	BRAUN BEEF & CO INC	13,262.40
6/7	BRAZOS DOOR & HARDWARE	3,860.00
6/7	BRYAN NELMS	97.54
6/7	CAITLIN COUCH	84.76
6/7	CAVALLO ENERGY TEXAS LLC	85.99
6/7	CAVALLO ENERGY TEXAS LLC	170,645.93
6/7	CARNEGIE LEARNING INC	3,600.00
6/7	CASIE GRANADO	1,095.32
6/7	CDW-G	74,756.35
6/7	CENTER FOR THE ADVANCEMENT AND STUDY	950.00
6/7	CHANCEY WESTFALL	810.28
6/7	CHANTAL HERNANDEZ	44.87
6/7	NBCEC INC	438.02
6/7	CHRISTINE VAN SYOC	32.62
6/7	CHRISTOPHER ORTIZ	1,671.09
6/7	CHYREE LEMASTER	732.00
6/7	CICI'S PIZZA	474.35
6/7	CLARISA ARRAS	301.03
6/7	COCA-COLA SOUTHWEST BEVERAGES LLC	246.12
6/7	CODY GRIFFIN	1,450.73
6/7	CASEL LOCKBOX	10,000.00
6/7	COLLEGE BOARD INSTITUTIONS	56,684.00
6/7	CORY COBB	1,592.41
6/7	CULLIGAN WATER CONDITIONING OF WEST TEXAS	511.75
6/7	CUSTOM WHOLESALE SUPPLY INC	1,077.43
6/7	CYNTHIA WILLIAMS	57.01
6/7	DANA SAFETY SUPPLY	72,805.16
6/7	DANIEL BUSTAMANTE	229.57
6/7	DANIEL P TIMMONS	100.02
6/7	DAVID EDSON	1,451.00
6/7	DAVID HERNANDEZ	589.78
6/7	DAVID HERNANDEZ	1,452.09
6/7	DIANA ORTIZ	56.00
6/7	DONALD H. & SHARI A. RILEY	153.00
6/7	DORIS MARIE DUNNAM	200.00
6/7	E GROUP, INC	609.00
6/7	ECTOR COUNTY APPRAISAL DIST	589,694.50
6/7	EDLIN ROMAN	30.00

6/7	ED PRICE	3,404.00
6/7	ELIZABETH GRAY	149.27
6/7	ELIZABETH MARJASON	67.53
6/7	ERIKA NATIVIDAD	73.29
6/7	FIDENCIA GUTIERREZ	22.99
6/7	FIDENCIA GUTIERREZ	14.48
6/7	FRANCESCA FLORANCE	42.71
6/7	G H DAIRY	1,559.28
6/7	G T DISTRIBUTORS INC	314.39
6/7	GALILEA PINEDA	1,592.41
6/7	GARDENDALE WATER CO	144.00
6/7	GARRETT DEVAULT	13.00
6/7	GRAINGER	1,221.78
6/7	GREGORY JOHN GAGE	5,000.00
6/7	HANNAH HUEBNER	961.19
6/7	HEATHER DRIGGERS	43.69
6/7	HILDA GONZALES	610.10
6/7	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	528.74
6/7	HURT EXTERMINATING	71,196.14
6/7	IN DEPTH EVENTS INC	5,622.50
6/7	INTERACTIVE HEALTH TECHNOLOGIES LLC	149.00
6/7	JAMES SCOTT MCKOWN	225.00
6/7	JANICE CRAWFORD	5,125.00
6/7	JEFF DANIELS	225.00
6/7	JENNIFER VALENCIA	1,701.85
6/7	JOSE P CHAVEZ	96.49
6/7	JUDITH CAWLEY	7.95
6/7	JUDY RAMIREZ	71.46
6/7	JUST RIGHT READER INC	29,277.50
6/7	KAY'S EMBLEMS INC	4,174.50
6/7	KEELEY RENE SIMPSON	225.00
6/7	KELLIE COLLINS	76.11
6/7	KELLIE COLLINS	76.11
6/7	KELLIE WILKS	520.00
6/7	KENNER PRINTING	3,224.50
6/7	KENYA THOMAS	42.12
6/7	KIMBERLY BRYER	60.13
6/7	KIMBERLY CARRASCO	100.68
6/7	LA MARGARITA	2,330.00
6/7	LABATT FOOD SERVICE	8,157.12
6/7	LAMAR COMPANIES	9,966.00
6/7	LARISSA HERNANDEZ	810.28
6/7	LATONYA BROOKS	1,338.22
6/7	LAWNMOWER SALES AND SERVICE, INC	192.00
6/7	LIDIA C VALENZUELA	89.46
6/7	PHAROS HOLDINGS LLC	151.25
6/7	LISA MUSICK	2,117.29
6/7	LORENZO R MASONSONG	48.33
6/7	LYDIA V. BAEZA	1,490.70
6/7	LYNDSAY FREEMAN	48.93

6/7	LYNETTE SALINAS	490.93
6/7	MALIK EDWARDS	54.75
6/7	MARGARITA BROOKER	38.12
6/7	MARIA ORTIZ	1,052.74
6/7	MARIA SAMANIEGO	767.17
6/7	MARK BENNETT	3,700.00
6/7	MARK BENNETT	936.99
6/7	MARK BENNETT	707.77
6/7	MARK HARRIS HJ INC	4,363.28
6/7	MARK HARRIS	6,227.44
6/7	MARK HARRIS HJ INC	16,711.27
6/7	MARK KNOX FLOWERS	605.00
6/7	MARTIN FRANCO	1,600.83
6/7	MDT ALLSTAR CLEANERS	787.50
6/7	MEGAN SNYDER	27.44
6/7	MELISSA COOPER	108.66
6/7	MICAELA GRENIER	294.00
6/7	MICHAEL HAWLEY	223.09
6/7	NATALIE GUARA	105.77
6/7	NATIONAL TRAVEL SYSTEMS	442.80
6/7	NICHOLAS HARRISON	1,012.68
6/7	NIMBUS DRINKING WATER SYSTEMS	18.00
6/7	NORA ISELA CRUZ	42.18
6/7	NORA ISELA CRUZ	18.08
6/7	NUNEZ FENCE	23,900.00
6/7	ODESSA SIGN SOLUTION LLC	2,288.50
6/7	SEWCO INC	48,396.56
6/7	SEWCO INC	6,778.73
6/7	OLIVIA PORRAS	121.31
6/7	OLMSTED-KIRK PAPER CO	15,585.00
6/7	AMY GARCIA	48.50
6/7	AMY RUGERIO	48.25
6/7	ARACELY AGUIRRE	22.50
6/7	CANDICE JOINER	23.50
6/7	CANDY MAHAFFEY	25.00
6/7	CAROL HINOJOS	36.75
6/7	CHELSEA REYES	29.00
6/7	CHRISTY PATRICK	194.00
6/7	DANIELLE HERNANDEZ	78.25
6/7	DAYANIS CRUZ VELAZQUEZ	48.25
6/7	DELIA RAMIREZ	39.00
6/7	DIANA GARZA	48.25
6/7	FREJE NARDO	140.31
6/7	GRACIELA TORRES GOMEZ	48.25
6/7	HOPE NABARRETTE	47.25
6/7	JESSICA OROSCO	145.00
6/7	JULIO MIR GONZALEZ	99.25
6/7	KAMI MCGEE	24.00
6/7	KARIME MELENDEZ	22.00
6/7	KATHERINE YBARRA	26.20

6/7	KELLY JONES	173.00
6/7	LILIEN FERNANDEZ BATISTA	48.25
6/7	LISA HILL	24.25
6/7	LOIDA REVELLE	150.00
6/7	MARIA SANCHEZ	35.75
6/7	MEGHAN FARMER	168.75
6/7	MELISSA CARRASCO	41.50
6/7	MICHALENE MCDOUGALL	34.75
6/7	NATALIE JONES	42.00
6/7	NEREYDA CABRERA MARTIN	48.25
6/7	PATRICIA GOMEZ	52.55
6/7	SALLY ANN PRESFILED	63.00
6/7	TAFFANI DELAROSA	24.00
6/7	TANIA G RAMIREZ	48.25
6/7	TATUM HUBBARD FULLBRIGHT	47.55
6/7	THIRD FUTURE SCHOOL TEXAS	428.33
6/7	XING LIN	79.15
6/7	YOLANDA PAZ	48.25
6/7	ORLANDO BONNEY	59.67
6/7	OTIS ELEVATOR COMPANY INC	1,575.00
6/7	OZO EDU INC	8,200.00
6/7	PATHWAYZ COMMUNICATIONS INC	5,247.52
6/7	PBK ARCHITECTS, INC	165,750.00
6/7	SHANNON D GAYLOR	2,377.16
6/7	PETROLEUM TRADERS CORPORATION	47,086.97
6/7	PETROPLEX OFFICE SUPPLY, INC.	450.44
6/7	PIRAINO CONSULTING, INC	35,086.89
6/7	POCKET NURSE ENTERPRISES INC	3,667.68
6/7	PRECISION BUSINESS MACHINES INC (PBM)	18,552.30
6/7	PRISCILLA AGUILAR	440.14
6/7	RAKIA MUSA	309.95
6/7	REALITYWORKS	3,417.34
6/7	REBECCA MILLETT	44.15
6/7	REGION 18 EDUCATION SERVICE CENTER	19,825.00
6/7	RICHARD VAN PELT	48.33
6/7	RICK YEAGER	697.04
6/7	RICO B ENRIQUEZ	99.00
6/7	RITA LOPEZ	609.78
6/7	ROBERT AVOSSA	2,000.00
6/7	ROBERTS TRUCK CENTER OF TEXAS	2,142.18
6/7	ROCIO DAVILA	94.75
6/7	RODRIGUEZ DRYWALL & PAINT CO	12,300.00
6/7	ROSAS CAFE / BOBBY COX CO.	435.60
6/7	ANDRES ALFONSO RUZO	5,535.00
6/7	SALLY POOL	78.93
6/7	SAM'S CLUB DIRECT	4,223.14
6/7	SARAH PATTON	71.79
6/7	SCHOOL HEALTH CORPORATION	1,639.98
6/7	SCOTT MURI	919.44
6/7	SEPHARINE BUGAYONG	1,338.22

6/7	SEWELL CHEVROLET OF ANDREWS	97,785.50
6/7	SHALON JORDAN	30.19
6/7	SHAWNEEQUA NUNEZ	309.93
6/7	SHERWIN WILLIAMS	149.47
6/7	SIRIA DUTCHOVER	24.37
6/7	SMG	6,097.00
6/7	SOUJANYA PARUPALLI	1,865.74
6/7	STACI WALTON	225.00
6/7	STOUT IMAGES, INC.	8,013.14
6/7	SULLIVAN SUPPLY SOUTH	964.00
6/7	SWAGIT PRODUCTIONS, LLC	695.00
6/7	SWEET PIZZA LLC	172.97
6/7	SYSCO USA, INC	13,843.00
6/7	TAMARA EVE	1,040.57
6/7	TATE CRISWELL	526.57
6/7	TEXAS BOOK COMPANY	14,573.40
6/7	TERESA OWENS	48.73
6/7	TERRY BRANDON UPCHURCH	810.28
6/7	TEXAS EXCAVATION SAFETY SYSTEM, INC.	5.70
6/7	TEXAS STATE UNIVERSITY	350.00
6/7	TEXAS TECH	15,830.00
6/7	THE BELL FOUNDATION INC	62,150.00
6/7	THE MCCRELESS COMPANY	66.50
6/7	THE TABLE GROUP, INC	125.00
6/7	TOMMY HAWKINS CONSTRUCTION, INC.	7,343.00
6/7	TOMMY OR LAWANA SMITH	250.00
6/7	TROPHY DEN	527.50
6/7	TRUE NORTH CONSULTING GROUP LLC	3,939.20
6/7	UNITED PARCEL SERVICE INC	30.00
6/7	UNITED REFRIGERATION	6,153.48
6/7	UNITED SUPERMARKET LLC	27.86
6/7	VALERIE RIVERA	1,301.73
6/7	VERIZON WIRELESS SERVICES LLC	148.82
6/7	IMPERIAL BAG & PAPER LLC	61,711.11
6/7	WALSH GALLEGOS TREVINO KYLE & ROBINSON PC	100.50
6/7	WHITE HOUSE MEAT MARKET	1,832.80
6/7	WHITNEY CREEKMORE	94.51
6/7	WILLIAM PARADA	414.00
6/7	WILLIAM WEEKLY	1,671.09
6/7	WORTHINGTON DIRECT INC	24,136.46
6/7	XEROX CORPORATION	32,437.42
6/7	XEROX CORPORATION	521.88
6/7	ZSPACE INC	149.94
6/14	ACCELERATE LEARNING INC.	2,500.00
6/14	AIR TUTORS LLC	66,639.70
6/14	ALAN WILLIAMS	24,465.77
6/14	ALEXANDRIA DOBBINS	911.00
6/14	ALICIA SYVERSON	79.00
6/14	ALMA MUNOZ	1,542.27
6/14	ALYSSA GRAFT	256.00

6/14	AMANDA WEBBER	1,792.27
6/14	AMAZON CAPITAL SERVICES	26,433.44
6/14	AMY RUSSELL	1,142.16
6/14	ANGELA BETANCUR	395.00
6/14	ANGELA FRIDAY	237.00
6/14	ANGELA JOHNSON	395.00
6/14	ANGELA ROMANO	102.62
6/14	ANGELO STATE UNIVERSITY	13,180.80
6/14	ANGIE AMADO BOGOTA	1,142.16
6/14	ANNABELLE ROCHIN	222.00
6/14	APPLE, INC	34,383.00
6/14	ARIAM L SOLIS	237.00
6/14	ASHLEY M DUNN	7.34
6/14	ASHLEY ROJO	275.00
6/14	ASHLEY SELLERS	75.32
6/14	ASHLEY SELLERS	23.84
6/14	ASHLIE E THOMAS	57.48
6/14	ATHLETIC SUPPLY INC	924.00
6/14	ATMOS ENERGY	20,739.66
6/14	AUDIO ACOUSTICS HEARING CENTERS	155.00
6/14	AUDRIANA MUNOZ	1,692.92
6/14	B&H FOTO ELECTRONICS CORPORATION	69.98
6/14	BALS DURHAM LP	14,400.00
6/14	BEATRIS MATA	395.00
6/14	BECKY RAMIREZ	97.14
6/14	BECKY RAMIREZ	331.00
6/14	BEST BUY BUSINESS ACCOUNT	1,654.96
6/14	PROCTER & FRANZKE BIG KAHUNA TX INC	6,929.41
6/14	BIMBO BAKERIES USA	151.68
6/14	BLANCA LUJAN	57.51
6/14	DICK BLICK COMPANY	11,932.48
6/14	BLUEFIN LLC	221,677.71
6/14	BRAD REPASS	528.96
6/14	BRIDGETTE CASAS	65.96
6/14	BRITTANI R ESPINO	237.00
6/14	BRITTANY MOLINAR	1,792.27
6/14	BROOKLYN ARIAS	1,616.00
6/14	SPARKLIGHT	270.93
6/14	CAITLIN BOAL	507.63
6/14	CAMBIAR EDUCATION	75,000.00
6/14	CASHWAY WEST, INC.	32.99
6/14	CDW-G	680,747.87
6/14	CELEBRATE SUCCESSFUL LEARNING LLC	57,499.43
6/14	CHERYL DARDA MOORE	222.00
6/14	DUNN RESTAURANT GROUP INC	4,950.00
6/14	DUNN RESTAURANT GROUP INC	3,731.15
6/14	CHRIS STANLEY	871.00
6/14	CHRISTA MILLER	237.00
6/14	CHRISTINA LOPEZ	911.00
6/14	CHRISTINA SIFUENTEZ	1,542.27

6/14	CHRISTINA SIFUENTEZ	15.65
6/14	CHUY'S OPCO INC	1,855.60
6/14	CICI'S PIZZA	349.45
6/14	CINDY OLIVAS	1,635.00
6/14	CINDY S ALMANCE	221.00
6/14	CITY OF ODESSA	16,381.67
6/14	CITY OF ODESSA WATER DEPT	195,844.22
6/14	CLAUDIA LOPEZ	221.00
6/14	CLAUDIA S MACIAS	2,282.47
6/14	COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN INC	87,500.00
6/14	CORA MAPP	1,234.05
6/14	CRYSTAL HERNANDEZ	54.31
6/14	CRYSTAL MARQUEZ	706.64
6/14	CULLIGAN WATER CONDITIONING OF WEST TEXAS	232.50
6/14	CUSTOM WHOLESALE SUPPLY INC	397.44
6/14	CYNDI WASHINGTON	2,653.86
6/14	CYNTHIA KING	1,635.00
6/14	CYNTHIA RUBALCADO	395.00
6/14	CYNTHIA WILLIAMS	1,253.49
6/14	DAISY NIETO	1,435.73
6/14	DAKOTA MARIA BAKER	288.00
6/14	DANA SAFETY SUPPLY	7,637.12
6/14	DARCHELLE WELCH	350.00
6/14	DAVID A. KOCH, PHD	350.00
6/14	DEANNA MCBRIDE	83.51
6/14	DEBORAH PINA	147.00
6/14	DELMA ABALOS	1,152.75
6/14	DESTINY RAMIREZ	1,423.73
6/14	DIANE HARLAN	59.20
6/14	DONNA TAYLOR	250.00
6/14	DORA ALVARADO	1,784.82
6/14	DOUGHBOY'S CAFE	203.31
6/14	DS WATERS OF AMERICA INC	48.52
6/14	ECTOR COUNTY COLISEUM	2,500.00
6/14	ECTOR COUNTY UTILITY DISTRICT	7,550.64
6/14	EDLIN ROMAN	1,404.34
6/14	ELIZABETH CLEVELAND	532.90
6/14	ELLEN SMITH	50.44
6/14	ELUMA LLC	700.00
6/14	EMILEE TRAMMEL	395.00
6/14	ERIKA POCATERRA	275.00
6/14	ERIN REDDELL	1,784.82
6/14	EVERADO BELLO	681.38
6/14	RANDAL D GLENN	7,652.42
6/14	FERGUSON FACILITIES SUPPLY	9,127.34
6/14	FOLLETT CONTENT SOLUTIONS LLC	1,045.62
6/14	FRANCES CARLOS	1,061.00
6/14	FRANCESCA FLORANCE	47.38
6/14	G H DAIRY	5,080.76
6/14	G T DISTRIBUTORS INC	1,138.39

6/14	GABRIEL CHAVEZ	1,692.92
6/14	GABRIELA BARRY	1,542.27
6/14	GABRIELA BARRY	60.13
6/14	GABRIELA CHAVEZ	2,073.38
6/14	GABRIELLA HOLGUIN	26.92
6/14	GARDENDALE WATER CO	246.00
6/14	GARY MCMILLAN	1,400.00
6/14	GOODSON SERVICE COMPANY	1,060.00
6/14	GRAINGER	1,940.31
6/14	GRANDE COMMUNICATIONS NETWORK LLC	5,448.00
6/14	GREAT WESTERN DINING	2,090.99
6/14	GRETCHEN BERNABEI	4,000.00
6/14	GUADALUPE HOLGUIN	1,234.05
6/14	GUADALUPE NINO	14.08
6/14	HARVARD ASSOCIATES	6,564.50
6/14	HILCO PARTNERS LLC	2,000.00
6/14	HOME DEPOT USA INC - STORE #562	1,638.77
6/14	HOUSTON ISD	4,003.63
6/14	HUMBERTO HERNANDEZ JR	5,003.42
6/14	INDUSTRIAL COMMUNICATIONS	150.00
6/14	INTERNATIONAL SOCIETY FOR	2,220.00
6/14	ISABEL CARDONA	395.00
6/14	ISABEL VAZQUEZ	1,142.16
6/14	ISABELLA SOTO	1,465.64
6/14	JACLYN PERRIN	917.00
6/14	JAIME MILLER	153.00
6/14	JANICE CRAWFORD	4,000.00
6/14	JARED SMITH	911.00
6/14	JAYNE TILLERY	76.31
6/14	JENNIFER H NATIVIDAD	237.00
6/14	JENNIFER HERNANDEZ	528.96
6/14	JESSICA ALBA	222.00
6/14	JESSICA DOMINGUEZ	1,542.27
6/14	JESSICA DOMINGUEZ	305.00
6/14	JESSICA ESTRADA	1,635.00
6/14	JIEUN PANDO	70.00
6/14	JOIE SEATON	7.07
6/14	JOLYNN VARELA	34.44
6/14	JOSELYNE SANCHEZ	2,282.47
6/14	JOSEPH DONALDSON	928.10
6/14	JROTC DOG TAGS INC	356.16
6/14	JUAN FUENTES	53.45
6/14	JUAN NAVARRETE	1,335.73
6/14	JULIE DRAINER	911.00
6/14	JULIE MARSHALL	1,142.16
6/14	JUMBURRITO	671.50
6/14	JUMBURRITO	209.57
6/14	KAITLYN BRADDOCK	917.00
6/14	KAMYE SMITH	134.30
6/14	KARIME CASTRO	1,142.16

