

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held May 13, 2025, beginning at 6:00 PM.

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

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
 - A. Presentation and Discussion of the Gifted and Talented Plan for 2025-2026 2
 - B. Presentation of Texas Tech Attendance Phase I 20
 - C. Update on 2024-2025 School Nutrition Services 58
6. Action Items
 - A. Discussion of and Request for Approval of Order Canvassing the May 3, 2025 Board of Trustees Election Returns 85
 - B. Issuance of Board of Trustees Certificates of Election, Filing of Statements of Officer, and Administration of the Oath of Office 88
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
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.]
8. Closing Remarks by Superintendent
9. Adjournment



PRESENTATION AND DISCUSSION OF THE GIFTED AND TALENTED PLAN FOR 2025-2026

Dr. Vesely, Director of Advanced Academics, will present the Gifted and Talented Plan for 2025-2026. It is required that the Board of Trustees approve the G/T plan annually.

There were changes in the TEA G/T plan that required board action. The policy was approved by the ECISD Board of Trustees in February. ECISD C&I Advanced Academics made those changes proactively last academic year and recommends the continuance of the changes for the 25/26 school year.



2025-2026 Gifted and Talented Services Plan



Dr. Lilia Nanez

Associate Superintendent of Curriculum and Instruction

4

Dr. Andrea Moreno-Hewitt

Executive Director of Curriculum and Instruction

Dr. Kristen Vesely

Director of Advanced Academic Services

Advisory Committee



Elementary & Secondary Teachers
Parent Advocacy Committee
Elementary Principal
Gifted and Talented Program Teacher⁵
District Leadership
Elementary & Secondary Parent
Bilingual/ESL Representative
Special Education Representative

TEA's Goal for Gifted Education

GT students will “demonstrate skills in **self-directed learning, thinking, research,** and **communication**” through “innovative⁶ products and performances” High school students in GT will “have produced products and performances of professional quality as part of their program services.”

GT Population 2024-2025



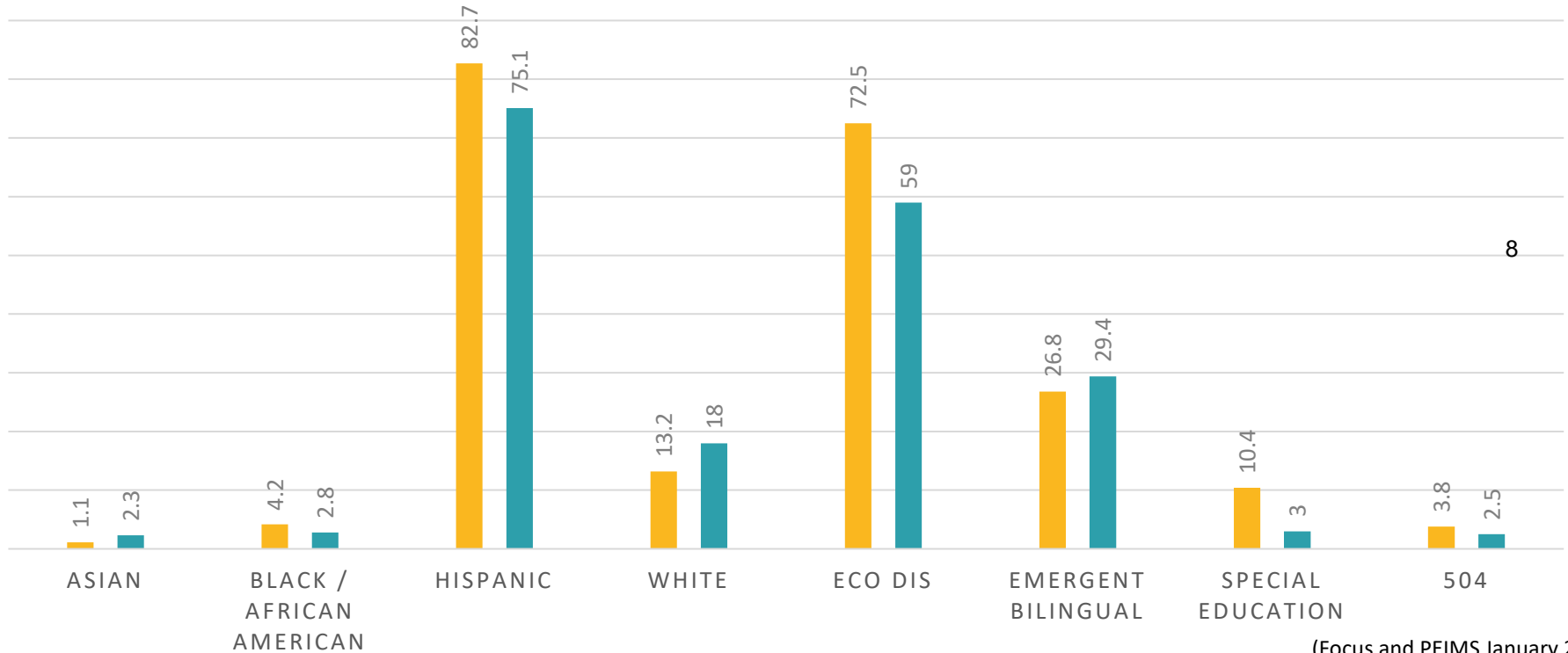
	Total Students	Elementary	Middle School	High School
ECISD	33,302	16,196	6,817	9,039 ₇
Gifted & Talented	3,381 (10.2%)	1,418 (8.8%)	809 (11.9%)	1,154 (12.8%)