6/14	KARIME MELENDEZ	395.00
6/14	KARLA RONQUILLO	1,423.73
6/14	KARYNA OLSON	1,600.00
6/14	KAY'S EMBLEMS INC	741.00
6/14	KELLIE THOMAS	31.90
6/14	KELLIE WILKS	2,293.69
6/14	KELLY PYRON	1,142.16
6/14	KELLY RENEE DEBOUSE	222.00
6/14	KENNER PRINTING	2,950.60
6/14	KIMBERLY CARRASCO	350.00
6/14	KIMBERLY GUERRA	69.16
6/14	KLARISSA SALGADO	1,423.73
6/14	KRISTA BRADDOCK	395.00
6/14	KRISTEN VESELY	2,665.58
6/14	KRISTI L. BARTLETT	137.94
6/14	L WALLACE CONSTRUCTION CO INC	713,062.87
6/14	LA MARGARITA	890.00
6/14	LABATT FOOD SERVICE	20,044.70
6/14	LACEE PERRY	237.00
6/14	LAURA BOX	870.08
6/14	LAURA MELENDEZ	201.24
6/14	LAURA SIKES	93.00
6/14	LAUREN TAVAREZ	1,792.27
6/14	LAVICA ANDERSON	2,400.00
6/14	LESLIANNE PRINCE	1,335.73
6/14	LESLY MADALENO	2,282.47
6/14	LILIA NANEZ	172.00
6/14	LINDSEY CAMERON	1,236.70
6/14	LINDSEY K RATLIFF	1,234.05
6/14	LINDSEY SELF	2,282.47
6/14	LISA DONAHO	48.80
6/14	LISA HULSEY	40.61
6/14	LISA WILLS	172.00
6/14	LIZZA CAMPOS	1,234.05
6/14	LUNCH MONY INC	184.25
6/14	LUNCH MONY INC	808.71
6/14	LYDIA GAIL ROUNDTREE	528.96
6/14	LYNETA MENDOZA	36.35
6/14	MABEL BOAFO	1,423.73
6/14	MAJESTY ORTIZ	528.96
6/14	MANDY HINOJOS	1,542.27
6/14	MARGARET DUTCHOVER	1,423.73
6/14	MARIA COSTILLA	10.22
6/14	MARIALUZ RANGEL	1,234.05
6/14	MARISOL RONQUILLO	1,971.68
6/14	MARISSA LOPEZ	1,542.27
6/14	MARLA HOPPINS	141.41
6/14	MARY JANE HUTCHINS	1,610.16
6/14	MARY NEFF	1,500.00
6/14	MATHEO FUENTES SANTIAGO	1,680.00

6/14	MAYRA VASQUEZ	2,282.47
6/14	MAYRA VENEGAS REYNOSO	917.00
6/14	MCMURRY UNIVERSITY	819.50
6/14	MEAGAN RENTERIA	1,234.05
6/14	MELISSA COOPER	37.18
6/14	MELISSA COOPER	47.23
6/14	MELISSA ESCALANTE	222.00
6/14	MELISSA JOHNSON	1,335.73
6/14	MERCEDES SHIRLEY	1,335.73
6/14	MICAH ARROTT	917.00
6/14	MICHELE HARMON LLC	1,500.00
6/14	MICHELLE HERNANDEZ	649.64
6/14	MICHELLE MADRID	1,542.27
6/14	MICHELLE MADRID	52.86
6/14	MIGHTY WASH OPERATIONS LLC	350.00
6/14	MIGUEL TORRES	112.79
6/14	MIKAILA DAVIS	222.00
6/14	MIKAYLA WILLIAMS	1,423.73
6/14	MINDY KAY ROGERS	99.62
6/14	MITCH DAVIS	1,792.27
6/14	MUSIC IS ELEMENTARY INC	63.95
6/14	MYRNA ZUNIGA	1,435.73
6/14	NANCY SURBER	149.30
6/14	NATIONAL GLAZING SOLUTIONS LLC	265,016.93
6/14	NATIONAL SCHOOL CONTROL SYSTEMS, LLC	796.12
6/14	NATIONAL TRAVEL SYSTEMS	1,485.82
6/14	NEFTALI SALGADO	1,335.73
6/14	NIMBUS DRINKING WATER SYSTEMS	100.00
6/14	NOHEMI YBARRA	56.53
6/14	NOHEMI YBARRA	28.95
6/14	NORA GRIJALVA	450.64
6/14	NORMA GALINDO	1,301.73
6/14	ODESSA SIGN SOLUTION LLC	156.00
6/14	SEWCO INC	91,281.05
6/14	OHS GRAPHIC DESIGN	285.00
6/14	BIG SPRING TENNIS BOOSTER	128.00
6/14	BRANDI WYLIE	523.91
6/14	ERIKA REYES	20.25
6/14	ISAIA ANCHONDO	300.00
6/14	LARRY BRUNER	523.91
6/14	MADALYN DOMINGUEZ	600.00
6/14	MHS SOFTBALL BOOSTER CLUB CONCESSION	200.00
6/14	OPAL BOOZ & ASSOC	1,400.00
6/14	PAULA BAKER	1,142.16
6/14	PERLA QUINTANA	350.00
6/14	PERMIAN BASIN COMMUNITY CENTER FOR MHMR	23,400.00
6/14	SHANNON D GAYLOR	240.00
6/14	PETER C GORMAN	2,250.00
6/14	PETROLEUM TRADERS CORPORATION	27,131.79
6/14	PETROLEUM TRADERS CORPORATION	22,904.56

6/14	PIA ANGELI ROSALDO	528.96
6/14	PIRAINO CONSULTING, INC	53,215.75
6/14	PIRAINO CONSULTING, INC	234,067.46
6/14	PRECISION BUSINESS MACHINES INC (PBM)	2,952.01
6/14	PRESENCE LEARNING	15,613.88
6/14	PRISCILLA TORRES	395.00
6/14	PROJECT LEAD THE WAY INC	9,536.10
6/14	R WATER LLC	585.00
6/14	RACHEL GALVAN	1,542.27
6/14	RANDY LIGHTFOOT	272.15
6/14	REBECCA AVERY BUGG	1,142.16
6/14	REGION 18 EDUCATION SERVICE CENTER	2,050.00
6/14	REINA DANICA CANONIGO	222.00
6/14	RHONDA LONG	45.39
6/14	RICKY HICKEY	1,070.00
6/14	ROSA HERNANDEZ	23.06
6/14	ROSALITA GARCIA	31.57
6/14	ROSAS CAFE / BOBBY COX Co.	466.00
6/14	ROSAS CAFE / BOBBY COX Co.	96.71
6/14	ROSAS CAFE / BOBBY COX CO.	301.41
6/14	ROSEMARY VALADEZ	386.96
6/14	RUDY RUIZ	15,000.00
6/14	ANDRES ALFONSO RUZO	21,475.00
6/14	SAM'S CLUB DIRECT	8,136.61
6/14	SAMANTHA GOMEZ	2,598.21
6/14	SANDRA KERR	222.00
6/14	SARAH MCCARTER	2,282.47
6/14	SARAH R AGUIRRE	229.13
6/14	SARAH RODRIQUEZ	275.00
6/14	SAVANNAH COLEY	1,423.73
6/14	SELENA HOLGUIN	917.00
6/14	SETH HILTON	1,296.27
6/14	SHADIANA HANEY	917.00
6/14	SHANNA MOORE	1,142.16
6/14	SHERWIN WILLIAMS	507.10
6/14	SHERYL GARCIA	1,142.16
6/14	SHIRLEE ALEXANDER	4,800.00
6/14	SHIRLEY K PRICE	89.74
6/14	CENTERING ON CHILDREN	3,296.30
6/14	SIERRA BISHOP	16.83
6/14	SOFT SUDS INC	588.00
6/14	SONIA MARTIN VELICIAS	917.00
6/14	SPIRIT MONKEY, LLC	2,000.00
6/14	STAR TECH GROUP	10,000.00
6/14	STEPHANIE MARTINEZ	1,423.73
6/14	STEPHANNE RAMAGE	16.91
6/14	STOUT IMAGES, INC.	9,258.24
6/14	STUDICA INC	651.00
6/14	SULEMA ALANIZ	1,435.73
6/14	SUSAN TAYLOR	1,635.00

6/14	KIRSTEN DANIELLE YBARRA	385.00
6/14	SWEET PIZZA LLC	286.97
6/14	SYDNEY GARCIA	917.00
6/14	SYSCO USA, INC	72,696.58
6/14	TAMMY HAWKINS	39.05
6/14	TAMMY HAWKINS	1,152.75
6/14	FRANK E GOMEZ	3,600.00
6/14	TANYA GALINDO	1,234.05
6/14	TARPLEY MUSIC COMPANY	22,995.00
6/14	TAYLOR BODY WORKS	11,065.01
6/14	TAYLOR SAUNDERS	660.99
6/14	TERESA ESPARZA	35.04
6/14	TERRIE CARROLL	1,301.73
6/14	TEXAS DEPARTMENT OF PUBLIC SAFETY	85.00
6/14	THE HON COMPANY LLC C/O OFFICEWISE	2,303.81
6/14	THELMA CHAPA	716.10
6/14	THIRD FUTURE SCHOOLS TEXAS	105,226.82
6/14	THIRD FUTURE SCHOOLS TEXAS	71,788.20
6/14	TEXAS HEALTH OCCUPATIONS ASSOCIATION INC	725.00
6/14	TIL-LOIS FIFER	1,792.27
6/14	TIMOTHY C OKORIE	528.96
6/14	TJM PROMOS	1,243.00
6/14	TRACI AVILA	16.77
6/14	TYRISHA STRICKLIN	1,676.00
6/14	UNITED PARCEL SERVICE INC	410.75
6/14	UNITED PARCEL SERVICE INC	59.46
6/14	UNITED REFRIGERATION	344.44
6/14	UTPB	4,800.00
6/14	UT ARLINGTON	1,200.00
6/14	VALERIE HELITON	108.47
6/14	VALERIE RIVERA	1,335.73
6/14	VANESSA RAMOS	1,635.00
6/14	VANESSA SMITH BROWER	53.78
6/14	VERONICA HERNANDEZ	1,142.16
6/14	VICTOR GALVAN GUZMAN	1,530.87
6/14	VICTORIA NORENA	96.74
6/14	VIKTORIA R HENDERSON	1,542.27
6/14	VIVIANA RIVERA	222.00
6/14	IMPERIAL BAG & PAPER LLC	3,376.08
6/14	WARREN POWER & MACHINERY	1,806.51
6/14	WAYNE JEROD WOODALL	1,152.75
6/14	WILLIAM MARSH	742.52
6/14	XEROX CORPORATION	10,337.50
6/14	ZENOVIA CRIER	450.64
6/14	ZULEMA PALOMINO	42.31
5/11	AETNA LIFE INSURANCE COMPANY	389,725.02
5/11	PCARX LLC	84,240.78
5/11	AETNA LIFE INSURANCE COMPANY	112,553.00
5/18	AETNA LIFE INSURANCE COMPANY	367,880.95
5/18	PCARX LLC	145,936.95

5/26	AETNA LIFE INSURANCE COMPANY	319,535.90
5/26	PCARX LLC	129,886.53
5/26	CAREATC INC	4,212.00
5/31	AETNA LIFE INSURANCE COMPANY	319,935.74
5/31	PCARX LLC	121,137.28
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	1500
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 18,515,336.08



REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

Amount	Fund	From	Description
$603,000	199	Cal Ripken,Sr. Foundation	STEM labs at 18 elementary schools (other elementary schools will receive in 23/24)
$12,489	199	Danny's Asphalt Paving	Asphalt near PHS baseball field for backstop
$10,000	199	Pilot Company	Esports equipment (Zavalla & Pease)

851

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Lisa Wills
Principal OR Director

_____ / Curriculum & Instruction
School OR Department

Cal Ripken, Sr. Foundation – Steve Salem, CEO
Name of Donor (if organization, please include name of president)

1427 Clarkview Road, Suite 100 Baltimore, Maryland 21209
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
STEM Labs	$603,000	To provide elementary campuses with materials and equipment for a STEM lab.
	$	$33,500 X 18 schools (22/23)
	$	(other Es will be in 23/24)

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

(x) Approval ( ) Disapproval Lisa Wills 6-6-23
PRINCIPAL / DIRECTOR Date

6 ( ) Disapproval Celeste Potter 6-8-23
(✓) Approval
DIRECTOR OF DEVELOPMENT Date

( ) Approval ( ) Disapproval 6/15/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

DATE ISSUED: 01/05/20



MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made as **9/27/2022** by and between **CAL RIPKEN, SR. FOUNDATION, INC. (CRSF)**, and **Ector County Independent School District (ECISD)**

I. Overview of MOU:

The purpose of this MOU is to outline the **ECISD** interested in partnering with CRSF to build and maintain a STEM center at their location. This MOU outlines the general terms under which CRSF will support **ECISD** with its endeavor.

II. MOU Terms:

The CRSF and **ECISD** desire, in addition to other subsequent and mutually agreeable terms and conditions:

Under this MOU,* ECISD *will:

1. **YOUTH SERVED:** Ensure youth participating in program activities are connected with postive adult mentors.
2. **PROGRESS REPORTS:** One program progress report is due to the Cal Ripken, Sr. Foundation by December 15th each year. This report should include the number of youth and mentors that utilized the STEM Center annually. Deliver an end of year report outlining the STEM Center. This report will be completed via a Qualtrics Survey and will be sent out annually on or about November 4.
3. **USE OF EQUIPMENT:** Your organization agrees that all equipment provided by the Cal Ripken, Sr. Foundation will be used for its intended purpose. A detailed listing of equipment provided is attached.
    a. Educational Products:
        i. 12 – Elenco Snap Circuit SC100R Kits
        ii. 8 – Sphero Littlebits STEAM Student Kits
        iii. 4 – KidSpark Foundational Fluencies Kits
        iv. 4 – KidSpark STEM Pathways Kits
        v. 1 JoyLabz Makey Makey Class Pack
        vi. 6 – Terrapin Bee Bots
        vii. 12 – Ozobot Evo's

viii. 1 – Robo 3D Printer

ix. 1 – Husky Workbench

x. 1 – Set of Classroom Furniture

xi. Consumable Products

4. **RETURN OF EQUIPMENT:** Your organization agrees that if the relationship with the Cal Ripken Sr. Foundation terminates and/or the equipment provided to the organization is no longer utilized for its intended purpose within 2 years of the effective date of this signed Agreement that all STEM products will be returned at the organizations expense to the Cal Ripken Sr. Foundation.

5. **CHILD PROTECTION/BACKGROUND CHECKS:** Your organization certifies that it has appropriate criminal background screening procedures in place, to the extent permitted by state, local, and federal law, to evaluate any employee, contractor, or volunteer working under this award that is expected to have direct substantial contact with minor children. Direct substantial contact is defined as contact that is regular, continuous, and personal in nature.

Specifically, through your signature, your organization certifies that while this MOU is in place:

(Please initial)

LM a) All employees, interns, volunteers, coaches, mentors, and anyone working directly with children in a Cal Ripken, Sr. Foundation sponsored or supported program have successfully submitted and passed a national background check.

LM b) All background checks are conducted annually, for as long as your organization remains an external partner of Cal Ripken, Sr. Foundation.

LM c) All background checks resulting in a positive finding of sexual abuse or molestation will result in that individual being permanently banned from working or volunteering in the organization.

LM d) All employees, interns, and volunteers have been provided with and have read the Cal Ripken, Sr. Foundation polices related to child protection **and** have viewed all of the Cal Ripken, Sr. Foundation Child Protection Training Videos (as made available by Cal Ripken, Sr. Foundation).

LM e) It has a thorough understanding of state/local laws governing the organization, specifically those related to child abuse, and has appointed a Compliance Officer to properly respond to any incident or allegation of child abuse, which shall be reported immediately upon discovery to local child welfare agency and/or law enforcement.

f) It will immediately report any incident or allegation of child abuse to the National Center for Missing and Exploited Children's Cyber TipLine (www.missingkids.org or 1-800-THE-LOST) and will post guidelines for reporting of incidents in a public location at its facilities.

g) Your organization agrees to ensure program staff register and view Cal Ripken, Sr. Foundation training material as provided on CRSFPortal.org.

h) Your organization agrees to ensure organizational leadership (Executive Director, VP, etc.) register and view materials related to Child Protection Policy, as available on CRSFPortal.org

6. **PUBLICITY AND USE OF LOGO:** Your organization agrees to actively work with local media, community partners, and Cal Ripken Sr. Foundation staff to promote program activities and events, following guidelines and press releases as directed by the Cal Ripken, Sr. Foundation. Use of the Cal Ripken, Sr. Foundation or Ripken name (including name, likeness and logo) is prohibited without prior written consent of the Cal Ripken, Sr. Foundation.

If the foregoing meets with your approval, please sign this MOU as provided below, and the duplicate original enclosed herewith, and return the duplicate to our attention whereupon this shall constitute the understanding between the parties in accordance with the terms and provisions set forth above.

Witness the following authorized signatures:

CAL RIPKEN, SR. FOUNDATION, INC.

By: _____ _____ 10.24.22
Date

Ector County Independent School District

By: _____ 10/19/22
Date

CAL RIPKEN, SR. Foundation

TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

STEM FAQS



What is a Ripken Foundation STEM Center?

The Ripken Foundation STEM Center is a comprehensive, turnkey program designed to give kids access to STEM learning at youth-serving organizations and schools. All Ripken Foundation STEM Centers are equipped with state-of-the-art STEM products, technology, furniture, age-appropriate/grade level curriculum, and additional resources to facilitate STEM programming.

How much space is required?

The Ripken Foundation STEM Centers are extremely mobile and require no set space. Many existing STEM Centers use a classroom or some other underutilized space within their building. Other centers store STEM materials in a moveable storage unit to make it easy to transport between different locations.

What are the requirements for a Ripken Foundation STEM Center?

A Ripken Foundation STEM Center must be located at a youth-serving and/or community-based organization or school serving underserved youth. In addition, we have a few recommendations to ensure success with implementation of the Ripken Foundation STEM program:

- Have a dedicated lead teacher/mentor identified to coordinate the program, curriculum, and additional teachers/mentors.
- Have a dedicated space to store equipment. It is suggested to have a storage solution that includes a locked, controlled space to store computers and other valuable equipment.
- Ripken Foundation STEM Centers are provided with educational products, technology, and furniture. New spaces are not constructed.

What is the expected lifespan of a Ripken Foundation STEM Center?

The lifespan of the products in a STEM Center is approximately five years. The products included in a Ripken Foundation STEM Center are reusable but work best with some consumable products that the STEM Center organization will need to replenish over time.

STEM FAQS

How long does it take to install, train, and launch a Ripken Foundation STEM Center?

The time it takes to install products, train mentors, and launch a Ripken Foundation STEM Center takes 130 to 150 days depending on the availability of products as well as staff time and teacher/mentor trainings.

What could be included in a STEM Center?

All Ripken Foundation STEM Centers are equipped with supplies and age-appropriate/grade level curriculum that has easy-to-follow introductory STEM lessons that can serve 24 to 28 youth at a time. The items provided allow youth to work in small groups and are listed below and based on grade levels.

PreK - 1st Grade	Elementary School	Middle School
• Chromebooks • 3D Printer • Snap Circuits 100R • Ozobot Evo • Foundational Fluencies Lab • Bee Bots • Lego® Coding Express • Lego® We Do 2.0 • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Elementary School STEM Curriculum • Accessories and supplemental supplies	• Chromebooks • 3D Printer • Snap Circuits 100R • Ozobot Evo • Foundation Fluencies Lab • STEM Pathways Lab • Makey Makey • littleBits STEAM Student Kit • Squishy Circuits • Bee Bots • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Elementary School STEM Curriculum • Accessories and supplemental supplies	• Chromebooks • 3D Printer • Snap Circuits 750R • STEM Pathways Lab • Makey Makey • littleBits Pro Library • 7 Tables • 28 Chairs • Storage Workbench • Ripken Foundation Middle School STEM Curriculum • Accessories and supplemental supplies

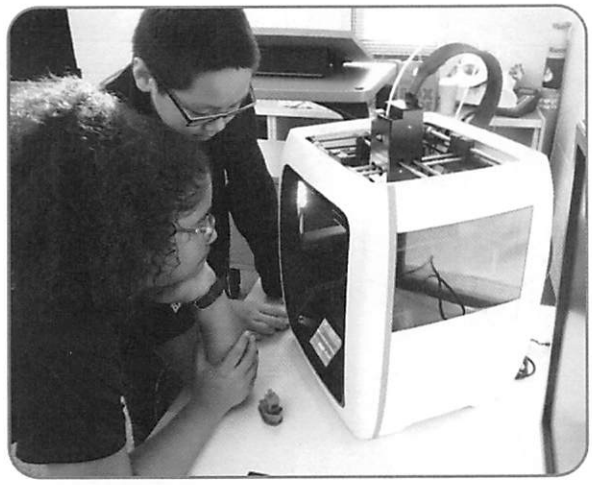
**Products listed above can be included in a Ripken Foundation STEM Center but are not guaranteed.*

Can you modify program elements to fit the environment or age group?

We offer Ripken Foundation STEM Centers in the three packages as outlined above. Depending on the organization, changes to products may be made on a case-by-case basis.

Does the curriculum align with any standards?