(Focus and PEIMS February 2025)

Who are the GT Students?



■ ECISD Current Population ■ GT Current Population

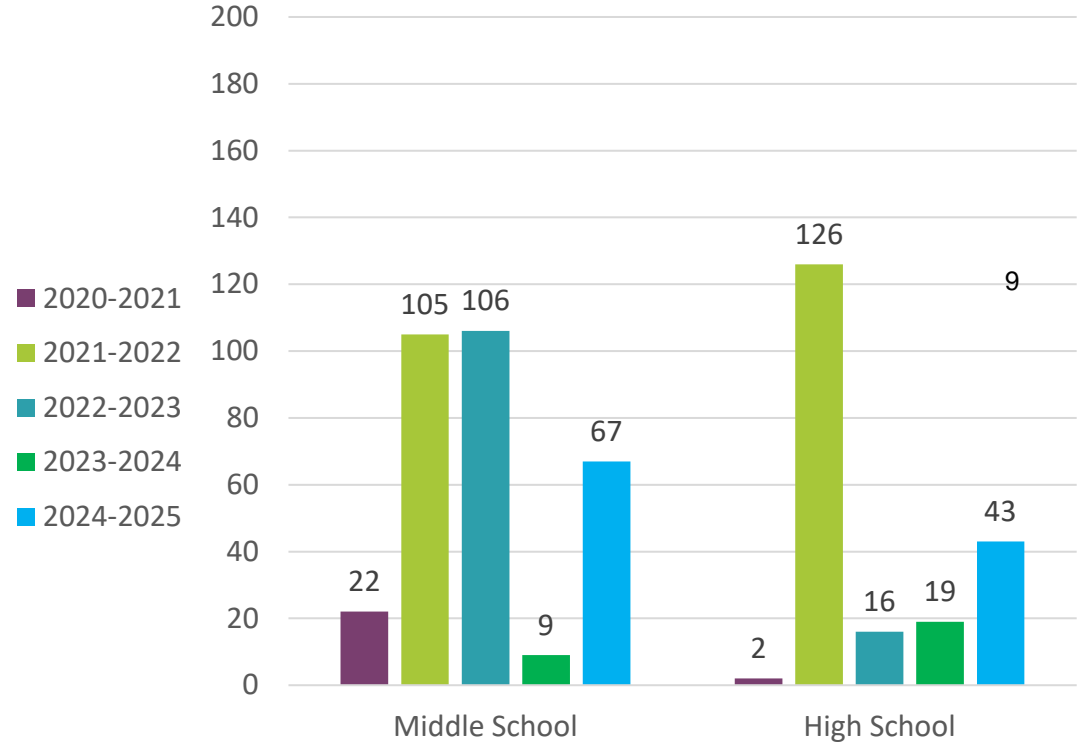
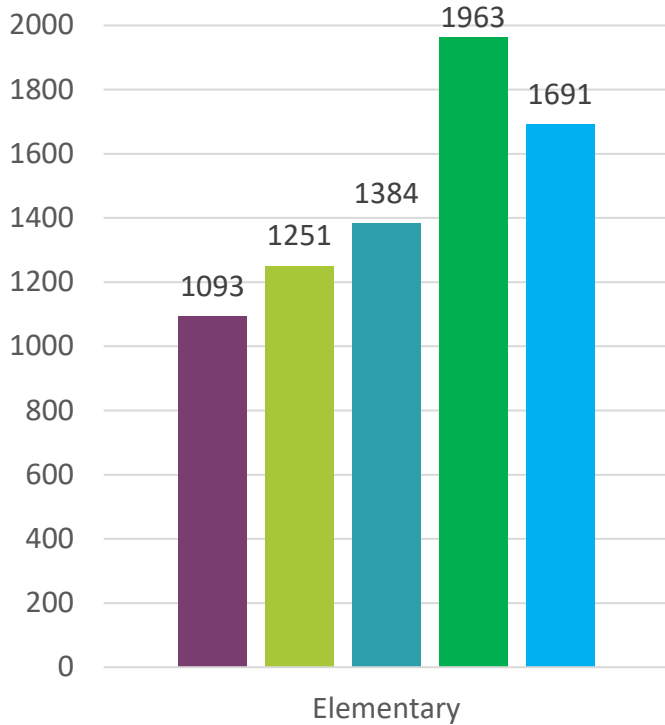


(Focus and PEIMS January 2025)



Identification

Total Referrals



State Plan & Legislative Update

- EHBB (Local)
 - Approved policy in February
 - Aligned language

Ector County ISD 068901		
SPECIAL PROGRAMS GIFTED AND TALENTED STUDENTS		EHBB (LOCAL)
Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.	
Screening and Identification Process	The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment identification procedures and services for the program prior to beginning the screening and identification process.	
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.	
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.	
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.	
Selection	A selection placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.	
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.	
DATE ISSUED: 6/23/2022 1/8/2025	ADOPTE D :Adopted:	1 of 3
UPDATE 4/9/24		
EHBB(LOCAL)-B		

10



Chart of Services

**Kindergarten,
First, & Second**

**Third, Fourth,
Fifth & Elem. Sixth**

Middle School

High School

Clustered Inclusion

4 Specialists

Pull-out
(120 min weekly)

AND

Clustered Classes
12 Teachers

3 Specialists

Honors Classes

Choice: International
Baccalaureate

International Honors
Honors

Advanced Placement
Choice: CTE Classes¹¹

International Baccalaureate

Other Services:

Camp Scholars In Progress
Chess Tournaments
Showcase
Super Saturday

Other Services:

Luminous Minds
Chess Tournament
Camp Scholars In Progress
Showcase
Super Saturday

Other Services:

Camp Scholars In Progress
Jr Counselors
Chess Tournament
Showcase
Super Saturday
Academic Decathlon
Academic Octathlon

GT Program Enhancements



Elementary

- 2nd Grade Screener

Secondary

- High School and Middle School Showcase

Depth and Complexity Strategies

- Train all Classroom Teachers with a GT student

12



2024-2025 Areas of Focus



Teacher Support and Professional Learning

- Saturday Summit
- After the Bells
- GT Super Saturday
- Job Embedded Supports
 - Model, Co-teach



Parent & Community Communication

- GT Super Saturday
- Parent Communication
 - Mail-out
 - School Status
- GT Awareness Week
- New-to-GT Orientation
- Annual Parent Meetings



Secondary Supports and Programming

- Transcript Audits
- Boot Camps
- AP Student Supports
- Curriculum Adjustments
- Luminous Minds Project

13



Community Influencer



Life Ready



Future Focused



Global Citizen

Teacher Supports and Professional Learning

- Professional Learning Days
- Job Embedded
- Saturday Summit
- Whole Campus
- PLC and one-on-one



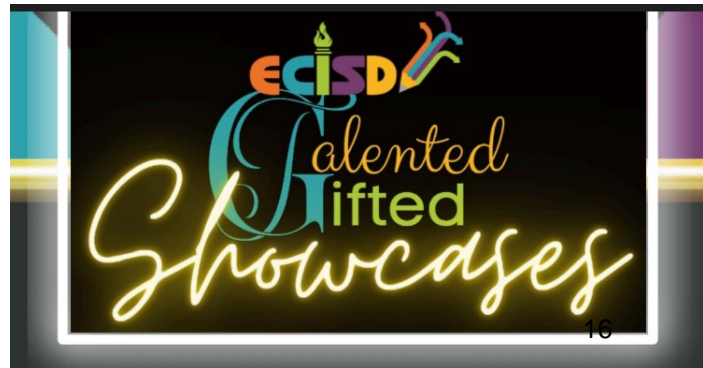
Parent & Community Communication

- Super Saturday Conference
- Parent Advocacy Committee



Parent & Community Communication

- New-to-GT Orientation
- Annual Meetings
- GT Awareness Week
- Elementary Showcase



Support for Secondary Students

- Secondary Specialists
 - Advanced Placement Boot Camps
 - GT End of Course STAAR Exam Preparation
- Collaboration with Curriculum and Instruction



Future Focused



Life Ready



Community Influencer



2025 - 2026 Focus Areas



Support for Twice Exceptional (2e) and Emergent Bilingual Students and Families

- Improved Targeted training
 - Teachers
 - Counselors
 - Parents
- Partner with Bilingual and Special Education Department
 - Cross Training
 - Parent Support
 - ARD attendance



Secondary Supports and Programming

- Transcript Audits
- Boot Camps
- Advanced Placement Student Supports
- Luminous Minds Project
- Embedded Projects
- Secondary Showcase and Supports



Training and Support for all Staff

- Improving and Expanding Personalized Options through Schoology
- Asynchronous Training 18
- Saturday Summits
- Point of Contact and Ambassador Trainings
- Lunch-n-Learns
- By Appointment Trainings
- Whole-Campus Training
 - Single Day
 - 1-hour
 - Multi-week support workshops



Community Influencer



Life Ready



Future Focused



Global Citizen

Thank You

19



Any Questions ?



PRESENTATION OF TEXAS TECH ATTENDANCE PHASE I

ECISD has partnered with Texas Tech University as a research practice partner focused on reducing student absenteeism across the district. Texas Tech University has completed phase I of this work and will share their findings to guide next steps. This project is a multi-year project and is at no cost to the district.



Absenteeism in Context

21

What Time, Data, and Teachers Tell Us About Student Engagement in ECISD

Phase 1: Results

Jessica J. Gottlieb, J. Jacob Kirksey, & Raven Morris

WHY ATTENDANCE RESEARCH?

- Extends our ongoing partnership at *no cost to ECISD*
- Study Phase 1 (shared tonight)
 - Review of current research on causes and effects of absenteeism
 - Initial interviews with principals, teachers, and attendance clerks on selected campuses
 - Quantitative research looking at attendance trends.
- Study Phase 2 (2025-26 school year)
 - Incorporating family and parental voices
 - Extending our quantitative work through a survey and additional analyses.