The curriculum and lessons align with Next Generation Science Standards (NGSS) and tie into the New Mexico Assessment of Science Readiness (NMASR) and the Texas Essential Knowledge Skills (TEKS) standards for teachers and mentors. Many school districts have charts to show how their local standards align with the NGSS.



Who oversees the Ripken Foundation STEM program?

Within the organization, a lead teacher/mentor should oversee the program. The teacher/mentor does not have to be a STEM professional. Dedicated youth professionals, including: classroom teachers, aides, librarians, parent liaisons, or other volunteers with varying educational backgrounds can be trained to be a STEM mentor.

STEM FAQS

Does the Ripken Foundation provide program support, and what does that include?

The Cal Ripken, Sr. Foundation (CRSF) provides ongoing training and support to all STEM Centers to ensure success with the program. Before opening, CRSF and the organization establish a relationship to ensure consistent communication. Then, CRSF hosts a training to properly introduce the products and train teachers/mentors to be successful implementing the program. After the Ripken Foundation STEM Center is open, CRSF checks in periodically to get updates and provide information on additional opportunities.

What is the Ripken Foundation National STEM Challenge?

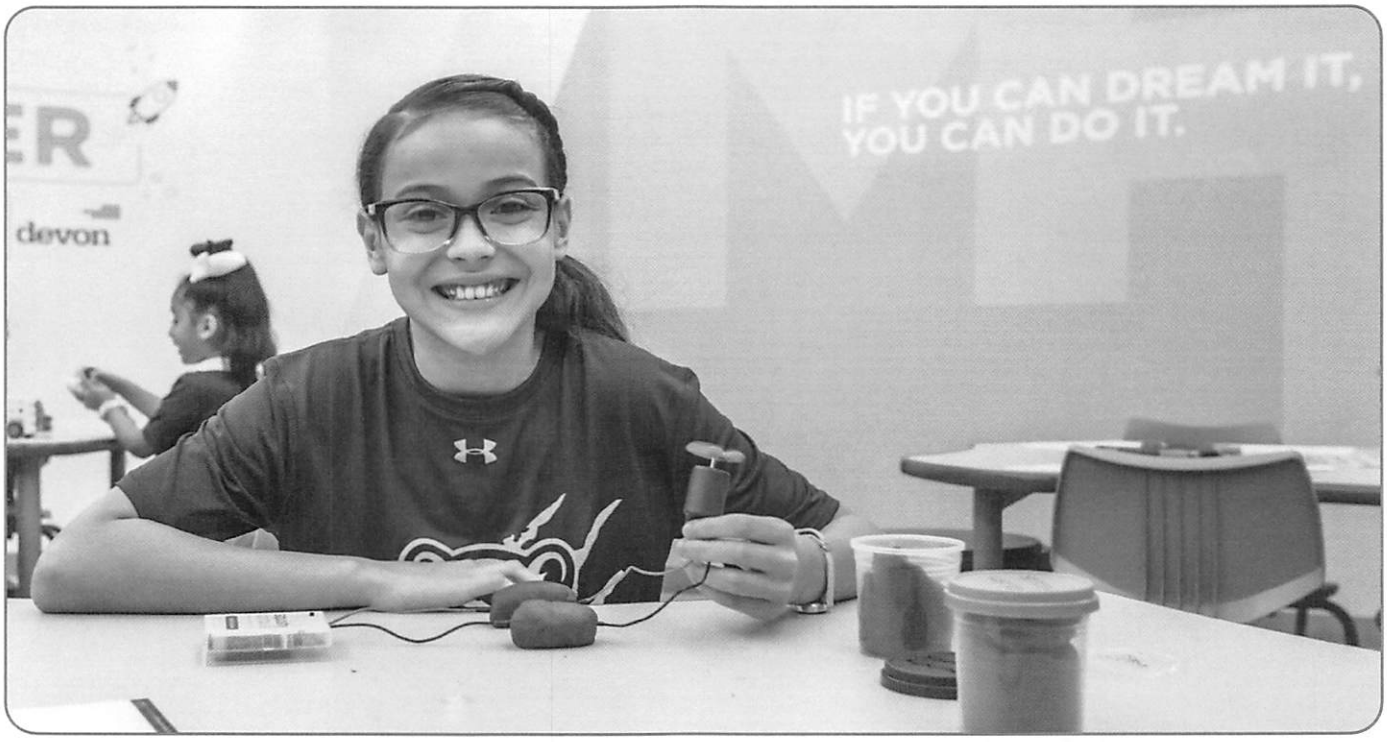
Every Ripken Foundation STEM Center automatically qualifies to participate in the annual Ripken Foundation STEM Challenge and can choose five to 10 youth to compete. The challenge topic will change annually and will continue to present real-world scenarios that can be solved using STEM concepts. By competing in this event, youth gain valuable life skills they can use outside of STEM activities such as critical thinking, problem solving, teamwork, and communication.

What does a Ripken Foundation STEM Center cost? Are there other costs involved?

The cost of a Pre-K and Ripken Foundation Elementary School STEM Center is $33,500. The Ripken Foundation Middle School STEM Center is $38,500. This includes all equipment, training, and ongoing support. Additional costs each year can include replacing batteries, dough, 3D filament, Foundational Fluencies' blocks, markers, and other small classroom items. In total, a Ripken Foundation STEM Center should not have to replace more than $300 in products each year.

Is this considered a charitable contribution?

Yes! 100% of the cost of a STEM Center is considered a charitable contribution.



003
PHS

Ector County ISD
068901
OTHER REVENUES
GRANTS FROM PRIVATE SOURCES

CDC
(EXHIBIT)A

OUR students THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Tate Criswell
Principal OR Director

Permian High School / Baseball
School OR Department

Dannys Asphault Paving
Name of Donor (if organization, please include name of president)

12820 Tx-191 Frontage Midland Tx 79706
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Prep & Paving near baseball field	$ 12,488.49	asphaulting area near baseball field for lessplaces
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

X Approval ( ) Disapproval Stacey Borchardt 6/1/23
PRINCIPAL / DIRECTOR Date

✓ Approval ( ) Disapproval Celeste Potter 6-1-23
DIRECTOR OF DEVELOPMENT Date

✓ Approval ( ) Disapproval [signature] 6/1/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____ _____
SUPERINTENDENT OF SCHOOLS Date

DATE ISSUED: 01/05/20
CDC(EXHIBIT)A

9:45 LTE

× Est_9287_from_Danny...

DANNY'S ASPHALT PAVING INC.

Danny's Asphalt Paving, Inc.

2801 E. 42nd Street
Suite C-320
Odessa, TX 79762

Phone # (432) 563-1240 Fax # 432.563.1274

Estimate

Date	Estimate #
2/6/2023	9287

Name / Address

Permian High Baseball Field

Description	Qty	Rate	Total
Asphalt Pad 40 x 80		12,488.49	12,488.49T
Prep existing base bringing in 12 Flex Base as needed adding water throughout to reach desired moisture content for compaction			
Prime area with SS-1H			
Pavers & place Type D Asphalt			

To approve & be scheduled please sign & return
E-Mail estimates@dannyspaving.com
Fax 432.563.1274

Signature

Subtotal	$12,488.49
Sales Tax (0.0%)	$0.00

117 - $5,000
123 - $5,000

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: Kellie Wilks / _____
Principal OR Director

Zavala & Pease / _____
School OR Department

Pilot Company (Adam Wright)
Name of Donor (if organization, please include name of president)

5508 Lonas Dr. Knoxville, TN 37909
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
KNOXVILLE & NATIONWIDE GRANT PROGRAM - GIVING BACK	$ $10,000	ESports equipment for the STEM labs.
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

(X) Approval ( ) Disapproval _____
PRINCIPAL / DIRECTOR Date

(✓) Approval ( ) Disapproval Celeste Patton 6-13-23
DIRECTOR OF DEVELOPMENT Date

(✓) Approval ( ) Disapproval Deborah Ott 6/15/23
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Deborah Ottmers

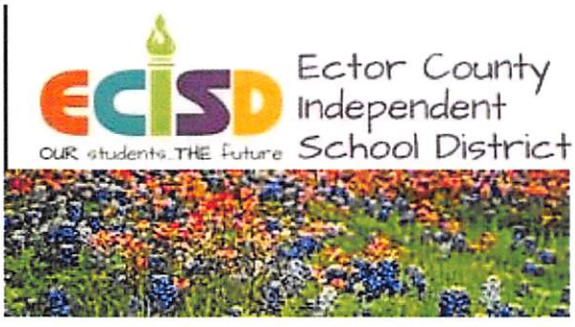
From: Deborah Ottmers
Sent: Tuesday, June 13, 2023 9:30 AM
To: Kellie Wilks; Lilia Nanez
Cc: Deborah Ottmers
Subject: FW: PILOT COMPANY check - for esports for 23/24
Attachments: Donation Form Pilot Grant.pdf

Hi
Regarding donation – how will this be spent since we are not adding esports due to funding limitations?

And wow – what a wonderful donation!

Thanks

Deborah P. Ottmers, CPA, RTSBA
Ector County ISD CFO
802 N. Sam Houston
Odessa, TX 79761
deborah.ottmers@ectorcountyisd.org
432-456-9491 office



From: Susan Lara <Susan.Lara@ectorcountyisd.org>
Sent: Tuesday, June 13, 2023 9:24 AM
To: Regina Saenz <Regina.Saenz@ectorcountyisd.org>; (Mitch) Cody Davis <Cody.Davis@ectorcountyisd.org>; Dusty Baumann <Dusty.Baumann@ectorcountyisd.org>; Kellie Wilks <Kellie.Wilks@ectorcountyisd.org>; Deborah Ottmers <Deborah.Ottmers@ectorcountyisd.org>
Subject: Re: PILOT COMPANY check.pdf

Hi,

Yes, the grant was received for esports. The money is for next year and will be under Mitch and Kellie Wilks. A donation form was prepared for this purpose. I am attaching it for your records.

Thanks,

Susan Martin Lara, Ed.D.
Grant Writer

Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761
Office Phone: (432)456-0074
Cell Phone: (432)664-4059
E-Mail: susan.lara@ectorcountyisd.org
Website for ECISD Grant Writing: Grant Writing Website

ECISD
Development Office

Confidentiality Notice: This e-mail message, including all attachments, is for the sole use of the intended recipient(s) and may contain confidential student information. Unauthorized use or disclosure is prohibited under the Federal Family Education Rights & Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99). If you are not the intended recipient, you may not use, disclose, copy, or disseminate this information. Please contact the sender immediately and destroy all copies of the original message, including attachments

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From: Regina Saenz <Regina.Saenz@ectorcountyisd.org>
Sent: Tuesday, June 13, 2023 9:12 AM
To: Susan Lara <Susan.Lara@ectorcountyisd.org>; (Mitch) Cody Davis <Cody.Davis@ectorcountyisd.org>; Dusty Baumann <Dusty.Baumann@ectorcountyisd.org>
Subject: PILOT COMPANY check.pdf

Good morning all,

I received this check yesterday. If this is a donation we need the donation form, also I need the account number on where to deposit it. Will this money be used for the upcoming year 23-24?

THANK YOU,

REGINA (GINA) SAENZ
FINANCE BOOKKEEPER
P.O. BOX 3912
ODESSA, TX. 79760
(432) 456-9692
regina.saenz@ectorcountyisd.org

ECISD
Accounting Department



REQUEST FOR APPROVAL OF AGREEMENT WITH NATIONAL MATH AND SCIENCE INITIATIVE LONE STAR COMPUTER SCIENCE PROGRAM AND ECTOR COUNTY ISD

This agreement is between ECISD and the National Math Science Initiative (NMSI) for the purpose of implementing the NMSI Lone Star Computer Science Program at Odessa High School and Permian High School. The goal of this agreement is to increase the enrollment of the Advanced Placement Computer Science course and qualifying scores on AP Computer Science Principals exams.

The district will pay NMSI $3,500 per campus (total $7,000) for the program which will provide training for teachers, leaders and counselors by funding support for the AP Computer Science teachers. The support will provide up to 56 hours of professional learning, delivered in-person and/or online. Additional support for leaders includes funding for leaders and counselors to attend the NMSI Leadership Training.

This agreement will be in effect until June 30, 2024.

AGREEMENT

National Math and Science Initiative
Lone Star Computer Science Program and Ector County Independent School District

This Agreement is between National Math Science Initiative ("NMSI") and Ector County Independent School District ("the District") for the purpose of implementing the National Math and Science Initiative's Lone Star Computer Science Program ("the Program") in the following Schools ("The School/s):

- Odessa High School
- Permian High School

SECTION 1. TERM:

The term of this Agreement shall commence on May 25, 2023, for the School Year 2023-2024, and end on June 30, 2024 (the "Term"), subject to the terms of this Agreement.

SECTION 2. NMSI'S CORE BELIEFS

1. We believe **STEM education** is the greatest lever to **accessing opportunity** and is unmatched in unlocking **student potential**.

2. NMSI's mission is to advance STEM education to ensure **all students**, especially those **furthest from opportunity**, thrive and **reach their highest potential** as problem solvers and lifelong learners who pursue their passions and tackle the world's toughest challenges.

SECTION 3 COMMITMENTS BY THE DISTRICT

The District agrees to implement the NMSI Lone Star Computer Science Program in accordance with this Agreement, to increase Advanced Placement® ("AP") computer science enrollment and qualifying scores on AP® Computer Science Principals exams. To ensure Program success, the District agrees to take actions necessary to implement, achieve and maintain the strategies and goals set forth in this Agreement and *Attachments A, B, C, D, and E*.

SECTION 3.1. OBLIGATIONS OF THE DISTRICT

1. The District agrees to directly pay NMSI $3,500 per participating campus in the program each school year in the program.

2. The District shall maintain the quality of AP CSP courses by implementing the following Program components:

   a. Recruit, prepare, and support students in AP CSP courses through open access and the elimination of barriers to student enrollment;

   b. Recruit and support highly qualified teachers. NMSI follows the US Department of Education's definition of "highly qualified teachers," which requires districts to provide evidence that their teaching positions are filled by subject-matter experts who hold degrees and certifications in their subject areas;

Advanced Placement® Program, Advanced Placement® and AP® are registered trademarks of the College Board. The College Board was not involved in the production of this material.

c. Recruit and appoint three to five team members, depending on Program student enrollment, to lead the initiative on behalf of the school. These team members will form the AP Leadership Team. Duties of the AP Leadership Team:

   - Responsibilities include participating in regular touchpoints with the NMSI appointed Program Manager and supporting school-based staff to ensure successful program implementation.

   - Responsibilities include communicating with NMSI Program Implementation Managers, distributing event registration links to teachers and students.

   - Responsibilities include providing estimated teacher and student enrollment by April 1st of each year or during onboarding (whichever comes later) and again provide finalized teacher and student rosters to NMSI by September 15th of each school year in the Program.

d. Encourage all AP CSP teachers to participate in up to 56 hours of professional learning and supports, delivered in-person and online trainings as determined by NMSI;

e. Inform students, parents, and participating teachers that all students enrolled in AP CSP courses will be expected to take the AP Exam;

f. Encourage all students enrolled in AP CSP courses take the AP exam;

g. Ensure the designated AP Leadership Team will collaborate with the NMSI Program Manager to develop and lead overall strategy and programmatic implementation;

h. Align the Master Schedule to allow for maximum student access to AP CSP courses;

i. Complete College Board course audits for all AP CSP courses during the fall semester of the current school year (NMSI preferred date - no later than October 31);

j. Report data to NMSI as requested and listed in *Attachment A,* this is a requirement to receiving annual honorariums;

k. Report course enrollment data to NMSI no later than September 15th each year in the program, this is a requirement to receiving annual honorariums, if eligible; and

l. Complete and submit NMSI School Success Plan to NMSI appointed Program Manager by required date.

3. The School and District shall use reasonable efforts to do to the following:

   a. Promote and encourage participation for the AP Leadership Team to attend NMSI Leadership Training; and

   b. Promote and publicize NMSI's College Readiness Program to encourage demand, support and participation in the following ways:

      i. Make the School community aware of the Program by way of PTA meetings, and inclusion in School publications, social media, news media outreach, and other communications in coordination with NMSI as required by this Agreement;

ii. Notify its Program Manager and NMSI's Communications Team of upcoming community outreach in which the Program will be a topic;
iii. Use all appropriate logos, marks, and other identifying materials on all NMSI Program-related materials and communications;
iv. Refrain from altering or modifying any logos, marks, copyright notices, trademark notices, or other intellectual property of NMSI; and
v. All communication from the school system to program funder(s) flows through NMSI unless the school system had a working relationship with the funder(s) before joining NMSI's program.

c. The School shall encourage the following teacher and counselor participation:

i. Teacher participation in monthly or bi-monthly virtual Professional Learning Communities with other Computer Science Principles participating in the Lone Star Computer Science Program;

ii. Teacher and counselor participation in surveys at the beginning and end of each year regarding Lone Star Computer Science programming;
iii. Counselor participating in professional development, implementation of online supports; and

iv. Counselor and teacher participation in semi-annual planning and study meetings with the teams from NMSI and AIR. Whenever possible, these will be schedule to coincide with other regularly scheduled professional development and program support meetings.

4. The District shall pay for AP exam fees, pending reimbursement pursuant to this Agreement if eligible.

5. The District shall strive to increase the number of AP CSP student enrollments and courses offered.

6. The District shall:

a. Provide reasonable internet access opportunities for students to access online study session resources at the school;

b. Provide to NMSI a roster of all students by September 15th, upon NMSI's request for reporting purposes, this is a requirement to receiving annual honorariums;

c. Provide adequate consumables if necessary.

7. The District shall comply with NMSI Brand Standards as provided in *Attachment E.* Public announcements regarding NMSI's College Readiness Program, including references in social media and school or district newsletters, should not be distributed without prior approval per NMSI. The NMSI social media kit may serve as prior approval as applicable. All media requests outside of the scope of the social media kit should be sent to marketing@nms.org to gain approval.

8. The District acknowledges that NMSI is the sole and exclusive owner of any instructional materials, training materials, and auxiliary media content distributed to the School either directly or by way of NMSI's online distribution channels and of all associated intellectual property registrations and copyright protections. The School and the District agree that their engagement with NMSI under this Agreement shall not create any ownership or licensing rights in the School or the District to any NMSI materials, except as specifically provided in this Agreement. The School and District agree not to claim any intellectual property rights in NMSI materials beyond the scope of the written Agreements between NMSI and the School or District. The School and the District agree that teachers, principals, administrative staff, counselors, or volunteers will not reproduce any NMSI copyrighted materials in any form or by any electronic or mechanical means, or create any derivative works therefrom, without explicit written

permission from NMSI, except as specifically provided in this Agreement. All input, corrections, improvements and ideas received by NMSI from the School or District and its personnel with respect to NMSI programs and materials are assigned to NMSI and will be the sole property of NMSI to be utilized by NMSI in its sole discretion without any compensation to the School, District, or its personnel.

9. The District will endeavor to utilize professional development funds to expand Program access and participation beyond the funding committed elsewhere in this Agreement. The District makes no commitments about the level, if any, of additional funding that may be available for this use.

SECTION 3.2. NONCOMPLIANCE

If, at any time, the District is not in compliance with the terms of this Agreement in the judgment of NMSI, NMSI will work directly with administrators and district-level leaders to determine appropriate interventions and implement plans for correction with ongoing monitoring and assistance. If such interventions do not effectively bring the District into compliance in NMSI's sole discretion, NMSI reserves the right to place the District on probation, to discontinue programming, or to terminate this Agreement. If NMSI determines that a probationary period is appropriate, the District will receive a letter detailing terms and requirements of the probationary period. The District may then commit to the requirements of the probationary period or terminate the Agreement.

SECTION 3.3. TERMINATION OF AGREEMENT BY SCHOOL

The District may terminate this Agreement for the next and subsequent school year(s) during the Term with written notice delivered to NMSI on or before **March 31st of each program year**. Upon delivery of termination notice, the obligations of the parties will be released. Termination of this Agreement under this paragraph will not alter NMSI's right to payment for services rendered pursuant to this Agreement through the end of the school year in which notice was given for which the District would otherwise have been obligated to pay.

SECTION 4. COMMITMENTS BY NMSI

During the Term, NMSI agrees that it will:

1. Apply available NMSI granted funding to assist the District in implementing and operating the Program. NMSI reserves the right to modify, limit, or terminate services and Program elements under this Agreement if funding is not available to fund actions under this Agreement.

2. Collaborate with the District to implement, manage, and report the results of the Program as outlined below:

    a. Appoint a NMSI Program Manager to serve as NMSI's liaison to work with the District to set goals, monitor, and prepare for sustainment strategy;

    b. Provide forms, data, and reports needed for the Program;

    c. Advise Program schools in recruiting AP CSP student and teachers;

    d. Advise schools and districts on MSE course offerings and scheduling;

    e. Assist the AP Leadership Team in providing the best testing environment for AP students;

    f. Provide subject matter experts to support teachers and students;

g. Work directly with administrators to proactively address concerns;

h. Develop Program probation growth plans for struggling Program schools as appropriate in NMSI's sole discretion; and

i. Train Teachers, Leaders, and Counselors by:

i. Funding support for Program AP CSP teachers to attend teacher training. Standard NMSI trainings include up to 56 hours of professional learning and support, delivered in-person and/or online. Depending on the District's needs, additional trainings might be included as a supplement to standard NMSI trainings;
ii. Funding support for District leaders to attend NMSI Leadership Training;
iii. Funding support for Counselors to attend Counselor Training throughout the year; and

3. Support students by providing access to online student support resources for AP CSP over the course of the school year.

4. If applicable, NMSI will provide funding for honorariums and recognition based on Program participation requirements throughout the terms of this Agreement. Data requests are required for honorariums and recognition.

5. Provide reusable course supplies for AP NMSI-supported courses as approved by NMSI. AP computer science teachers who participate in NMSI training are eligible for one class set of laptops.

6. Reimburse the District for AP CSP exam fees. NMSI will reimburse up to 50% of the student portion of the exam fee for a non-free and reduced lunch student and up to 100% for a free and reduced lunch student. Invoices must be submitted to accountspayable@nms.org by June 30 each year in the Program.

7. Support District efforts to promote and publicize the Program by:

a. Providing the School Principal, Partner School Director and any System-level media/public relations office with material that can be used to promote and publicize the Program, the participating School, Teachers, Students and their achievements.

b. Suggesting, supporting and/or participating in events such as PTA meetings, club and course-selection events and academic pep-rallies.

8. Consider modifying, additional, or alternate services based upon the District's performance of its commitments and undertaking pursuant to this Agreement in an effort to promote continuous improvement by the District. If NMSI determines, in its sole discretion, it is appropriate to materially modify or change the services contemplated by this Agreement, the District will receive a letter detailing the terms and requirements of the modified program. The District may then commit to the new requirements or terminate the Agreement.

SECTION 5. PROGRAM SCHEDULE OF SERVICES

Schedule of Services. *Attachment C* identifies the services set aside for implementation of the Program at the District. The services listed in *Attachment C* are subject to change according to actual services rendered under this Agreement.

SECTION 6. ACCESS TO INFORMATION 535

1. Parents, legal guardians, or eligible students may review personally identifiable information in the student's records and correct erroneous information by contacting the school or educational agency. School or District personnel shall have direct access to student data via the NMSI account login. NMSI will provide school or District with a copy of student data and shall modify and/or delete such data upon written request by the School. NMSI shall provide such student records and/or correct such errors within five (5) days of receipt of written notice. NMSI shall reasonably cooperate with the school or District in complying with this mandate. NMSI will allow inspection, review and amendment or changes to student data via an authorized request from a school, along with information on how a school may make such a request.

2. Email notifications will be sent to contracted entities if there are material changes to NMSI's Privacy Policy.

3. NMSI will retain student records in accordance with FERPA guidelines to effectively deliver and assess the Program and Laying the Foundation. NMSI will request student PIII, in accordance with FERPA, to effectively carry out NMSI's CRP and LTF elements during the term of the agreement. See *Attachment B* for NMSI's PII Data Policies.

4. A school has the right to review, have deleted, and/or refuse to permit further collection or use of the student's information. The School or District's limitation of student data provided to NMSI shall be deemed a material breach of the School or District's obligations under this Agreement. In such event, NMSI may terminate this Agreement in its sole discretion. Schools may contact their NMSI appointed Program Manager for data requests and more information regarding the consequences or implications for limitation of data use by NMSI.

SECTION 7. GENERAL PROVISIONS

1. Relationship of the Parties; No Third-Party Beneficiaries. NMSI is an independent non-profit corporation and, subject to the terms of this Agreement, shall have the sole right to supervise, manage, operate, control and direct the performance of the services to be provided by NMSI as an independent contractor pursuant to this Agreement. The personnel and staff of NMSI are employees of NMSI and shall not, for any purpose, be considered employees or agents of the School or the District. The personnel and staff of the School and the District shall not, for any purpose, be considered employees or agents of NMSI. Nothing in this Agreement shall be deemed or construed to establish a joint venture, employer-employee, agent, agency or legal partnership relationship. NMSI shall not incur any liability for or assume responsibility for any debts or obligations of the School and shall not sign as a guarantor or co-signer on any instrument for the School. The agreement by and between the parties to this Agreement does not create a warranty or guarantee of any results or funding and is not intended to and does not create any right of any sort in any third party with respect to the representations, commitments, and obligations set forth herein. The only intended benefits of this Agreement are to the named Parties to the Agreement. The District, each School, and their respective personnel may not bind NMSI to any contract, agreement or obligation, and NMSI may not bind the District or the School to any contract, agreement or obligation.

2. Limitation of Liability and Indemnification. To the extent permitted by Texas law and Constitution, and without waiving any defenses, including governmental immunity, the District agrees to indemnify NMSI against, and to hold NMSI harmless from, any and all liabilities or obligations arising from or under this Agreement that result from the District's or the Schools' intentional or negligent acts. NMSI agrees to indemnify the District against, and to hold the District harmless from, any and all liabilities or obligations arising from or under this Agreement that result from NMSI's intentional or negligent acts. The provisions in this paragraph are solely for the benefit of the parties to this Agreement and are not intended to create or grant any rights, contractually or otherwise, to any third party.

3. In the event of a dispute regarding the meaning or effect of this Agreement, the parties agree to negotiate in good faith toward a resolution of their dispute while continuing to perform all undisputed provisions of this Agreement. Should they not be able to reach a negotiated resolution to their dispute, they agree that as a condition precedent to any court action seeking to construe or enforce this agreement that they will submit to mediation. Prior to such mediation, the parties agree to provide to the mediator and each other party any information designated by the mediator as necessary or appropriate to conduct of the mediation. The cost of any such mediation, including mediator's fees, shall be paid one-half by the School and one-half by NMSI. Certification by the mediator that the parties were not able to reach agreement shall constitute conclusive evidence of satisfaction of the condition precedent imposed by this paragraph.

4. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall be Dallas County.

5. Although drafted by NMSI, the Parties agree this Agreement shall not be strictly construed against NMSI. This Agreement shall be liberally interpreted to achieve its described purposes.

6. Incorporation of Attachments. The following Attachments are incorporated into and made part of this Agreement completely, as if they were copied verbatim at the point of reference to said Attachment:

Attachment A: Authorization to Release District Performance Data
Attachment B: PII Data Policies
Attachment C: Schedule of Services
Attachment D: Invoicing Schedule
Attachment E: NMSI Brand Standards

IN WITNESS, WHEREOF, the parties have caused this Agreement to be executed on the dates set forth below.

Ector County ISD		**NATIONAL MATH AND SCIENCE INITIATIVE**	
Signature:		Signature:	
Printed Name:		Printed Name:	Tammy Knapp
Title:		Title:	Chief Financial Officer
Date:		Date:	

ATTACHMENT A

Authorization to Release District Performance Data

Upon request, the District shall provide to NMSI data necessary to measure Program results. The District agrees to release school and student data, as requested by NMSI, for all students who participated in, or were exposed to NMSI programming (e.g., CRP, LTF). The District can designate who will be sharing the data with NMSI.

Class enrollment data and AP data to be released include:

- Course Name
  - Class Period
  - Course Duration
- Teacher
  - Name
  - Email
- Student Demographic Data
  - Name
  - Email
  - District Identification number
  - School Identification number
  - Date of Birth
  - Gender
  - Ethnicity
  - Socio-Economic Status
  - Grade Level
  - Military Status
- Student Exam Data
  - AP Exam Results (if applicable)
    Upon request, the District shall report to NMSI their AP outcome data from College Board annually. The District agrees to download their College Board student data file from the College Board portal and upload the College Board student data file to NMSI. The District will receive additional details on the process in writing from NMSI.
  - State standardized test results for all applicable grades

NMSI will comply with all state and federal privacy laws with respect to the collection and sharing of data described herein. Information will be released consistent with the Family Educational Rights and Privacy Act, Texas law and Ector County ISD policy regarding the confidentiality of data.

The District agrees to comply with all state and federal privacy laws with respect to the collection and sharing of data described herein. Information will be released consistent with the Family Educational Rights and Privacy Act, Texas law and Ector County ISD policy regarding the confidentiality of data. This authorization will include data for students graduating in 2023-2024.

Signature: _____

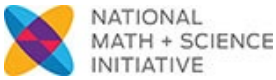
Name: _____

Title: _____

Date: _____

ATTACHMENT B

PII Data Policies



Summary
The federal Family Educational Rights and Privacy Act protects the privacy of student education records. NMSI is formally certified as meeting the mandates of FERPA via certification through iKeepSafe. In cooperation with participating schools, NMSI collects information about students, including Personally Identifiable Information. NMSI uses the information to evaluate the efficacy of our programs, meet grantor reporting requirements and fulfill elements of the program related to awards for teachers, students and school program directors.

This document summarizes NMSI's policies and procedures in relation to protecting students' PII.

Policies
NMSI maintains clearly written policies explaining the data it collects, stores and transfers. Those policies include.

- Privacy
- Acceptable Use Policy
- BYOD policy
- IT Data Management Procedure
- Privacy and Confidentiality
- Security
- NMSI Student Data Flow
- Permission Release Letter – College Board to NMSI

Control of Data
- For the purpose of data security and adherence to FERPA, NMSI agrees that it is under the direct control of partner schools with regard to students' personally identifiable information
- NMSI maintains clear terms directing how students' personally identifiable information is treated at the end of its formal relationship with each school
- NMSI has a process to help schools respond to requests from parents or eligible students to inspect and review personally identifiable information
- NMSI claims no rights or licenses to use personally identifiable information for any purpose other than the delivery and functioning of its services in the manner for which it is intended for use by the school

Reporting
- NMSI will not make public any reports or publications that could potentially reveal PII, including not sharing disaggregated outcomes for subgroups of less than 10 students.

Choice and Disclosure
- NMSI services are designed to operate with minimal collection of student data to provide the intended service to the school

- NMSI does not share or otherwise transfer students' personally identifiable information or directory information to third parties for advertising or marketing purposes
- Where valid, NMSI uses aggregated anonymized data and de-identified metadata for such things as improving its services and conducting research to validate the efficacy of programs
- Third parties engaged to perform these functions are required to agree to adhere to NMSI's privacy policies and practices and are prohibited from using the data for any other purpose

Security

- Secure protocols are in place for delivery of student data from schools to NMSI
- Student data is stored securely
- Student data is maintained in a manner that allows a school access to the data for which it is authorized
- Internal access to students' sensitive data, including personally identifiable information, is allowed only for the operation of services and educational purposes. Such access is limited to authorized employees, and is revoked when the need no longer exists or an authorized employee leaves the organization
- NMSI conducts background checks on all employees who have access to student data
- NMSI conducts regular security audits
- NMSI has practices for securely deleting personally identifiable information within a reasonable time after it is no longer needed by a school, when requested by a school or as otherwise noted per the stated terms of use or contractual agreement with a school
- Material changes to data security processes or protocols previously noted in the privacy policy are submitted to schools in advance of such changes

Third Party Service Providers

- NMSI discloses the presence of third-party service providers, such as analytics companies to school
- NMSI's agreements with third parties' detail NMSI's data privacy and security policies and expectations, and third parties are required to assure their ability to comply
- NMSI assesses the privacy and security policies and practices of third party service providers to ensure that they are capable of complying with NMSI guidelines and practices, including those related to ensuring the confidentiality, security and integrity of student data, as well as transfer of students' personally identifiable information to a school upon request or termination of an agreement and deletion of such data

ATTACHMENT C

Schedule of Services

The Program anticipated services to be provided to the School.

Trainings/Professional Development		
NMSI Service	Courses	Description of Services
College Readiness Program (CRP) Teacher Training: • Up to 56 hours of professional learning and supports, delivered in-person and/or online	AP Computer Science P	Content specific AP teacher training, differentiated by subject, specifically for AP teachers which includes: • Access to educative curricula • Heavily focused on subject content and AP success strategies • All materials provided by NMSI • NMSI appointed Program Manager
Leadership Development: Up to 18 hours of professional development for administrators, delivered online and/or in person	AP Computer Science P	Workshop for principals, administrators, and counselors to: • Discuss the role of dialogical coaching throughout CRP implementation • Reflect on current access to AP within the leaders' districts and schools • Explore ways that access might be expanded • Create understanding around what an ideal NMSI/district partnership looks like Begin development of NMSI Strategic Action Plan
Counselor Training	AP Computer Science P	Coaching calls and training throughout the year for counselors: • Counselors will develop a strategy for information sharing, recruitment, school-wide learning, and student engagement as it relates to AP CSP coursework • Counselors will engage in a professional learning community through peer collaboration • Counselors will develop usable artifacts to help support CS recruitment, retention, and school culture • Counselors will craft a strategy for forming schoolwide support teams invested in expanding equity across Computer Science coursework

Student Supports	
NMSI Service	Description of Services
Student Supports resources	Access to AP CSP course-specific sessions and materials, including but not limited to: • On-demand modules, video tutorials, and online quizzes • Live-online study sessions
STEM Star Awards	Based upon the number of students enrolled in the AP Program, the District will select the students who will be receiving a STEM Star Award. NMSI will distribute the award to the student directly.
Other Supports	
NMSI Service	Description of Services
AP Exam Fees	NMSI to reimburse District for AP CSP Exam fees. NMSI will reimburse up to 50% of the student portion of the exam fee for a non-free and reduced lunch student and up to 100% for a free and reduced lunch student. Invoices must be submitted to accountspayable@nms.org by June 30 each year in the Program.
AP Course Supplies	Reusable course supplies sent to the District for each NMSI supported course during the first year in the Program. This includes one class set of laptops per AP CSP teacher trained.
Leadership & Counselor Honorariums	Leaders and Counselors are eligible for honorariums based on participation in training as well as other Program activities
AP Teacher Honorariums	AP Teachers are eligible for honorariums based on participation in training as well as other Program activities

ATTACHMENT E

Invoicing Schedule and Contact Information

The District accepts financial responsibility for the School Program costs of $3,500 per participating campus per year each of the term of this Agreement.

The District will be invoiced annually in September of each school year for the District Contribution listed below:

- 2023-2024: $3,500 per campus in the program for the year (to be invoiced September 2023)

Please provide the school/district contact information for the invoice processing:

- Name: _____
- Title: _____
- Email: _____
- Phone: _____
- Mailing Address: _____

_____

Attachment E

NMSI Brand Standards

The District must seek prior approval from NMSI of all media releases and adhere to the NMSI Brand Standards as outlined in this Attachment. For social media releases, please utilize the social media kit NMSI will provide as part of prior approval. If a media release is outside of the scope of the kit, the District must email marketing@nms.org to gain approval.

BOILERPLATE LANGUAGE

About NMSI: The National Math and Science Initiative is a nonprofit organization dedicated to transforming math and science education in today's classrooms with proven, effective programs that can be replicated nationwide.

About the College Readiness Program (CRP): A comprehensive program that is dramatically increasing the number of students succeeding in rigorous coursework in math, science and English, while expanding access to traditionally underrepresented students.

About the Laying the Foundation Program (LTF): Hands-on professional development that is empowering educators of grades 3-12 with the strategies and resources they need to raise academic rigor in any curriculum and prepare students to think critically and creatively at advanced levels.

NAME AND LOGO USAGE GUIDELINES

National Math and Science Initiative

After introducing National Math and Science in body text, further references can then be shortened to NMSI.

NMSI can be referred to as a non-profit organization, not-for-profit organization, non-profit, or simply organization. Do not refer to NMSI as a company or business.

NMSI's College Readiness Program

The name for our comprehensive three-year program.
After introducing NMSI's College Readiness Program in body text, further references can then be shortened to NMSI's program, the College Readiness Program, or CRP.

NMSI's Laying the Foundation Program

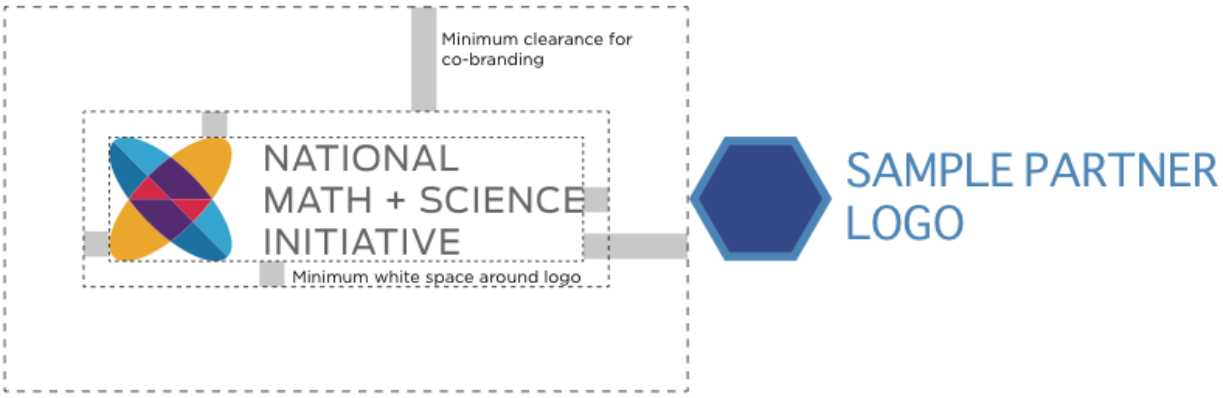
The name of our teacher training program for grades 3-12 is NMSI's Laying the Foundation teacher training program is also acceptable.

After introducing NMSI's Laying the Foundation Program in body text, further references can then be shortened to NMSI's LTF program, the LTF program, or LTF.

LOGO

Use the NMSI logo only in the exact form provided by NMSI, without alteration or modification. Do not incorporate the NMSI logo into any other logo or add any images or text to the logo.

Maintain clear space around the NMSI logo. The minimum clear space for the NMSI logo should be the height of the letter “N”. If placing another logo next to the NMSI logo, the minimum clearance should be the width of the word “MATH” in the NMSI logo.





REQUEST FOR APPROVAL OF AGREEMENT WITH NATIONAL MATH AND SCIENCE INITIATIVE COLLEGE READINESS PROGRAM AND ECTOR COUNTY ISD

This agreement between the National Math and Science Initiative College Readiness Program (NMSI) and ECISD started three years ago. XTO sponsored the initiative with grant funds in order to help the advanced placement enrollment and test outcomes in ECISD. This agreement extends the grant funding for an additional three years, starting in 2023-2024 and ending on June 30, 2026.

ECISD will implement the NMSI College Readiness Program (CRP) to increase Advanced Placement math, science, and English enrollment and qualifying scores on AP Math, Science and English exams.

This agreement will be in effect until June 30, 2026.

AGREEMENT

National Math and Science Initiative
College Readiness Program and Ector County Independent School District

This Agreement is between National Math Science Initiative ("NMSI") and Ector County Independent School District ("the District") for the purpose of implementing the National Math and Science Initiative's College Readiness Program ("the Program") in the following Schools ("The School/s):

- George HW Bush New Tech Odessa High
- Odessa High School
- Permian High School

SECTION 1. TERM:

The term of this Agreement shall commence on May 25, 2023, for School Years 2023-2024, 2024-2025, 2025-2026 and end on June 30, 2026 (the "Term"), subject to the terms of this Agreement.

SECTION 2. NMSI'S CORE BELIEFS

1. We believe **STEM education** is the greatest lever to **accessing opportunity** and is unmatched in unlocking **student potential**.

2. NMSI's mission is to advance STEM education to ensure **all students**, especially those **furthest from opportunity**, thrive and **reach their highest potential** as problem solvers and lifelong learners who pursue their passions and tackle the world's toughest challenges.

SECTION 3 COMMITMENTS BY THE DISTRICT

The District agrees to implement the NMSI College Readiness Program ("CRP") in accordance with this Agreement, to increase Advanced Placement® ("AP") math, science, and English enrollment and qualifying scores on AP® MSE exams. To ensure Program success, the District agrees to take actions necessary to implement, achieve and maintain the strategies and goals set forth in this Agreement and *Attachments A, B, C, and D*.

SECTION 3.1. OBLIGATIONS OF THE DISTRICT

1. The District shall maintain the quality of AP MSE courses by implementing the following Program components:

   a. Recruit, prepare, and support students in AP MSE courses through open access and the elimination of barriers to student enrollment;

   b. Recruit and support highly qualified teachers. NMSI follows the US Department of Education's definition of "highly qualified teachers," which requires districts to provide evidence that their teaching positions are filled by subject-matter experts who hold degrees and certifications in their subject areas;

Advanced Placement® Program, Advanced Placement® and AP® are registered trademarks of the College Board. The College Board was not involved in the production of this material.

c. Recruit and appoint three to five team members, depending on Program student enrollment, to lead the initiative on behalf of the school. These team members will form the AP Leadership Team. Duties of the AP Leadership Team:

   - Responsibilities include participating in regular touchpoints with the NMSI appointed Program Manager and supporting school-based staff to ensure successful program implementation.

   - Responsibilities include communicating with NMSI Program Implementation Managers, distributing event registration links to teachers and students.