Guiding Questions

- What are the barriers to student attendance?
- What are the research-based best practices for addressing chronic absenteeism and improving attendance?
- Can we audit of our attendance practices in ECISD to align with those research-based best practices?

Chronic Absenteeism

Defined as missing 10% or more of enrolled school days within a school year, including both excused and unexcused absences

TEXAS TECH™

Research on Attendance

ENVIRONMENTAL FACTORS AFFECTING ATTENDANCE

Poverty increases chronic absence; low-income students miss more school (Ready, 2010; Balfanz & Byrnes, 2012; Sosu et al., 2021).

Health issues like asthma, mental health, and lack of care access predict absences (Hsu et al., 2016; Johnson et al., 2019; Chang & Jordan, 2015).

Transportation barriers reduce attendance, especially for students with long or complex commutes (Gottfried, Ozuna, & Kirksey, 2021; Stein & Grigg, 2019).

Housing instability and student mobility (e.g., foster care, homelessness) disrupt school continuity (Lenhoff & Singer, 2023; Balfanz & Byrnes, 2012).

Food insecurity hurts attendance; universal free meals, school meal access reduces chronic absence (Gottfried & Kirksey, 2022; Kirksey & Gottfried, 2021).

SCHOOL FACTORS AFFECTING ATTENDANCE

School climate matters: safe, respectful environments reduce chronic absence (Daily et al., 2020; Van Eck et al., 2017).

Discipline policies like suspensions contribute to later absenteeism (Singer, 2025).

Curriculum disengagement pushes students away; relevant, interactive learning keeps them present (Chang & Jordan, 2015; Lansford & Kirksey, 2024).

Peer belonging improves attendance; students with “familiar faces” miss less school (Kirksey & Elefante, 2024; Kirksey & Gottfried, 2018).

EDUCATOR FACTORS AFFECTING ATTENDANCE

Teachers vary in their ability to reduce student absences; attendance is a unique dimension of effectiveness (Gershenson, 2016).

Teachers with strong preparation reduce chronic absence (Kirksey, 2024; Gottfried, Kirksey, & Hutt, 2021).

Positive teacher-student relationships promote daily attendance, especially for high-need students (Roorda et al., 2011; Gottfried, Kirksey, & Fletcher, 2022).

Principal leadership shapes attendance culture; effective leaders lower chronic absenteeism, especially in high-poverty schools (Bartanen, 2020).

TEXAS TECH™

Our 2024-25 Research in ECISD

QUALITATIVE DATA

Principals	Teachers	Attendance Clerks	Central Office
<ul style="list-style-type: none">• 13 campuses participated• 5 high schools• 3 middle schools• 5 elementary schools	<ul style="list-style-type: none">• Focus groups of 2-4 teachers• 8 focus groups completed• All school types represented	<ul style="list-style-type: none">• 9 interviews with attendance clerks and/or office staff• All school types represented	<ul style="list-style-type: none">• 4 interviews completed• Wide range of roles and perspectives

All interviews and focus groups asked participants about district practices and procedures regarding attendances, family engagement practices, and their perceptions of causes for attendance issues and possible solutions

QUANTITATIVE DATA

District Data (2021–2024):

Student-level attendance (daily + six-week), chronic absence flags, course schedules linked to teacher rosters, TIA designations, Opportunity Culture roles, and full student demographics (grade, race/ethnicity, SPED, EB, ED). Enables real-time analysis of early warning signs, subgroup patterns, and within-district staffing impacts.

Texas ERC Data (Statewide, 2012-2024):

Longitudinal trends in absenteeism across grades and student groups. Focused analysis of teacher effects on chronic absence independent of environmental- and school-level factors.

Combined, these datasets allow us to examine both localized interventions and broader policy-relevant patterns in chronic absenteeism.