   - Responsibilities include providing estimated teacher and student enrollment by April 1st of each year or during onboarding (whichever comes later) and again provide finalized teacher and student rosters to NMSI by September 15th of each school year in the Program.

d. Encourage all AP MSE teachers to participate in up to 56 hours of professional learning and supports, delivered in-person and online trainings as determined by NMSI;

e. The AP Leadership Team is to inform and ensure participating AP MSE teachers are expected to administer the pre and post Critical Reasoning for College Readiness (CR4CR) assessment;

f. Inform students, parents, and participating teachers that all students enrolled in AP MSE courses will be expected to take the AP Exam;

g. Encourage all students enrolled in AP MSE courses take the AP exam;

h. Ensure the designated AP Leadership Team will collaborate with the NMSI Program Manager to develop and lead overall strategy and programmatic implementation;

i. Align the Master Schedule to allow for maximum student access to AP MSE courses;

j. Complete College Board course audits for all AP MSE courses during the fall semester of the current school year (NMSI preferred date - no later than October 31);

k. Report data to NMSI as requested and listed in *Attachment A,* this is a requirement to receiving annual honorariums;

l. Report course enrollment data to NMSI no later than September 15th each year in the program, this is a requirement to receiving annual honorariums, if eligible; and

m. Complete and submit NMSI School Success Plan to NMSI appointed Program Manager by required date.

2. The School and District shall use reasonable efforts to do to the following:

   a. Promote Laying the Foundation (LTF) with non-AP 3rd - 12th grade teachers in the District, including participation in up to 28 hours of professional learning, delivered in-person and online trainings. LTF gives teachers the resources they need to raise expectations and develop advanced levels of thinking and learning. Teachers of grades 3-12 will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college;

b. Promote and encourage participation for the AP Leadership Team to attend NMSI Leadership Training; and

c. Promote and publicize NMSI's College Readiness Program to encourage demand, support and participation in the following ways:

i. Make the School community aware of the Program by way of PTA meetings, and inclusion in School publications, social media, news media outreach, and other communications in coordination with NMSI as required by this Agreement;
ii. Notify its Program Manager and NMSI's Communications Team of upcoming community outreach in which the Program will be a topic;
iii. Use all appropriate logos, marks, and other identifying materials on all NMSI Program-related materials and communications;
iv. Refrain from altering or modifying any logos, marks, copyright notices, trademark notices, or other intellectual property of NMSI; and
v. All communication from the school system to program funder(s) flows through NMSI unless the school system had a working relationship with the funder(s) before joining NMSI's program.

3. The District shall strive to increase the number of AP MSE student enrollments and courses offered.

4. The District shall:

a. Provide reasonable internet access opportunities for students to access online study sessions at the school;

b. Provide to NMSI a roster of all students upon NMSI's request for reporting purposes;

c. Provide adequate consumables if necessary.

5. The District shall comply with NMSI Brand Standards as provided in *Attachment D.* Public announcements regarding NMSI's College Readiness Program, including references in social media and school or district newsletters, should not be distributed without prior approval per NMSI. The NMSI social media kit may serve as prior approval as applicable. All media requests outside of the scope of the social media kit should be sent to marketing@nms.org to gain approval.

6. The District acknowledges that NMSI is the sole and exclusive owner of any instructional materials, training materials, and auxiliary media content distributed to the School either directly or by way of NMSI's online distribution channels and of all associated intellectual property registrations and copyright protections. The School and the District agree that their engagement with NMSI under this Agreement shall not create any ownership or licensing rights in the School or the District to any NMSI materials, except as specifically provided in this Agreement. The School and District agree not to claim any intellectual property rights in NMSI materials beyond the scope of the written Agreements between NMSI and the School or District. The School and the District agree that teachers, principals, administrative staff, counselors, or volunteers will not reproduce any NMSI copyrighted materials in any form or by any electronic or mechanical means, or create any derivative works therefrom, without explicit written permission from NMSI, except as specifically provided in this Agreement. All input, corrections, improvements and ideas received by NMSI from the School or District and its personnel with respect to NMSI programs and materials are assigned to NMSI and will be the sole property of NMSI to be utilized by NMSI in its sole discretion without any compensation to the School, District, or its personnel.

7. The District will endeavor to utilize professional development funds to expand Program access and participation beyond the funding committed elsewhere in this Agreement. The District makes no commitments about the level, if any, of additional funding that may be available for this use.

SECTION 3.2. NONCOMPLIANCE

If, at any time, the District is not in compliance with the terms of this Agreement in the judgment of NMSI, NMSI will work directly with administrators and district-level leaders to determine appropriate interventions and implement plans for correction with ongoing monitoring and assistance. If such interventions do not effectively bring the District into compliance in NMSI's sole discretion, NMSI reserves the right to place the District on probation, to discontinue programming, or to terminate this Agreement. If NMSI determines that a probationary period is appropriate, the District will receive a letter detailing terms and requirements of the probationary period. The District may then commit to the requirements of the probationary period or terminate the Agreement.

SECTION 3.3. TERMINATION OF AGREEMENT BY SCHOOL

The District may terminate this Agreement for the next and subsequent school year(s) during the Term with written notice delivered to NMSI on or before **March 31st of each program year**. Upon delivery of termination notice, the obligations of the parties will be released. Termination of this Agreement under this paragraph will not alter NMSI's right to payment for services rendered pursuant to this Agreement through the end of the school year in which notice was given for which the District would otherwise have been obligated to pay.

SECTION 4. COMMITMENTS BY NMSI

During the Term, NMSI agrees that it will:

1. Apply available NMSI granted funding to assist the District in implementing and operating the Program. NMSI reserves the right to modify, limit, or terminate services and Program elements under this Agreement if funding is not available to fund actions under this Agreement.

2. Collaborate with the District to implement, manage, and report the results of the Program as outlined below:

    a. Appoint a NMSI Program Manager to serve as NMSI's liaison to work with the District to set goals, monitor, and prepare for sustainment strategy;

    b. Provide forms, data, and reports needed for the Program;

    c. Advise Program schools in recruiting AP MSE student and teachers;

    d. Advise schools and districts on MSE course offerings and scheduling;

    e. Assist the AP Leadership Team in providing the best testing environment for AP students;

    f. Provide subject matter experts to support teachers and students;

    g. Work directly with administrators to proactively address concerns;

    h. Develop Program probation growth plans for struggling Program schools as appropriate in NMSI's sole discretion; and

    i. Train Teachers:

i. Standard NMSI AP MSE trainings include up to 56 hours of professional learning and supports, delivered in-person and/or online. Depending on the District's needs, additional trainings might be included as a supplement to standard NMSI trainings; and
ii. Grade 3 – 12 MSE teachers are able participate in NMSI's Laying the Foundation Program. This includes 28 hours of professional learning, delivered in person and online trainings, as approved by NMSI. These teachers will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college.

3. Support students by providing resources to conduct AP MSE student study sessions over the course of the school year.

4. If applicable, NMSI will provide funding for honorariums and recognition based on Program participation requirements throughout the terms of this Agreement. Data requests are required for honorariums and recognition.

5. Provide reusable course supplies for AP NMSI-supported courses as approved by NMSI. AP math, science, computer science, and English teachers are eligible for course supplies from NMSI.

6. Reimburse the District for AP MSE exam fees. NMSI will reimburse up to 50% of the student portion of the exam fee for a non-free and reduced lunch student and up to 100% for a free and reduced lunch student. Invoices must be submitted to accountspayable@nms.org by June 30 each year in the Program.

7. Support District efforts to promote and publicize the Program by:

   a. Providing the School Principal, Partner School Director and any System-level media/public relations office with material that can be used to promote and publicize the Program, the participating School, Teachers, Students and their achievements.

   b. Suggesting, supporting and/or participating in events such as PTA meetings, club and course-selection events and academic pep-rallies.

8. Consider modifying, additional, or alternate services based upon the District's performance of its commitments and undertaking pursuant to this Agreement in an effort to promote continuous improvement by the District. If NMSI determines, in its sole discretion, it is appropriate to materially modify or change the services contemplated by this Agreement, the District will receive a letter detailing the terms and requirements of the modified program. The District may then commit to the new requirements or terminate the Agreement.

SECTION 5. PROGRAM SCHEDULE OF SERVICES

Schedule of Services. *Attachment C* identifies the services set aside for implementation of the Program at the District. The services listed in *Attachment C* are subject to change according to actual services rendered under this Agreement.

SECTION 6. ACCESS TO INFORMATION

1. Parents, legal guardians, or eligible students may review personally identifiable information in the student's records and correct erroneous information by contacting the school or educational agency. School or District personnel shall have direct access to student data via the NMSI account login. NMSI will provide school or District with a copy of student data and shall modify and/or delete such data upon

written request by the School. NMSI shall provide such student records and/or correct such errors within five (5) days of receipt of written notice. NMSI shall reasonably cooperate with the school or District in complying with this mandate. NMSI will allow inspection, review and amendment or changes to student data via an authorized request from a school, along with information on how a school may make such a request.

2. Email notifications will be sent to contracted entities if there are material changes to NMSI's Privacy Policy.

3. NMSI will retain student records in accordance with FERPA guidelines to effectively deliver and assess the Program and Laying the Foundation. NMSI will request student PIII, in accordance with FERPA, to effectively carry out NMSI's CRP and LTF elements during the term of the agreement. See *Attachment B* for NMSI's PII Data Policies.

4. A school has the right to review, have deleted, and/or refuse to permit further collection or use of the student's information. The School or District's limitation of student data provided to NMSI shall be deemed a material breach of the School or District's obligations under this Agreement. In such event, NMSI may terminate this Agreement in its sole discretion. Schools may contact their NMSI appointed Program Manager for data requests and more information regarding the consequences or implications for limitation of data use by NMSI.

SECTION 7. GENERAL PROVISIONS

1. Relationship of the Parties; No Third-Party Beneficiaries. NMSI is an independent non-profit corporation and, subject to the terms of this Agreement, shall have the sole right to supervise, manage, operate, control and direct the performance of the services to be provided by NMSI as an independent contractor pursuant to this Agreement. The personnel and staff of NMSI are employees of NMSI and shall not, for any purpose, be considered employees or agents of the School or the District. The personnel and staff of the School and the District shall not, for any purpose, be considered employees or agents of NMSI. Nothing in this Agreement shall be deemed or construed to establish a joint venture, employer-employee, agent, agency or legal partnership relationship. NMSI shall not incur any liability for or assume responsibility for any debts or obligations of the School and shall not sign as a guarantor or co-signer on any instrument for the School. The agreement by and between the parties to this Agreement does not create a warranty or guarantee of any results or funding and is not intended to and does not create any right of any sort in any third party with respect to the representations, commitments, and obligations set forth herein. The only intended benefits of this Agreement are to the named Parties to the Agreement. The District, each School, and their respective personnel may not bind NMSI to any contract, agreement or obligation, and NMSI may not bind the District or the School to any contract, agreement or obligation.

2. Limitation of Liability and Indemnification. To the extent permitted by Texas law and Constitution, and without waiving any defenses, including governmental immunity, the District agrees to indemnify NMSI against, and to hold NMSI harmless from, any and all liabilities or obligations arising from or under this Agreement that result from the District's or the Schools' intentional or negligent acts. NMSI agrees to indemnify the District against, and to hold the District harmless from, any and all liabilities or obligations arising from or under this Agreement that result from NMSI's intentional or negligent acts. The provisions in this paragraph are solely for the benefit of the parties to this Agreement and are not intended to create or grant any rights, contractually or otherwise, to any third party.

3. In no event will NMSI (i) be liable TO ANY PARTY for any incidental, consequential, special, punitive or exemplary damages FOR ANY MATTER ARISING OUT OF OR RELATED TO THIS AGREEMENT, and/or (ii) be liable in the aggregate under or as a result of this AGREEMENT for any amount in excess of the total amount paid to NMSI by the District under this AGREEMENT.

4. In the event of a dispute regarding the meaning or effect of this Agreement, the parties agree to negotiate in good faith toward a resolution of their dispute while continuing to perform all undisputed provisions of this Agreement. Should they not be able to reach a negotiated resolution to their dispute, they agree that as a condition precedent to any court action seeking to construe or enforce this agreement that they will submit to mediation. Prior to such mediation, the parties agree to provide to the mediator and each other party any information designated by the mediator as necessary or appropriate to conduct of the mediation. The cost of any such mediation, including mediator's fees, shall be paid one-half by the School and one-half by NMSI. Certification by the mediator that the parties were not able to reach agreement shall constitute conclusive evidence of satisfaction of the condition precedent imposed by this paragraph.

5. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall be Dallas County.

6. Although drafted by NMSI, the Parties agree this Agreement shall not be strictly construed against NMSI. This Agreement shall be liberally interpreted to achieve its described purposes.

7. Incorporation of Attachments. The following Attachments are incorporated into and made part of this Agreement completely, as if they were copied verbatim at the point of reference to said Attachment:

Attachment A: Authorization to Release District Performance Data
Attachment B: PII Data Policies
Attachment C: Schedule of Services
Attachment D: NMSI Brand Standards

IN WITNESS, WHEREOF, the parties have caused this Agreement to be executed on the dates set forth below.

Ector County ISD		**NATIONAL MATH AND SCIENCE INITIATIVE**	
Signature:		Signature:	
Printed Name:		Printed Name:	Tammy Knapp
Title:		Title:	Chief Financial Officer
Date:		Date:	

ATTACHMENT A

Authorization to Release District Performance Data

Upon request, the District shall provide to NMSI data necessary to measure Program results. The District agrees to release school and student data, as requested by NMSI, for all students who participated in, or were exposed to NMSI programming (e.g., CRP, LTF). The District can designate who will be sharing the data with NMSI.

Class enrollment data and AP data to be released include:

- Course Name
  - Class Period
  - Course Duration
- Teacher
  - Name
  - Email
- Student Demographic Data
  - Name
  - Email
  - District Identification number
  - School Identification number
  - Date of Birth
  - Gender
  - Ethnicity
  - Socio-Economic Status
  - Grade Level
  - Military Status
- Student Exam Data
  - AP Exam Results (if applicable)
    Upon request, the District shall report to NMSI their AP outcome data from College Board annually. The District agrees to download their College Board student data file from the College Board portal and upload the College Board student data file to NMSI. The District will receive additional details on the process in writing from NMSI.
  - State standardized test results for all applicable grades

NMSI will comply with all state and federal privacy laws with respect to the collection and sharing of data described herein. Information will be released consistent with the Family Educational Rights and Privacy Act, Texas law and Ector County ISD policy regarding the confidentiality of data.

The District agrees to comply with all state and federal privacy laws with respect to the collection and sharing of data described herein. Information will be released consistent with the Family Educational Rights and Privacy Act, Texas law and Ector County ISD policy regarding the confidentiality of data. This authorization will include data for students graduating in 2023-2026.

Signature: _____

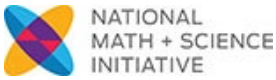
Name: _____

Title: _____

Date: _____

ATTACHMENT B

PII Data Policies



Summary
The federal Family Educational Rights and Privacy Act protects the privacy of student education records. NMSI is formally certified as meeting the mandates of FERPA via certification through iKeepSafe. In cooperation with participating schools, NMSI collects information about students, including Personally Identifiable Information. NMSI uses the information to evaluate the efficacy of our programs, meet grantor reporting requirements and fulfill elements of the program related to awards for teachers, students and school program directors.

This document summarizes NMSI's policies and procedures in relation to protecting students' PII.

Policies
NMSI maintains clearly written policies explaining the data it collects, stores and transfers. Those policies include.

- Privacy
- Acceptable Use Policy
- BYOD policy
- IT Data Management Procedure
- Privacy and Confidentiality
- Security
- NMSI Student Data Flow
- Permission Release Letter – College Board to NMSI

Control of Data
- For the purpose of data security and adherence to FERPA, NMSI agrees that it is under the direct control of partner schools with regard to students' personally identifiable information
- NMSI maintains clear terms directing how students' personally identifiable information is treated at the end of its formal relationship with each school
- NMSI has a process to help schools respond to requests from parents or eligible students to inspect and review personally identifiable information
- NMSI claims no rights or licenses to use personally identifiable information for any purpose other than the delivery and functioning of its services in the manner for which it is intended for use by the school

Reporting
- NMSI will not make public any reports or publications that could potentially reveal PII, including not sharing disaggregated outcomes for subgroups of less than 10 students.

Choice and Disclosure
- NMSI services are designed to operate with minimal collection of student data to provide the intended service to the school

- NMSI does not share or otherwise transfer students' personally identifiable information or directory information to third parties for advertising or marketing purposes
- Where valid, NMSI uses aggregated anonymized data and de-identified metadata for such things as improving its services and conducting research to validate the efficacy of programs
- Third parties engaged to perform these functions are required to agree to adhere to NMSI's privacy policies and practices and are prohibited from using the data for any other purpose

Security

- Secure protocols are in place for delivery of student data from schools to NMSI
- Student data is stored securely
- Student data is maintained in a manner that allows a school access to the data for which it is authorized
- Internal access to students' sensitive data, including personally identifiable information, is allowed only for the operation of services and educational purposes. Such access is limited to authorized employees, and is revoked when the need no longer exists or an authorized employee leaves the organization
- NMSI conducts background checks on all employees who have access to student data
- NMSI conducts regular security audits
- NMSI has practices for securely deleting personally identifiable information within a reasonable time after it is no longer needed by a school, when requested by a school or as otherwise noted per the stated terms of use or contractual agreement with a school
- Material changes to data security processes or protocols previously noted in the privacy policy are submitted to schools in advance of such changes

Third Party Service Providers

- NMSI discloses the presence of third-party service providers, such as analytics companies to school
- NMSI's agreements with third parties' detail NMSI's data privacy and security policies and expectations, and third parties are required to assure their ability to comply
- NMSI assesses the privacy and security policies and practices of third party service providers to ensure that they are capable of complying with NMSI guidelines and practices, including those related to ensuring the confidentiality, security and integrity of student data, as well as transfer of students' personally identifiable information to a school upon request or termination of an agreement and deletion of such data

ATTACHMENT C

Schedule of Services

The Program anticipated services to be provided to the School.

Trainings/Professional Development		
NMSI Service	Courses	Description of Services
College Readiness Program (CRP) Teacher Training: • Up to 56 hours of professional learning, delivered in-person and/or online (36 hours certified, 16 hours additional support)	AP Calculus AB AP Calculus BC AP Statistics AP Biology AP Environmental Science AP Chemistry AP Physics 1, 2, E&M, Mech AP English Language AP English Literature AP Computer Science A AP Computer Science P	Content specific AP teacher training, differentiated by subject, specifically for AP teachers which includes: • Access to educative curricula • Heavily focused on subject content and AP success strategies • All materials provided by NMSI • NMSI appointed Program Manager
Laying the Foundation (LTF) Teacher Training: • Up to 28 certified hours of professional learning, delivered in-person and online trainings	**Math/Science (Elementary)** English **(Middle School)** Math **(Middle School)** Science **(Middle School)** English **(High School)** Math **(High School)** Biology **(High School)** Chemistry **(High School)**	LTF gives teachers the resources they need to raise expectations and develop advanced levels of thinking and learning. Teachers of grades 3-12 (non-AP) will gain access to content, culturally relevant strategies, vertically aligned materials and learning progressions necessary to prepare students for advanced coursework in high school and college
Leadership Development: Up to 18 hours of professional development for administrators, delivered online and/or in person		Workshop for principals, administrators, and counselors to: • Discuss the role of dialogical coaching throughout CRP implementation • Reflect on current access to AP within the leaders' districts and schools • Explore ways that access might be expanded • Create understanding around what an ideal NMSI/district partnership looks like • Begin development of NMSI Strategic Action Plan

Student Supports	
NMSI Service	Description of Services

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Student study supports, ongoing	AP MSE course-specific resources available to conduct study sessions, including but not limited to: • On-demand modules, video tutorials, and online quizzes
STEM Star Awards	Based upon the number of students enrolled in the AP Program, the District will select the students who will be receiving a STEM Star Award. NMSI will distribute the award to the student directly.
Other Supports	
NMSI Service	Description of Services
AP Exam Fees	NMSI to reimburse District for AP MSE Exam fees. NMSI will reimburse up to 50% of the student portion of the exam fee for a non-free and reduced lunch student and up to 100% for a free and reduced lunch student. Invoices must be submitted to accountspayable@nms.org by June 30 each year in the Program.
AP Course Supplies	Reusable course supplies sent to the District for each NMSI supported course during the first year in the Program
Leadership Honorariums	Leaders are eligible for honorariums based on participation in training as well as other Program activities
AP Teacher Honorariums	AP Teachers are eligible for honorariums based on participation in training as well as other Program activities

Attachment D

NMSI Brand Standards

The District must seek prior approval from NMSI of all media releases and adhere to the NMSI Brand Standards as outlined in this Attachment. For social media releases, please utilize the social media kit NMSI will provide as part of prior approval. If a media release is outside of the scope of the kit, the District must email marketing@nms.org to gain approval.

BOILERPLATE LANGUAGE

About NMSI: The National Math and Science Initiative is a nonprofit organization dedicated to transforming math and science education in today's classrooms with proven, effective programs that can be replicated nationwide.

About the College Readiness Program (CRP): A comprehensive program that is dramatically increasing the number of students succeeding in rigorous coursework in math, science and English, while expanding access to traditionally underrepresented students.

About the Laying the Foundation Program (LTF): Hands-on professional development that is empowering educators of grades 3-12 with the strategies and resources they need to raise academic rigor in any curriculum and prepare students to think critically and creatively at advanced levels.

NAME AND LOGO USAGE GUIDELINES

National Math and Science Initiative

After introducing National Math and Science in body text, further references can then be shortened to NMSI.