TEXAS TECH™

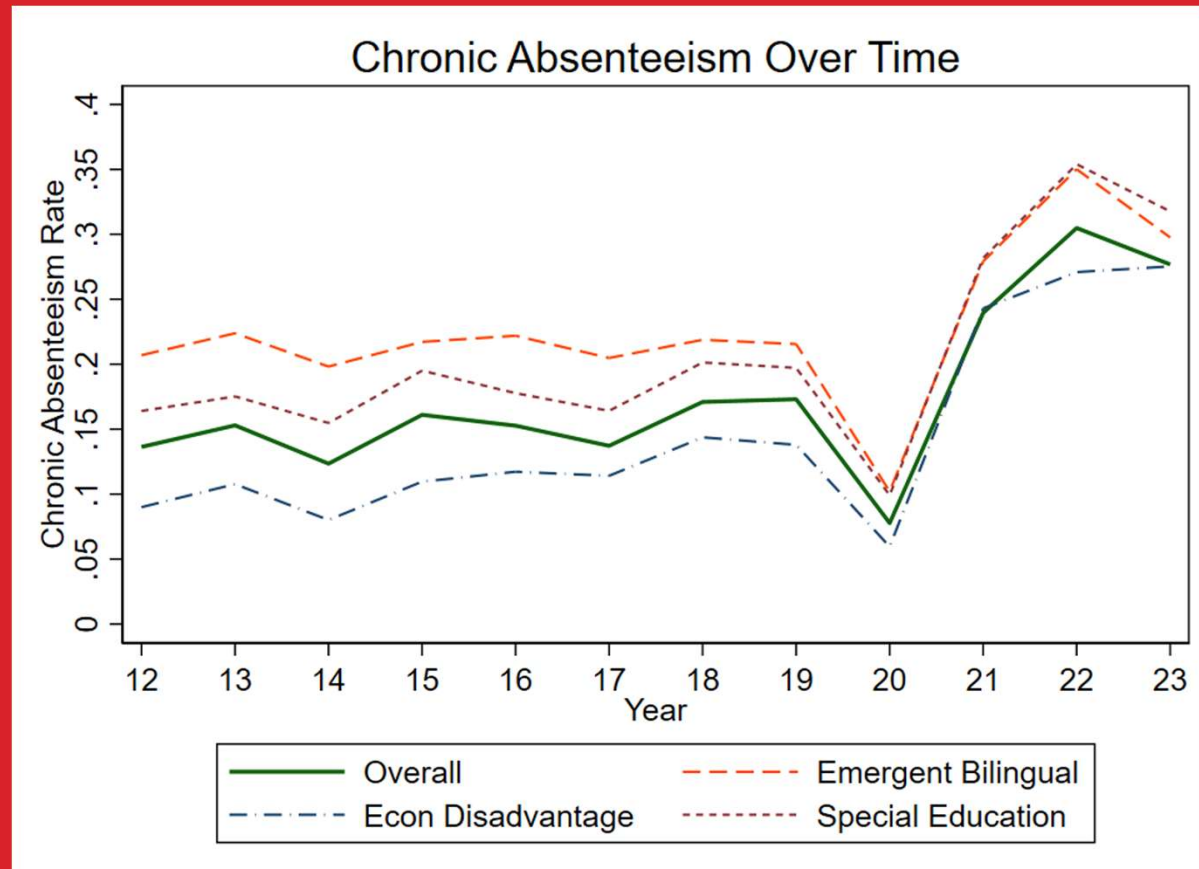
Findings
Motivating Our Next Phase

LOCAL AND NATIONAL TRENDS

National Trends	ECISD-Specific
<p>COVID impact – nationally, chronic absenteeism rose from 15% in 2018-19 to 28% in 2021-22 and remains high</p>	<p>Oil and gas industry – students perceive a pathway to a high wage job without educational attainment</p>
<p>Disproportionate impact – chronic absenteeism disproportionately impacts economically disadvantaged students</p>	<p>Mobility – participants report high levels of student mobility within and between ECISD and other districts</p>
<p>Variation across schools – not all schools in a district experience the same levels of absenteeism.</p>	<p>Efficacy of district supports – participants report consistent, helpful engagement with the Community Outreach Center and social workers</p>
<p>Limited evidence – there is limited research, especially post-COVID, on the efficacy of attendance practices</p>	