NMSI can be referred to as a non-profit organization, not-for-profit organization, non-profit, or simply organization. Do not refer to NMSI as a company or business.

NMSI's College Readiness Program

The name for our comprehensive three-year program.
After introducing NMSI's College Readiness Program in body text, further references can then be shortened to NMSI's program, the College Readiness Program, or CRP.

NMSI's Laying the Foundation Program

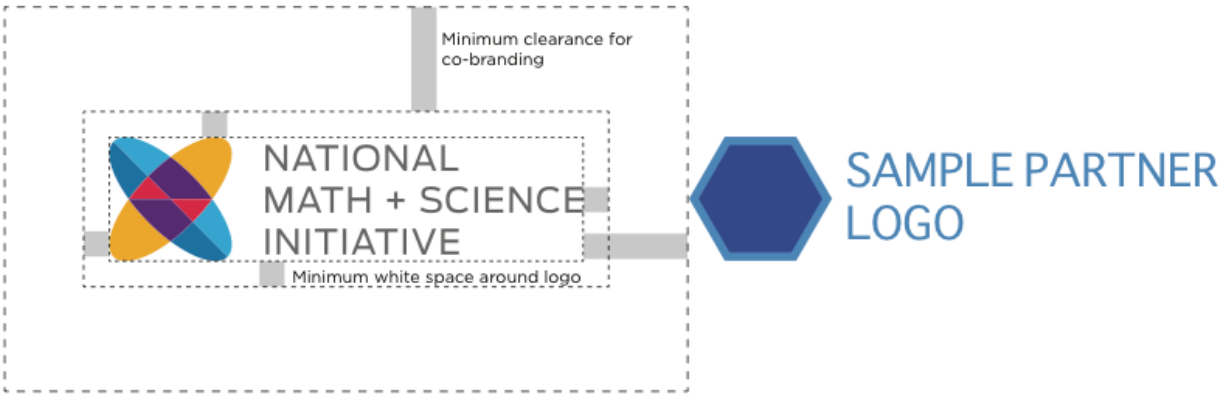
The name of our teacher training program for grades 3-12 is NMSI's Laying the Foundation teacher training program is also acceptable.

After introducing NMSI's Laying the Foundation Program in body text, further references can then be shortened to NMSI's LTF program, the LTF program, or LTF.

LOGO

Use the NMSI logo only in the exact form provided by NMSI, without alteration or modification. Do not incorporate the NMSI logo into any other logo or add any images or text to the logo.

Maintain clear space around the NMSI logo. The minimum clear space for the NMSI logo should be the height of the letter “N”. If placing another logo next to the NMSI logo, the minimum clearance should be the width of the word “MATH” in the NMSI logo.



REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL DANCE STUDENTS OUT-OF-STATE TRAVEL TO NEW YORK, NY

The Permian High School Dance Team is requesting to travel to New York, NY, from November 29 – December 3, 2023. The purpose of the trip is to perform at Radio City Music Hall, attend three Broadway shows, and receive dance instruction. The group will consist of approximately 30 students and chaperones. Preliminary cost projections are $2500 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover transportation, most activities, housing expenses, and a majority of the meals. Trip insurance is required for all participants, in the event that the trip needs to be cancelled.

Exhibit A—Request for Trip Approval

Date of request: 4-20-23

Date/time of departure: 11-29-23 / 5:20am (a.m.) or p.m. *(circle one)*

Date/time of return: 12-3-23 / 11:05pm a.m. or (p.m.) *(circle one)*

Destination of trip: New York City, NY

Purpose of trip, i.e., event to be attended, instructional value of the trip:

Possible performance at Radio City Musical Hall as the opening act of the Rockettes Christams Spectacular

Opportunity for students to see 3 Broadway shows and take class at a prestigious dance studio

Estimate of any permissible fees associated with the trip: $2500 per dancer

District employee sponsor and organization: Kristin Carter & Kayla Garza

Number of students participating: 26

Number of chaperones participating: [redacted] 3

Name of Chaperone	Criminal History Check Requested *(circle one)*
Kristin Carter	(Yes) No
Kayla Garza	(Yes) No
Courtney Branscum	(Yes) No

Signature of District employee sponsor: [signature]

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied:

_____

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
Kristin Carter	Yes No	Approved Denied
Kayla Garza	Yes No	Approved Denied
Courtney Branscum	Yes No	Approved Denied

Principal's Approval: Johna Straw 4/20/23
(Signature) (Date)

Superintendent or Designee Approval: [signature] 5/12/23
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)





NEW YORK CITY

Permian Panther Paws Dance Team

Wednesday, November 29th

- 4:00am Arrive at the Midland Airport
- 5:20am Depart on Southwest flight TBD
- 6:35am Arrive Dallas
- Purchase lunch to eat on the plane (on own)
- 10:20am Depart on flight TBD
- 2:35pm Arrive in NYC! (LaGuardia)
- Meet your Green Light tour manager
- 3:00pm Board motorcoach
- 4:30pm Check into the Sheraton Times Square
- 6:00pm Dinner and shopping around Rockefeller Center and Fabulous 5th Avenue
- 8:30pm See the Rockefeller Center Christmas Tree Lighting Ceremony
- 10:30pm Arrive back at hotel

Thursday, November 30th

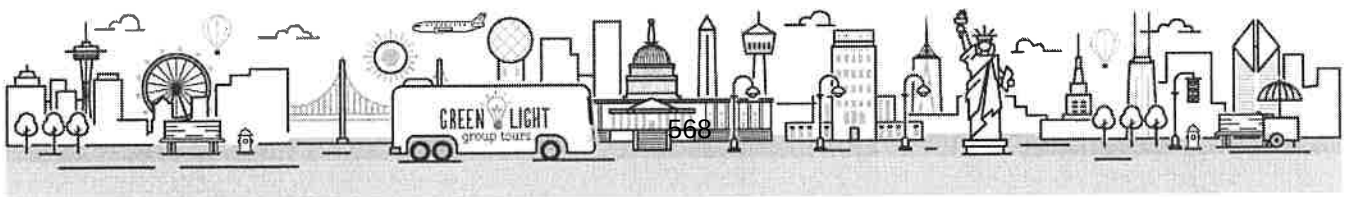
- Breakfast at a local deli ($15 cashback)
- 9:15am Meet in lobby
- 10:00am Walk through Central Park
- 12:00am Lunch at Urban Hawker food hall
- 2:00pm Free time in Times Square
- 4:00pm Arrive back at hotel to get ready
- 5:00pm Boxed dinner delivered to hotel
- 7:00pm Arrive at Radio City for possible pre-show performance
- 8:00pm See Radio City Christmas Spectacular at Radio City Music Hall
- 10:30pm Arrive back at hotel

Friday, December 1st

- Breakfast at at a local deli ($15 cashback)
- 9:30am Meet in lobby
- 10:00am Private hip hop class at the Broadway Dance Center
- 11:30am Return to hotel to change
- 12:30pm Lunch at Urban Space Food Hall
- 2:30pm Shopping at Bryant Park Winter Village
- Optional ice skating (on own)
- 5:30pm Dinner at Carmine's Family Style Italian Restaurant
- 8:00pm See Lion King on Broadway
- 11:00pm Arrive back at hotel

Saturday, December 2nd

- Breakfast at a local deli ($15 cashback)
- 9:30am Meet in lobby
- 10:15am Shopping at the original Macy's
- on Herald Square
- $20 cash-back for lunch in Herald Square
- 2:00pm See Aladdin on Brodway
- 5:00pm Arrive back at hotel
- 6:00pm Board bus for dinner cruise
- 6:30pm Night time dinner cruise and DJ around Lady Liberty
- 10:00pm Arrive back at hotel



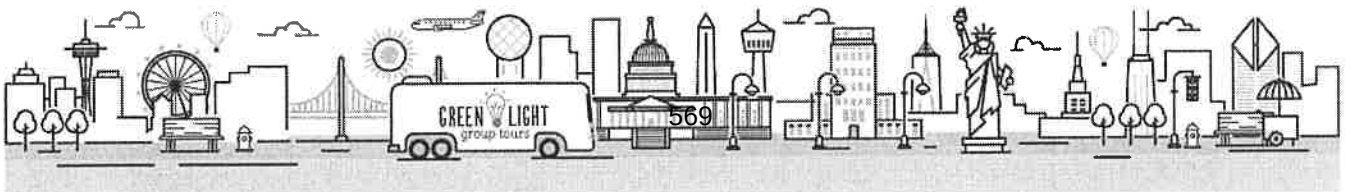




NEW YORK CITY

Sunday, December 3rd

- Breakfast at a local deli ($15 cashback)
- 9:30am Checkout and load motorcoach
- 10:30am See Grand Central Station
- 11:30am See Little Island and the Highline Elevated Park
- 12:30pm Lunch at Chelsea Market
- 2:15pm Depart for the airport
- Cash back for dinner in the airport ($20)
- 5:40pm Depart on Southwest flight TBD
- 8:30pm Arrive Dallas
- 9:55pm Depart on Southwest flight TBD
- 11:05pm Arrive at the Midland/Odessa Airport







NEW YORK CITY

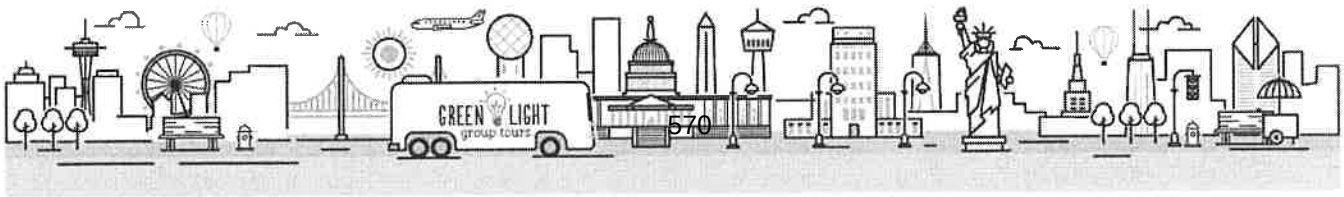
Ground Package Includes

- Round trip flight (estimated at $650, does not include luggage fees)
- Motor coach transfers to and from the New York airport and the dinner cruise (some of the New York transportation will be by subway and walking)
- Subway pass
- Tour Manager
- Four nights lodging in interior corridor hotel in Midtown Manhattan
- See the Rockefeller Center Christmas Tree
- Broadway Dance Center private class
- Central Park
- Shopping on fabulous Fifth Avenue
- Radio City Christmas Spectacular (orchestra seats- will confirm after first deposit)
- Shopping at Bryant Park
- Lion King (front mezzanine- will confirm after first deposit)
- Aladdin on Broadway (front mezzanine- will confirm after first deposit)
- Shopping at the original Macy's Herald Square
- Breakfast daily ($15 cash back)
- Lunch at Urban Hawker's ($20 cash back)
- Lunch at Urban Space ($20 cash back)
- Lunch at Chelsea Market ($20 cash back)
- Lunch in Herald Sqaure ($20 cash back)
- Boxed dinner
- Dinner near Rockefeller Center ($20 cash back)
- Dinner at Carmines
- Dinner cruise and DJ around the Statue of Liberty
- Dinner in the airport ($20 cash back)
- Two million dollar liability insurance policy
- Name badges with emergency phone numbers and a mini itinerary
- Basic traveler's insurance- purchased on behalf of the traveler - to cover medical expenses and trip delays
- Nighttime hotel security, so you can sleep
- Three complimentary director's packages; one at single occupancy and two at double occupancy
- Online registration and billing

Minimum # Paying Travelers	30	35	**40**	45	50
Quad	$2,955	$2,844	**$2,760**	$2,695	$2,643
Triple	$3,086	$2,975	**$2,891**	$2,826	$2,774
Double	$3,348	$3,236	**$3,153**	$3,088	$3,036
Single	$4,133	$4,021	**$3,938**	$3,873	$3,821

Does Not Include

- Airport transfers to and from Midland International Air and Space
- Luggage fees (if not flying Southwest)
- Group photo print ($20 cash on site)
- Ice skating at Bryant Park
- Lunch at Dallas (DFW) airport on Wednesday, November 29th





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, 2023 until July 31, 2024.

The University of Texas Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2023–Summer 2024

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, 2023 through and including July 31, 2024.

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 UTPB 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 UTPB 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 UTPB 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 UTPB 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 UTPB Dual Credit Faculty while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

xii. UTPB 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, UTPB Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.

- Issuing of University Grade: UTPB 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 UTPB 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.

- UTPB 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 UTPB Dual Credit Faculty are conducted through face-to-face instruction, except when a State of Emergency is activated, is when a UTPB 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 may utilize the same or comparable academic 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), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Currently, services available to the online students from UTPB include:

- Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
- Writing Center assistance and tutorials with writing assignments;
- Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;

- Academic Advising;
- 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. Students who wish to file a written complaint are encouraged to submit their complaint using the University Complaint Resolution Portal located at https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-grievances . 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 Complaint Process - The University of Texas Permian Basin | UTPB or UTPB Complaint Management - UTPB IRD.

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

Dual credit 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.

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 2412: Pre-Calculus {4 credit hours}
COMM 1301: Intro to Public Speaking	MATH 2413: Calculus I {4 credit hours}
CRIM 1301: Intro to Criminal Justice	*MUSC 1301: Jazz, Pop, Rock
ECON 2301: Intro to Macroeconomics	PLSC 2305: American National Politics
*ENGL 1301: Composition I	PLSC 2306: State and Local Politics
*ENGL 1302: Composition II	*PSYC 1301: Intro to Psychology
*ENGL 2322: British Literature to 1800	*SOCI 1301: Intro to Sociology

ENGL 2323: British Literature since 1800
*ENGL 2327: American Literature to 1865
ENGL 2328: American Literature since 1865
*HIST 1301: U.S. to 1877
*HIST 1302: U.S. since 1877
MATH 1314: College Algebra
MATH 1324: Applications of Discrete Mathematics
MATH 1332: Contemporary Mathematics I
EDUC 4311: Social and Emotional Development
EDUC 4362: Found of Bilingual and Multicultural
GEOL 1101: Physical Geology Lab {1 credit hour}
GEOL 1102: Historical Geology Lab {1 credit hour}
SPAN 1411: Beginning Spanish I {4 credit hours}
SPAN 1412: Beginning Spanish II {4 credit hours}
SPAN 2311: Second Year Spanish I
SPAN 2312: Second Year Spanish II
COSC 1335: Computers & Problem Solving
COSC 1430: Intro to Computer Science
COSC 2430: Intro to Computer Science II
EDUC 3322: Literature in the Classroom
EDUC 4313: Emergent Literature
GEOL 1301: Physical Geology
GEOL 1302: Historical Geology

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 academic 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. Michael Frawley
Dean of Student Success
Associate Professor of History, UTPB

Ector County Independent School District

By: Date:

_____ _____

Dr. Scott Muri
Superintendent, Ector County ISD



REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND EDUCATION SERVICE CENTER REGION 11

This Memorandum of Understanding between Ector County ISD and ESC Region 11 is for Reg. 11 to provide a program review of the current Gifted and Talented service in ECISD. The focus of the program evaluation will be to determine how well our current Gifted and Talented services support our G/T, honors and advanced placement students. Our curriculum and resources will be evaluated in order to determine alignment to state expectations.

This agreement will be in effect until July 28, 2023.

EDUCATION SERVICE CENTER REGION 11

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN EDUCATION SERVICE CENTER REGION 11

AND Ector County Independent School District

(District or Entity Name)

THIS INTERLOCAL AGREEMENT ("agreement") is entered into by and between the Education Service Center Region 11, ("ESC Region 11") and Ector County ISD (collectively referred to as the "Parties" or individually as the "Party") acting herein by and through their respectively authorized officers or employees. This agreement shall be effective on the date it is executed by all the Parties ("Effective Date").

PREMISES

WHEREAS Chapter 791 of the Texas Government Code authorizes governmental entities, including education service centers and independent school districts, to contract with each other to provide governmental functions and services; and

WHEREAS, the Parties wish to enter into this Agreement for the purpose outlined below and the parties agree to follow the agreed upon guidelines to provide the services in this agreement.

WHEREAS, each party, in performing governmental functions or in funding the performance of governmental functions, shall make that performance or those payments from current revenues legally available to that party; and

WHEREAS, each party finds that the performance of this Agreement is in the common interest of the parties, that the understanding will benefit the public interest and that the division of costs fairly compensates the performing party for the services or functions under this Agreement.

NOW THEREFORE, the Parties to this agreement mutually agree to the following:

AGREEMENT

1. **DESCRIPTION OF SERVICE:** GT Program Review *(ex. School Board Training)*
2. **PURPOSE / REASON**

To provide a Three Part Program Review ot examine Ector County ISD's current Gifted and Talented service modle to determine how well instruction, curriculum, and resources align to state expectations. The focus of the review will be to determine how well current honors and advanced placement courses meet the needs of ECISD's gifted learners. The review will highlight areas of strength and will identify potential areas for growth.

3. **DUTIES AND RESPONSIBILITIES**

3.1 ESC REGION 11 Duties and Responsibilities. To provide an Evaluation of Ector County ISD's Gifted and Talented service model in Three Parts from May 1, 2023 to July 28, 2023 with one ESC Region 11 consultant.

Part I - Review of the district G/T service Model (6 hours)

Part II - Alignment to the Texas State Plan for the Education of Gifted/Talented Students (12 hours)

Part III - Evaluation of curriculum resources for Gifted and Talented Students (12 hours)

3.2 Ector County ISD *(District or Entity name)* **Duties and Responsibilities.**

Will provide access to the GT handbook, course description guides, curriculum documents, board policy, and administrative regulations.

Will also provide access to district content directors, advanced academics & GT staff, Honors/AP/GT teachers, campus leadership, and teacher planning teams.

4. **TERM OF AGREEMENT**

This agreement shall be effective as of the date of authorized signatures of both parties to:

May 1 - July 28, 2023 (*list specific date range and/ or end date*)

5. **TERMINATION**

A Party may terminate this agreement for any reason by providing the other party thirty (30) days prior written notice of the cancellation. The receiving party shall be responsible for all obligations to make payments to ESC Region 11 for all services rendered until termination of services.

6. **AGREEMENT AMOUNT AND COMPENSATION**

For and in consideration of the services to be provided by ESC Region 11 under this Agreement, the receiving party will pay ESC Region 11 a total amount of $ 6,500.

Basis for allocation of total amount listed above:

Part I - 6hrs Virtual = $1,300
Part II - 12hrs Virtual = $2,600
Part III - 12hrs Virtual = $2,600
Total Cost for GT Program Evaluation = $6,500

7. **HEALTH AND SAFETY STANDARDS AND MODIFICATION OF THE MOU**

Both parties agree to adhere to the minimum health and safety standards as defined by local, state, and federal government. If COVID-19 social distancing, or other restrictions imposed to address health concerns, impacts the ability to deliver a face-to-face professional development/training event, ESC Region 11 reserves the right to modify the event for virtual delivery or to a different time. The cost allocation agreed upon may differ due to the modifications that are made for the alternate delivery method. An MOU Amendment shall be used for any modifications to the date, time, and cost allocation of this agreement.

Note: House Bill 462 (HB462, 83rd Regular Session, Tex. 2013) prohibits the adoption and/or use of the Common Standards at the state, regional, and local levels. The Contractor agrees to refer only to the Texas Standards and refrain from referencing or using material aligned with the Common Core Standards during presentation(s).

Note: The contractor acknowledges and agrees that all content to be delivered will adhere to Senate Bill 3 (SB3, 87th Second Called Session, Tex. 2021), which outlines instructional requirements and prohibitions for educators in Texas.

By signing this Agreement, both parties acknowledge that they are duly authorized to sign on behalf of their party and will actively abide by its terms.

Ector County ISD
District or Entity Name

Signature Date

Print Name: _____
Title: _____

EDUCATION SERVICE CENTER REGION 11

Clyde W. Steelman, Jr. Date
Executive Director

Authorized Representative of the Receiving Party shall sign this agreement and return to the ESC Region 11 contact listed below to be countersigned. You will receive one completed copy prior to the scheduled event.

ESC Region 11 Contact: Gypsy Mishoe email: gmishoe@esc11.net

Ph # 817-740-7663

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT BETWEEN ECTOR COUNTY ISD AND ODESSA COLLEGE– DUAL CREDIT 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 2023-2024 Academic Year.

MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT

--DUAL CREDIT CLASS OFFERINGS—

ECTOR COUNTY ISD AND ODESSA COLLEGE

This Memorandum of Understanding and articulation agreement between Ector County ISD (ECISD) 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 ECISD 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.

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 ECISD, at Odessa College/ECISD 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 ECISD 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 ECISD by Odessa College.

3. Dual credit tuition and fees are subject to change in accordance with Odessa College Board policy.

DATA SHARING

The District and the College may share protected student data without parental or student consent according to Family Educational Rights and Privacy Act Regulations sections 99.34 and 99.31(a)(2). Parents of students under 18 may still inspect and review education records on the District side, including information disclosed to the ISD by the College.

The District agrees to provide "Directory Information," as defined in 34 C.F.R. 99.3, to the College for high school students. This data may be used for recruitment purposes, unless a student's parent has submitted a prior written request to the District that the student's name, address, and telephone listing not be released for recruiting purposes without prior written consent of the parent or student. The District will provide this list electronically to the College by end of September of each school year. The file will include student names, school e-mails, home phone numbers, and home addresses.

The College will share standard grade reports with the District as is needed or requested by the district.

The College and the District will also share other data as requested, in compliance with FERPA. This data may include TSI test scores for the District's students. This data must be requested at least a week prior to the requested delivery data. Each entity will make every effort to turn these reports over within a week, but some requests may take additional days to complete. The reporting entity will keep the other entity informed of any delays.

RIGHT OF FIRST REFUSAL

In recognition of the commitment in time and resources Odessa College makes to the District in providing high quality dual credit courses, the district agrees to provide Odessa College with the first opportunity – Right of Refusal – to fulfill the District's desire for additional dual credit services, courses, and/or programs.

If Odessa College is unable or unwilling to fulfill the District's desire for additional dual credit services, courses, and/or programs in a reasonable period of time that is consistent with the nature of the District's request, then the District is free (after the lapse of such reasonable time) to seek such support from any other college or university able to provide that support.

TERM AND MODIFICATION AGREEMENT

1. This agreement may only be modified in writing by the representative of ECISD 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.

_____	_____
Dr. Scott Muri	Dr. Gregory Williams
Superintendent	President
Ector County ISD	Odessa College
_____	_____
Date	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 $564,801 which is based on the 2022-2023 academic school year. Detailed information is listed under Appendix A of the MOU.

This agreement will be in effect for the 2023-2024 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 that the district shall pay 25 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 25% of the ECHS liaison's total compensation assigned to their school. OC will invoice the district as shown below:

Annual Salary (FY2022-23)	$102,618
Benefits	$19,831
TOTAL COMPENSATION x 25% (due and payable by Dec.1, 2023)	**$30,612**

CLASSROOM AND OFFICE FACILITIES | OC and ECISD have identified facility fees for the academic year 2022-23. 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, 2023)		**$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 2023-24 MOU as charges are assessed in arrears. OC will invoice ECISD for the following tuition and fees related to the 2022-2023 academic year that will be due and payable by December 1, 2023.

APPENDIX A (continued)

Academic Semester	Sem. Credit Hours	Tuition $55/SCH	Activity Fees $2/SCH	OER & Course Fees	TOTAL NET
Fall 2022	3,148	$173,140	$6,296	$19,007	$198,443
Spring 2023	3,787	$208,285	$7,574	$17,117	$232,976
TOTAL TUITION & FEES (due and payable by Dec. 1, 2023)					**$431,419**

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-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 $482,150 which is based on the 2022-2023 academic school year. Detailed information is listed under Appendix A of the MOU.

This agreement will be in effect for the 2023-2024 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 acareer 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.

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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.

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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

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CLASSROOM AND OFFICE FACILITIES | OC and ECISD have identified facility fees for the academic year 2022-23. 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, 2023)		**$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 2023-24 MOU as charges are assessed in arrears. OC will invoice ECISD for the following tuition and fees related to the 2022-2023 academic year that will be due and payable by December 1, 2023.

APPENDIX A (continued)

Academic Semester	Sem. Credit Hours	Tuition $55/SCH	Activity Fees $2/SCH	OER & Course Fees	TOTAL NET
Fall 2022	2,712	$149,160	$5,424	$14,180	$168,764
Spring 2023	2,516	$138,380	$5,032	$10,210	$153,622
TOTAL TUITION & FEES (due and payable by Dec. 1, 2023)					**$322,386**

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



INFORMATION ITEMS

- Added Administrative Professional and Stipend/ Supplemental Pay Plan
- Added Summer School Learning Supplemental Pay Plan
- Financials
- Purchasing Report
- Routine Personnel Report

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Dr. Anthony Sorola, Associate Superintendent

RE: Information Report for June 2023

DATE: 6/20/2023

ADDED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPLEMENTAL PAY PLAN

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
College and Career Advisors/ Guidance and Counseling	Effective Advising and College and Career Military Readiness Campus Improvement	$2500 per year
Counselors and College and Career Advisors/ Guidance and Counseling	Professional Development	$100 per day

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Dr. Matthew Spivy, Executive Director of Human Resources

RE: Information Report for June 2023

DATE: 6/20/2023

ADDED SUPPLEMENTAL PAY PLAN

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
FEDERAL & STATE	Credit Recovery -Teacher	$32.00/hour
FEDERAL & STATE	Credit Recovery -Teacher for unrated campuses	$40.00/hour
FEDERAL & STATE	Credit Recovery-Paraprofessional	OT rate
FEDERAL & STATE	Credit Recovery- Certified Administrator	$35.00/hour
FEDERAL & STATE	Credit Recovery-Counselor	$32.00/hour
SUMMER LEARNING	ELEM Principal (Bil/Mono)	$480 per day
SUMMER LEARNING	MS Principal	$312.50 per 1/2 day
SUMMER LEARNING	HS Principal	$400 per day
SUMMER LEARNING	PK - 5 Teacher (Bil/Mono)	$360 per day
SUMMER LEARNING	ELEM Enrichment Teacher	$360 per day
SUMMER LEARNING	ELEM/MS Camp SIP Teacher (GT)	$200 per day
SUMMER LEARNING	MS Teacher	$180 per half day
SUMMER LEARNING	9-12 EOC Teacher	$360 per day
SUMMER LEARNING	TPRS/9-12 Edgenuity/SAT Boot Camp Teacher	$300 per day
SUMMER LEARNING	HS Counselor / SAS	$300 per day
SUMMER LEARNING	ELEM/MS/HS Nurse	$270 per day

SUMMER LEARNING	ELEM/MS/HS Media Specialist	$300 per day
SUMMER LEARNING	Instructional Facilitator	$25 per hour
SUMMER LEARNING	Instructional Aide	$16 per hour
SUMMER LEARNING	ELEM/MS/HS Clerk	$16 per hour
SUMMER LEARNING	Certified Nurse Aide	$16 per hour
SUMMER LEARNING	Clerk	$16 per hour
SUMMER LEARNING	OPT Interns	$20 per hour
SUMMER LEARNING	TPRS Child Care Worker	$16 per hour
SUMMER LEARNING	Professional Devlopment for SL Teachers	$300 per day
SUMMER LEARNING	EOC Testing Administrators	$40 per hour

ECTOR COUNTY ISD, TX

GENERAL FUND (199) YTD BUDGET REPORT

APRIL 30, 2023

FOR 2023 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-338,720,000	19,277,427	-319,442,573	-254,016,491.60	.00	-65,426,081.40	79.5%
11 INSTRUCTION	201,846,932	-1,443,164	200,403,768	146,969,362.33	41,965,911.97	11,468,493.70	94.3%
12 INSTRUCTIONAL RES & MEDIA SERV	2,779,013	-390,499	2,388,514	1,460,697.02	476,007.80	451,809.18	81.1%
13 CURRICULUM & STAFF DEVELOPMENT	10,887,249	-2,006,823	8,880,426	5,833,228.74	1,236,466.26	1,810,731.00	79.6%
21 INSTRUCTIONAL LEADERSHIP	5,637,274	-72,874	5,564,400	4,293,812.56	753,339.55	517,247.89	90.7%
23 SCHOOL LEADERSHIP	21,203,091	381,167	21,584,258	16,245,269.48	4,159,794.24	1,179,194.28	94.5%
31 GUID, COUNS & EVALUATION SERVS	14,600,113	-936,875	13,663,238	9,804,148.81	2,682,771.80	1,176,317.39	91.4%
32 SOCIAL WORK SERVICES	1,829,748	0	1,829,748	1,292,679.98	372,619.71	164,448.31	91.0%
33 HEALTH SERVICES	3,292,711	-58,000	3,234,711	2,420,834.00	750,968.12	62,908.88	98.1%
34 STUDENT TRANSPORTATION	8,788,644	2,047,541	10,836,185	7,582,156.45	2,400,173.28	853,855.27	92.1%
35 FOOD SERVICE	0	0	0	.00	.00	.00	.0%
36 CO/EXTRACURRICULAR ACTIVITIES	6,376,278	1,997,017	8,373,295	5,567,718.39	838,868.44	1,966,708.17	76.5%
41 GENERAL ADMINISTRATION	8,677,023	350,000	9,027,023	6,158,658.60	1,504,754.32	1,363,610.08	84.9%
51 FACILITIES MAINT & OPERATIONS	33,381,540	11,333,514	44,715,054	29,256,144.35	9,738,752.00	5,720,157.65	87.2%
52 SECURITY & MONITORING SERVICES	3,319,708	601,020	3,920,728	3,097,125.92	621,759.91	201,842.17	94.9%
53 DATA PROCESSING SERVICES	11,315,070	955,480	12,270,550	9,188,304.67	2,077,370.22	1,004,875.11	91.8%
61 COMMUNITY SERVICES	1,725,606	68,602	1,794,208	1,318,735.05	294,003.74	181,469.21	89.9%
71 DEBT SERVICE	1,050,000	211,000	1,261,000	817,396.18	392,233.55	51,370.27	95.9%
81 FACILITIES ACQUISITION & CONST	0	10,875,944	10,875,944	.00	34,639.42	10,841,304.58	.3%
99 INTERGOVERNMENTAL CHARGES	2,010,000	0	2,010,000	1,476,158.50	533,841.50	.00	100.0%
TOTAL GENERAL FUND	0	43,190,477	43,190,477	-1,234,060.57	70,834,275.83	-26,409,738.26	161.1%
TOTAL REVENUES	-339,270,000	19,277,427	-319,992,573	-254,016,491.60	.00	-65,976,081.40	
TOTAL EXPENSES	339,270,000	23,913,050	363,183,050	252,782,431.03	70,834,275.83	39,566,343.14	
GRAND TOTAL	0	43,190,477	43,190,477	-1,234,060.57	70,834,275.83	-26,409,738.26	161.1%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX

SCHOOL NUTRITION (240) YTD BUDGET REPORT

APRIL 30, 2023

FOR 2023 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-18,115,065	-1,604,100	-19,719,165	-17,240,003.19	.00	-2,479,161.81	87.4%
35 FOOD SERVICE	18,115,065	7,198,706	25,313,771	17,967,408.08	2,982,162.70	4,364,200.22	82.8%
TOTAL SCHOOL NUTRITION	0	5,594,606	5,594,606	727,404.89	2,982,162.70	1,885,038.41	66.3%
TOTAL REVENUES	-18,115,065	-1,604,100	-19,719,165	-17,240,003.19	.00	-2,479,161.81	
TOTAL EXPENSES	18,115,065	7,198,706	25,313,771	17,967,408.08	2,982,162.70	4,364,200.22	
GRAND TOTAL	0	5,594,606	5,594,606	727,404.89	2,982,162.70	1,885,038.41	66.3%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX

DEBT SERVICE (599) YTD BUDGET REPORT

APRIL 30, 2023

FOR 2023 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-27,547,576	-4,755,780	-32,303,356	-31,884,121.45	.00	-419,234.55	98.7%
71 DEBT SERVICE	27,547,576	4,339,732	31,887,308	31,879,056.26	8,250.00	1.74	100.0%
TOTAL DEBT SERVICE FUND	0	-416,048	-416,048	-5,065.19	8,250.00	-419,232.81	-.8%
TOTAL REVENUES	-27,547,576	-4,755,780	-32,303,356	-31,884,121.45	.00	-419,234.55	
TOTAL EXPENSES	27,547,576	4,339,732	31,887,308	31,879,056.26	8,250.00	1.74	
GRAND TOTAL	0	-416,048	-416,048	-5,065.19	8,250.00	-419,232.81	-.8%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2022 THRU APRIL 30, 2023

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2022 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2022	189,334,571.11	(107,350.51)	189,227,220.60	178,077,406.58	1,633,918.74	9,515,895.28	5.03%	5.03%
DELINQUENT TAX									
	2021	6,477,650.46	(1,283,959.86)	5,193,690.60	2,148,756.11	91,685.03	2,953,249.46	45.59%	56.86%
	2020	3,223,785.29	(373,728.47)	2,850,056.82	677,703.80	62,557.15	2,109,795.87	65.44%	74.03%
	2019	2,134,758.11	(77,475.20)	2,057,282.91	388,082.95	36,240.78	1,632,959.18	76.49%	79.37%
	2018	1,360,078.10	4,559.30	1,364,637.40	227,533.26	16,264.30	1,120,839.84	82.41%	82.13%
	2017	1,011,428.45	4,405.39	1,015,833.84	116,791.90	9,177.56	889,864.38	87.98%	87.60%
	2016	1,009,865.21	(4,762.83)	1,005,102.38	67,029.35	5,647.59	932,425.44	92.33%	92.77%
	2015	874,153.59	(3,191.98)	870,961.61	47,593.52	5,004.82	818,363.27	93.62%	93.96%
	2014	864,799.37	(2,659.76)	862,139.61	41,240.80	2,459.66	818,439.15	94.64%	94.93%
	2013	578,314.55	(320.62)	577,993.93	23,452.07	1,143.98	553,397.88	95.69%	95.74%
	2012	419,822.75	(41.85)	419,780.90	12,111.98	2,248.50	405,420.42	96.57%	96.58%
	2011	428,635.67	(37,865.89)	390,769.78	10,148.44	1,862.65	378,758.69	88.36%	96.93%
	2010	265,238.61	(114.19)	265,124.42	7,973.10	1,798.84	255,352.48	96.27%	96.31%
	2009+	2,010,323.20	(13,523.89)	1,996,799.31	42,652.52	15,201.20	1,938,945.59	96.45%	97.10%
				0.00					
TOTAL DELINQUENT TAX		20,658,853.36	(1,788,679.85)	18,870,173.51	3,811,069.80	251,292.06	14,807,811.65	11.12	11.44
CED # 24 SII TAXES		47,491.81	0.00	47,491.81	770.60		46,721.21	98.38%	98.38%
TOTAL ALL TAXES		210,040,916.28	(1,896,030.36)	208,144,885.92	181,889,246.98	1,885,210.80	24,370,428.14		

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
	CURRENT P & I	683,896.38	177,841.81	861,738.19
	DISCOUNTS	0.00	0.00	0.00
	DELINQUENT YEAR P & I	1,504,201.83	160,418.37	1,664,620.20
TOTAL PENALTY / INTEREST / DISCOUNT		2,188,098.21	338,260.18	2,526,358.39
OTHER COLLECTIONS				
	TAXES W/O COLLECTED	0.00	0.00	0.00
	TAX CERTIFICATES	1,545.14	133.36	1,678.50
	LATE RENDITION FEES	304,819.87	14,037.81	318,857.68
	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		306,365.01	14,171.17	320,536.18
TOTAL SCHOOL		184,383,710.20	2,237,642.15	186,621,352.35

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	1,570,003.56	293,504.83	315,207.24	58,926.52	2,237,642.15

ECISD New Purchase Orders Over $50,000 Report for May 2023

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
05/11/2023	23013895	THIRD FUTURE SCHOOLS TEXAS	$ 1,007,150.43	ESSER III- READING INTERVENTIONISTS SALARY/BENEFITS ESSER III- DYSELXIA TEACHER/SPECIALIST REIMBURSEMENT SALARY/BENEFITS ESSER III- ELD INTERVENTIONIST REIMBURSEMENT SALARY/BENEFITS TITLE I- READ/WRITE TEACHERS FOR REIMBURSEMENT SALARY/BENEFITS	CALL FOR QUALITY SCHOOLS BOARD APPROVED CONTRACT MARCH 2021	282-11-6299-00-047-30-28222 211-11-6299-00-047-30-21123	CRYSTAL HERNANDEZ	FEDERAL & STATE PROGRAMS
05/17/2023	23014082	TRANE U.S. INC.	$ 404,155.00	BLACKSHEAR REPLACEMENT HVAC UNITS		282-51-6639-00-127-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/09/2023	23013692	THE BOSWORTH LTD	$ 368,500.00	BLACKSHEAR HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #21-28	282-51-6299-00-127-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/17/2023	23014083	TRANE U.S. INC.	$ 361,325.00	MILAM REPLACEMENT HVAC UNITS	U.S. COMMUNITIES CONTRACT #15-JLP-023	282-51-6639-00-116-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/25/2023	23014336	PALOMAR MODULAR BUILDINGS, LLC	$ 340,869.00	THREE NEW PORTABLES	BUYBOARD APPROVED VENDOR CONTRACT #637-21	199-51-6629-00-965-99	DIANA ORNELAS	DISTRICT OPERATIONS
05/16/2023	23014057	THIRD FUTURE SCHOOLS TEXAS	$ 329,578.88	TITLE II- INSTRUCTIONAL COACH SALARY/BENEFITS ESSER III- SPECIAL EDUCATION SUPPORT FOR REIMBURSEMENT SALARY/BENEFITS	CALL FOR QUALITY SCHOOLS BOARD APPROVED CONTRACT MARCH 2021	255-13-6299-00-047-24-25523 282-11-6299-00-047-30-28222	CRYSTAL HERNANDEZ	FEDERAL & STATE PROGRAMS
05/09/2023	23013693	THE BOSWORTH LTD	$ 324,500.00	MILAM HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #21-28	282-51-6299-00-116-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/09/2023	23013754	TRANE U.S. INC.	$ 315,370.00	CAMERON HVAC REPLACEMENT UNITS	U.S. COMMUNITIES CONTRACT #15-JLP-023	282-51-6639-00-105-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/09/2023	23013696	THE BOSWORTH LTD	$ 314,600.00	FLY ELEM HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #21-28	282-51-6299-00-126-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/02/2023	23013254	L WALLACE CONSTRUCTION CO INC	$ 310,726.00	OHS AIR HANDLER REPLACEMENTS	ECISD AWARDED VENDOR RFP #21-13SI	199-51-6639-00-965-99	DIANA ORNELAS	DISTRICT OPERATIONS
05/22/2023	23014238	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 308,439.84	HMH-DO THE MATH -TEACHER MATERIAL	BUYBOARD COOP #653-21 & RFP #21-16 RFP #22-34	282-11-6396-00-851-24-28222	MORGAN EATON	CIRRICULUM & INSTRUCTION
05/17/2023	23014084	TRANE U.S. INC.	$ 294,191.00	FLY ELEM REPLACEMENT HVAC UNITS	U.S. COMMUNITIES CONTRACT #15-JLP-023	282-51-6639-00-126-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/09/2023	23013755	TRANE U.S. INC.	$ 252,752.00	LAMAR REPLACEMENT HVAC UNITS	U.S. COMMUNITIES CONTRACT #15-JLP-023	282-51-6639-00-115-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/11/2023	23013898	PIRAINO CONSULTING, INC	$ 234,067.46	PROMETHEAN SUMMER PROJ - JORDAN, MILAM, HAYS 56 - ACTIVPANEL 9 PREMIUM 75", 5 YEAR OSS, RADIX 4 YR LICENCSE, INSTALLATION	TIPS COOP AWARDED CONTRACT #200105	211-11-6397-00-864-30-21123	JENNIFER BAKLEY	INFORMATION TECHNOLOGY
05/09/2023	23013691	THE BOSWORTH LTD	$ 218,000.00	CAMERON HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #18-09	282-51-6299-00-105-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/18/2023	23014155	TRANE U.S. INC.	$ 195,350.00	CARVER REPLACEMENT HVAC UNITS	U.S. COMMUNITIES CONTRACT #15-JLP-023	282-51-6639-00-106-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/09/2023	23013695	THE BOSWORTH LTD	$ 182,500.00	CARVE HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #21-28	282-51-6299-00-106-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/30/2023	23014419	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 173,692.33	HMH SAXON PHONIC K-2 DUAL	BUYBOARD COOP #653-21	211-11-6396-00-851-30-21123	SHEILA PRUITT	CIRRICULUM & INSTRUCTION
05/09/2023	23013694	THE BOSWORTH LTD	$ 172,500.00	LAMAR HVAC INSTALLATION	ECISD AWARDED VENDOR RFP #21-28	282-51-6299-00-115-30-28222	KENT CLARK	MAINTENANCE SERVICES
05/22/2023	23014205	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 112,830.30	HMH SAXON PHONICS KINDER	BUYBOARD COOP #653-21	211-11-6396-00-851-30-21123	SHEILA PRUITT	CIRRICULUM & INSTRUCTION
05/18/2023	23014172	FOCUS SCHOOL SOFTWARE LLC	$ 112,647.50	FOCUS SOFTWARE	ECISD AWARDED VENDOR RFP 22-15	199-53-6394-00-972-99	MELINDA COMPTON	INFORMATION SYSTEMS
05/31/2023	23014473	BALS DURHAM LP	$ 96,000.00	ARCHITECT CONSULTANT FOR FREEZER EXT	ECISD AWARDED VENDOR RFQ 23-16SN	240-35-6216-00-974-99	RUTH BALTAZAR	FOOD SERVICE
05/13/2023	23013938	CDW-G	$ 89,737.60	OCA -23-24 SCHOOL YEAR FRESHMAN DEVICES 145 - LENOVO 14 W G2 3015E W10P	SOURCEWELL COOP #081419-CDW - IFB#22-19SN	199-11-6397-99-015-11	JENNIFER BAKLEY	INFORMATION TECHNOLOGY
05/02/2023	23013119	WILLIAMS PAVING & EXCAVATION. INC	$ 84,133.20	ROSS ES - REMOVE ASPHALT, APPLY PRIME COAT AND ASPHALT, RESTRIPE, APPLY SEALER	ECISD AWARDED VENDOR RFP 21-26SI	199-51-6246-01-965-99	DIANA ORNELAS	DISTRICT OPERATIONS
05/31/2023	23014451	LVR COMMERCIAL FLOORING	$ 72,917.20	PEASE ELEMENTARY 14 CLASSROOMS REMOVE BASE, REFRESH TERRAZZO OR TOP POLISH CONCRETE W/DYE, INSTALL COVE BASE	BUYBOARD COOP #642-21	199-51-6246-00-965-99	DIANA ORNELAS	DISTRICT OPERATIONS
05/23/2023	23014251	N-TUNE MUSIC & SOUND INC	$ 60,725.00	PHS BAND - XYLOPHONE, WIRELESS TRANSMITTER, MALLET STATION, GLOCKENSPELL, CONGA W/BUFFALO HEAD, TIMBALES W/STAND, TROMBONE, SNARE DRUM	BUYBOARD COOP #619-20, 644-21, & 655-21	289-11-6397-00-861-24-29123	THELMA CHAPA	FINE ARTS
05/23/2023	23014250	N-TUNE MUSIC & SOUND INC	$ 50,879.00	OHS BAND - TROMBONE, CLARINET	BUYBOARD COOP #619-20, 644-21, & 655-21	289-11-6397-00-861-24-29123	THELMA CHAPA	FINE ARTS

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Dr. Matthew Spivy, Executive Director of Human Resources

RE: Routine Personnel Report for May 2023

DATE: 5/31/2023

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
None			

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
JARED THAMES	BUSINESS/COACH	ODESSA HIGH SCHOOL	5/2/2023

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
DR. MATTHEW SPIVY	EXECUTIVE DIRECTOR, HR	HUMAN RESOURCES	5/8/2023

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
JILL JOHNSON	ELE CAMPUS INSTRUCTIONAL COACH	REAGAN MAGNET SCHOOL	5/26/2023
CRISELDA AGUIRRE	SECOND GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	5/26/2023
JO ALMAGER	FIFTH GRADE (REG)	CAVAZOS ELEM SCHOOL	5/26/2023
NATIVIDAD ANDRADE	THIRD GRADE (REG)	BLANTON ELEM SCHOOL	5/26/2023
BARBRA JANE ARANZAMENDEZ	ELM SPED-SPECIALIZED CLASSROOM	NOEL ELEMENTARY SCHOOL	5/26/2023
YARA ARAUJO	SECOND GRADE (REG)	BLACKSHEAR ELEM SCHOOL	5/26/2023
ALMA BAEZA	KINDER (REG)	GONZALES ELEM SCHOOL	5/26/2023
AMERICA BAEZA	SECOND GRADE (REG)	FLY ELEMENTARY SCHOOL	5/26/2023
JULIANNA BRITO	FIRST GRADE (REG)	PEASE ELEMENTARY SCHOOL	5/26/2023

TARA BUGARIN	KINDER (REG)	HAYS ELEMENTARY SCHOOL	5/26/2023
W CARRELL	SECOND GRADE (REG)	REAGAN MAGNET SCHOOL	5/26/2023
JESSICA CASTILLO	FOURTH GRADE (REG)	ROSS ELEMENTARY SCHOOL	5/26/2023
MARGARET CASTLEMAN	ELEM-MUSIC	ZAVALA ELEMENTARY SCHOOL	5/26/2023
ELSA CHACON	PRE-K (BIL)	LAMAR EARLY EDUC CENTER	5/26/2023
MARY COOPER	ELEM-MUSIC	JOHNSON ELEM SCHOOL	5/26/2023
JESSICA CRAVENS	ELEM-TEAM REACH TEACHER	SAN JACINTO ELEM SCHOOL	5/26/2023
AMANDA CUELLAR	SECOND GRADE (REG)	BLANTON ELEM SCHOOL	5/26/2023
PAULO DIAZ-CRUZ	FIFTH-BILINGUAL	JORDAN ELEMENTARY SCHOOL	5/26/2023
AARON ESPINOZA	ELM-P E	CAVAZOS ELEM SCHOOL	5/26/2023
CYNTHIA FISHER	ELM-P E	REAGAN MAGNET SCHOOL	5/26/2023
FRANCISCO FLORES GONZALEZ	FIRST-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	5/26/2023
MARCIA GAMA	ELEM SPED-LD-CM-RESOURCE	NOEL ELEMENTARY SCHOOL	5/26/2023
TERESA GARNER	THIRD GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	5/26/2023
MELODY GONZALES	SECOND GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	5/26/2023
DESTINI GONZALEZ	KINDER (REG)	DOWLING ELEM SCHOOL	5/26/2023
HANNAH GRAY	FIRST GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	5/26/2023
REYNA GUEBARA	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	5/26/2023
MORGAN HANNON	ELM-P E	BURNET ELEMENTARY	5/26/2023
MARTHA HERNANDEZ	KINDER-(BIL)	BLACKSHEAR ELEM SCHOOL	5/26/2023
BELINDA HOLBURT-CURNUTT	PRE-K (REG)	PEASE ELEMENTARY SCHOOL	5/26/2023
ALLISON HUGHES	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	5/26/2023
NATALEE IRWIN	PRE-K (REG)	BLANTON ELEM SCHOOL	5/26/2023
ALEJANDRO JIMENEZ	MUSIC	SAM HOUSTON ELEM SCHOOL	5/26/2023
SUSAN JUMENEZ	SUZUKI	MILAM ELEMENTARY SCHOOL	5/26/2023
MICHAEL KENNEDY	ELEM-ART	MILAM ELEMENTARY SCHOOL	5/26/2023
LUCRETIA KING	ELM-P E	WEST ELEMENTARY SCHOOL	5/26/2023

DIANA LARREA	THIRD-BILINGUAL	DOWLING ELEM SCHOOL	5/26/2023
LISA LISENBE	INSTRUCTIONAL COACH	JORDAN ELEMENTARY SCHOOL	5/26/2023
ANA MARIA LOMBA GONZALEZ	SECOND-BILINGUAL	FLY ELEMENTARY SCHOOL	5/26/2023
CRISTINA LOPEZ LOPEZ	KINDER-(BIL)	E K DOWNING ELEMENTARY SCHOOL	5/26/2023
LISA MACSHANE	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL	5/26/2023
CRUZ MARQUEZ	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	5/26/2023
CAITLIN MCDANIEL	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	5/26/2023
YANELY MENDOZA	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	5/26/2023
DANELLA MEZA	ELEM-MUSIC	CAMERON ELEMENTARY SCHOOL	5/26/2023
ANA MIRANDA-CASTANOS	KINDER-(BIL)	CAVAZOS ELEM SCHOOL	5/26/2023
KAITLIN MONCADA	ELM-P E	AUSTIN ELEMENTARY SCHOOL	5/26/2023
KATRINA MOSEE	FIFTH GRADE (REG)	WEST ELEMENTARY SCHOOL	5/26/2023
LORENA MURRAY	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	5/26/2023
CARLOS NIETO-MARTIN	KINDER-(BIL)	SAM HOUSTON ELEM SCHOOL	5/26/2023
SELENA OLIVARES	THIRD GRADE (REG)	GONZALES ELEM SCHOOL	5/26/2023
KAYLA OWEN	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL	5/26/2023
MICHELL PENN	PRE-K (REG)	REAGAN MAGNET SCHOOL	5/26/2023
DIANE PIWETZ	FIFTH GRADE (REG)	BLANTON ELEM SCHOOL	5/26/2023
BIANCA RAMIREZ	ELEM - MULTI CLASSROOM TEACHR	FLY ELEMENTARY SCHOOL	5/26/2023
CASEY RAMSEY	KINDER (REG)	BUICE ELEMENTARY SCHOOL	5/26/2023
KRISTABEL REGALADO	MULTI GRD(BIL) 4-5	AUSTIN ELEMENTARY SCHOOL	5/26/2023
KRYSTEN RENTERIA	THIRD GRADE (REG)	HAYS ELEMENTARY SCHOOL	5/26/2023
CANDACE REY	THIRD GRADE (REG)	JORDAN ELEMENTARY SCHOOL	5/26/2023
ERICA RODRIGUEZ	FIRST GRADE (REG)	BURNET ELEMENTARY	5/26/2023
JODI RODRIGUEZ	SECOND GRADE (REG)	WEST ELEMENTARY SCHOOL	5/26/2023
JESUS RAMON SALCINES DIAZ	FOURTH-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL	5/26/2023
CONCHETTA SAN FILIPPO	FOURTH GRADE (REG)	BURNET ELEMENTARY	5/26/2023

MELISSA SANDERS	KINDER (REG)	BLANTON ELEM SCHOOL	5/26/2023
CRISTINA SEGOVIA VILLANUEVA	PRE-K (BIL)	LAMAR EARLY EDUC CENTER	5/26/2023
JOHN SERNA	ELEMENTARY TEACHER SPEC ASSIGN	BURNET ELEMENTARY	5/26/2023
LEEANNE SHACKELFORD	KINDER (REG)	ROSS ELEMENTARY SCHOOL	5/26/2023
TRACIE SOTELO GARZA	FOURTH GRADE (REG)	SAN JACINTO ELEM SCHOOL	5/26/2023
JANIE STEELE	MEDIA SPECIALST ELEM	BLANTON ELEM SCHOOL	5/26/2023
BRIEANNA STUBBS	FIRST GRADE (REG)	BUICE ELEMENTARY SCHOOL	5/26/2023
BAILEY TEMPLE	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	5/26/2023
NATHAN TODD	ELM-P E	CARVER EARLY EDUC CENTER	5/26/2023
TABITHA TODD	PRE-K (REG)	CARVER EARLY EDUC CENTER	5/26/2023
LORIANN TOWNSEND	ELM SPED-SPECIALIZED CLASSROOM	JOHNSON ELEM SCHOOL	5/26/2023
CAITLIN VLASSIS	FOURTH GRADE (REG)	GALE POND ALAMO ELEM SCHOOL	5/26/2023
BRITTNEE WARD	KINDER (REG)	GONZALES ELEM SCHOOL	5/26/2023
JOSEPHINE WEST	FIFTH GRADE (REG)	BLANTON ELEM SCHOOL	5/26/2023
KEVIN WILLIAMS	FOURTH GRADE (REG)	BURLESON ELEM SCHOOL	5/26/2023
SIERRA WILLIAMS	THIRD GRADE (REG)	ROSS ELEMENTARY SCHOOL	5/26/2023
KRISTY WINCHELL	THIRD GRADE (REG)	CAVAZOS ELEM SCHOOL	5/26/2023
TAMMIE WHITE	FIFTH GRADE (REG)	IRELAND ELEM SCHOOL	5/26/2023
PATRICIA ZIMMERMAN	THIRD GRADE (REG)	THE STEM ACADEMY	5/26/2023

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ANGELA AREBALOS	DPT HD/ELECTIVES	PERMIAN HIGH SCHOOL	5/26/2023
MELVON ANDRES	DEPT HEAD/ COACH	NIMITZ MIDDLE SCHOOL	5/26/2023
LYDIA BAEZA	ENGLISH/LANGUAGE ARTS/READING	ALTERNATIVE EDUC CENTER	5/26/2023
KIMVIE BATUSBATUSAN	MATH	ODESSA HIGH SCHOOL	5/26/2023
BRITNEY BERGGREN	SECONDARY SPED-SC	PERMIAN HIGH SCHOOL	5/26/2023
TOBIN BRANNAN	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/26/2023

KAYLA BRIGGS	SCIENCE	THE STEM ACADEMY	5/26/2023
CARNISHA BROWN	SECONDARY- MULTI CLASSROOM LDR	BONHAM MIDDLE SCHOOL	5/26/2023
KEITH BULLARD	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	5/26/2023
SHELBY BULLOCK	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	5/26/2023
CLARISSA CABEZUELA	MATH	THE STEM ACADEMY	5/26/2023
JOSE CARRILLIO	MATH	WILSON AND YOUNG	5/26/2023
BENJAMIN CARTER	SCIENCE	NIMITZ MIDDLE SCHOOL	5/26/2023
MARISSA DIAZ	CHOIR DIRECTOR -MS	CROCKETT MIDDLE SCHOOL	5/26/2023
LYNDSEY DUNCAN	SECONDARY- MULTI CLASSROOM LDR	NIMITZ MIDDLE SCHOOL	5/26/2023
MARIA ECKLUND	SECONDARY SPED INC/RES	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023
MALIK EDWARDS	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	5/26/2023
VIRJINIA ESPINOZA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
RIEDE FAIRES	SECONDARY TEAM REACH TEACHER	ODESSA HIGH SCHOOL	5/26/2023
DIANA FERNANDEZ ORTIZ	ART	ODESSA HIGH SCHOOL	5/26/2023
BRANDI FISCHER	SECONDARY- MULTI CLASSROOM LDR	ODESSA HIGH SCHOOL	5/26/2023
PERAL FRANCO HOUER	TEACHER SPECIAL ASSIGNMENT	ODESSA HIGH SCHOOL	5/26/2023
CHRISTOPHER FRISBY	PE-COACH	PERMIAN HIGH SCHOOL	5/26/2023
AMY GARCIA	SECONDARY SPED INC/RES	ALTERNATIVE EDUC CENTER	5/26/2023
NOEMI GARZA	BUSINESS EDUCATION	CROCKETT MIDDLE SCHOOL	5/26/2023
NATHANIEL GENSLER	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	5/26/2023
SUSAN GONZALES	ESL/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
JANIE GRANATH	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	5/26/2023
LINDSAY HALL	DANCE/PE	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023
JAMES HANLAN	SCIENCE-COACH	PERMIAN HIGH SCHOOL	5/26/2023
JEB HARRIS	CHOIR ASST - HS	PERMIAN HIGH SCHOOL	5/26/2023
NAOMI HARVEY	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	5/26/2023
STAN HODGES	PE-COACH	PERMIAN HIGH SCHOOL	5/26/2023

LAUREL HOLMAN	ART	CROCKETT MIDDLE SCHOOL	5/26/2023
SHELLEY JONES	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	5/26/2023
VICKY JONES	SECONDARY SPED INC/RES	PERMIAN HIGH SCHOOL	5/26/2023
RACHAEL KLEIN	CHORAL DIR- ASST MS	CROCKETT MIDDLE SCHOOL	5/26/2023
MACEE LANE	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	5/26/2023
MATTHEW LEE	SOCIAL STUDIES	ODESSA HIGH SCHOOL	5/26/2023
RITA LOERA OCHOA	SPANISH	NIMITZ MIDDLE SCHOOL	5/26/2023
MADISON LOEWEN	DANCE	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023
ADELLE MALDONADO PEREZ	MATH	OC TECHNICAL EARLY COLLEGE HS	5/26/2023
MICHAEL MARIN	BAND DIRECTOR	BOWIE MIDDLE SCHOOL	5/26/2023
IGNACIO NANEZ	SPANISH	NIMITZ MIDDLE SCHOOL	5/26/2023
ALEISA MARTIN	SECONDARY SPED-SC	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023
RAYMUNDO MARTINEZ	SOCIAL STDY-COACH	CROCKETT MIDDLE SCHOOL	5/26/2023
NANCY MCCANN	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	5/26/2023
SHAWN MCCOY	SCIENCE	GEORGE HW BUSH NEW TECH ODESSA	5/26/2023
BRIGEKE MENDOZA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
CHELSIE MONTGOMERY	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
JOHN MULLINS	ENGLISH	ODESSA HIGH SCHOOL	5/26/2023
SIVA NAGA VENKATA NAGUPALLI	MATH	PERMIAN HIGH SCHOOL	5/26/2023
ERICA NAVAGE	ART	NIMITZ MIDDLE SCHOOL	5/26/2023
JAMIE O'CONNELL	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	5/26/2023
BRIE O'NEAL	SCIENCE	BOWIE MIDDLE SCHOOL	5/26/2023
RAVIKUMAR PATANKAR	SCIENCE	PERMIAN HIGH SCHOOL	5/26/2023
GLORIA PENA	SPANISH	ODESSA HIGH SCHOOL	5/26/2023
TINA PENDLETON	SCIENCE	THE STEM ACADEMY	5/26/2023
JENNIFER PETERSON	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
CYNTHIA PIERCE	SECONDARY READ/DYSLEXIA INT	BOWIE MIDDLE SCHOOL	5/26/2023

JOSEPH POOL	DPT HD/SOCL STDY	PERMIAN HIGH SCHOOL	5/26/2023
VICTORIA RANGEL	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	5/26/2023
BRECKON REED	SPEECH-COACH	ODESSA HIGH SCHOOL	5/26/2023
NORMA REYES	ESL/READING	NIMITZ MIDDLE SCHOOL	5/26/2023
BRIAN RICHARDS	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	5/26/2023
MANUEL RINCON SALAS	MATH	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023
RAQUEL RIVAS	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	5/26/2023
ROBERT RODGERS	CHOIR ASST - HS	ODESSA HIGH SCHOOL	5/26/2023
KARLA ROBLES OGAZ	PE-COACH	NIMITZ MIDDLE SCHOOL	5/26/2023
YOLANDA RAYOS	TITLE 1 TEACHER	CROCKETT MIDDLE SCHOOL	5/26/2023
NAAMAN ROBERSON	PE-COACH	BONHAM MIDDLE SCHOOL	5/26/2023
JOSE RODRIGUEZ	COMPUTER SCIENCE	ODESSA HIGH SCHOOL	5/26/2023
DIANE HARLAN	CURRICULUM AND INTRUCTION SPECIALIST	CURRICULM AND INSTRCUTION	5/26/2023
LAURA RODRIGUEZ	SOCIAL STUDIES	CROCKETT MIDDLE SCHOOL	5/26/2023
FRANK SABLAN	SCIENCE	ODESSA HIGH SCHOOL	5/26/2023
BRITTANY SAWYER	ENLISH LANGUAGE ARTS READING	NIMITZ MIDDLE SCHOOL	5/26/2023
RICARDO SANTIAGO	SPANISH-COACH	ODESSA HIGH SCHOOL	5/26/2023
DEBORAH SHEEHAN	HEALTH-SCIENCE TECH	ADVANCED TECHNICAL CENTER	5/23/2023
RONALD SHIELS	PE-COACH	ODESSA HIGH SCHOOL	5/26/2023
KARISSA SLUUS	BUSINESS/COACH	ODESSA HIGH SCHOOL	5/26/2023
LARECCE SMITH	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	5/26/2023
LAURLYN SMITH	THEATRE ARTS - HS ASST	ODESSA HIGH SCHOOL	5/26/2023
SARA SMITH	ENGLISH	ODESSA HIGH SCHOOL	5/26/2023
MICHELLE SORENSEN	SCIENCE	NIMITZ MIDDLE SCHOOL	5/26/2023
DAVID STEELE	SOCIAL STUDIES	ODESSA COLLEGIATE ACADEMY ECHS	5/26/2023
DEVIN STRICKLIN	PE-COACH	BONHAM MIDDLE SCHOOL	5/26/2023
KAILEY TATE	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	5/26/2023

MICHELLE THOMAS	SECONDARY- MULTI CLASSROOM LDR	NIMITZ MIDDLE SCHOOL	5/26/2023
STEPHANIE TIBBETS	ENGLISH	PERMIAN HIGH SCHOOL	5/26/2023
AUSTIN TOWNS	ORCHESTRA DIR - MS	BONHAM MIDDLE SCHOOL	5/26/2023
CHERRY TRSTENJAK	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	5/26/2023
TRENTON CHANCELLOR	MATH	PERMIAN HIGH SCHOOL	5/26/2023
HEIDI TURNER	SECONDARY- MULTI CLASSROOM LDR	BOWIE MIDDLE SCHOOL	5/26/2023
UVALDINA VALENZUELA	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	5/26/2023
TARA WEIN	AVID TEACH-SECONDARY	GEORGE HW BUSH NEW TECH ODESSA	5/26/2023
HARRISON WELCH	SP ED-COACH	ODESSA HIGH SCHOOL	5/26/2023
ALTON WHITE	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	5/26/2023
KAREN WILLIAMS	HEALTH-SCIENCE TECH	OC TECHNICAL EARLY COLLEGE HS	5/26/2023
RAVILUMAR PATANKER	SCIENCE	PERMIAN HIGH SCHOOL	5/26/2023
CODY VALENZUELA	IT/COACH	ODESSA HIGH SCHOOL	5/26/2023
CATHERINE WOOD	ENGLISH	ODESSA HIGH SCHOOL	5/26/2023
SARA ZUNIGA	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	5/26/2023
RHONDA SPYKES	NURSE	NURSING SERVICES	5/26/2023

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
EMILY COPPEDGE	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023
ALICE CUNNINGHAM	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023
GABRIELA DAVIS	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023
MICA GOBER	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023
LAURA GURLEY	SPEECH PATH-ASST	SPECIAL EDUCATION	5/26/2023
DIANNA HULETT	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023
LAUREN REED	SPEECH PATH-ASST	SPECIAL EDUCATION	5/26/2023
NICOLAS REYES	EXECUTIVE DIR DISTRICT OPS	DISTRICT OPERATIONS	5/2/2023
MARELI SANCHEZ	SPEECH PATHOLOGIST	SPECIAL EDUCATION	5/26/2023