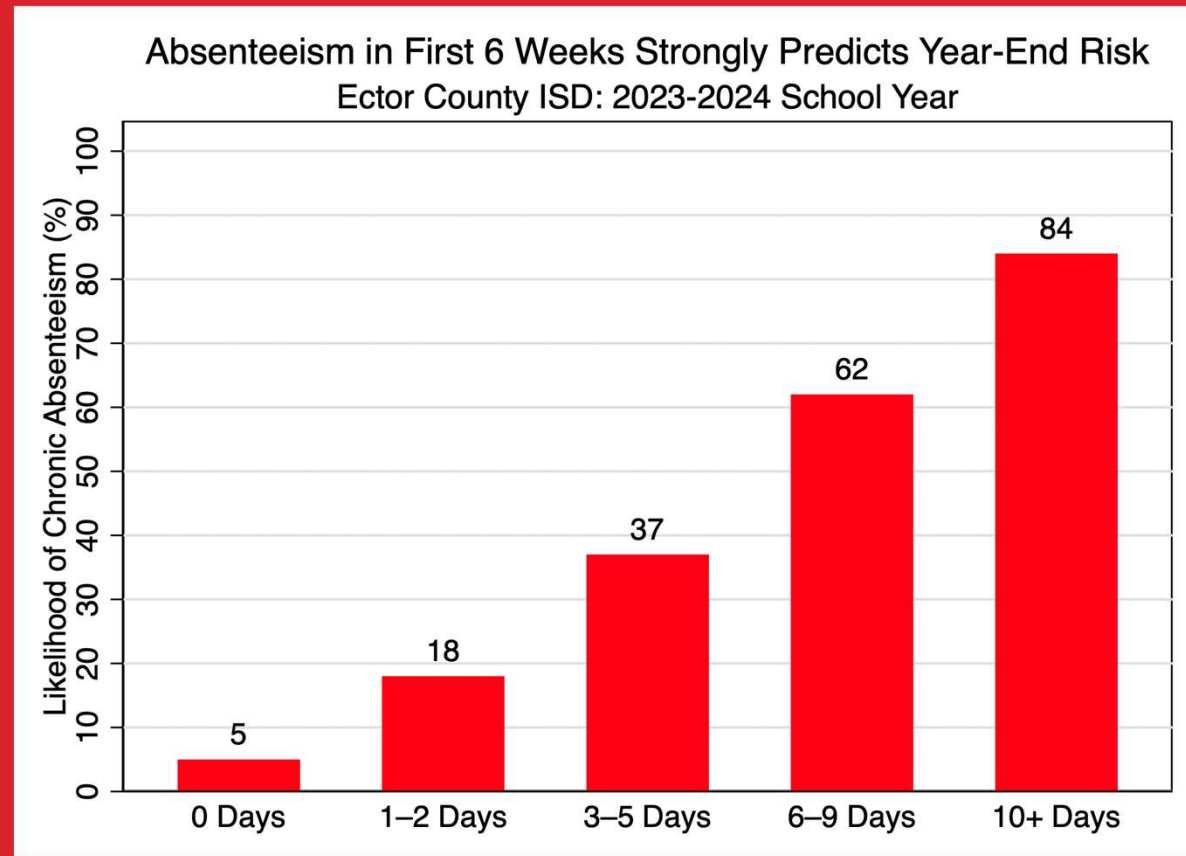
CHRONIC ABSENTEEISM OVER TIME IN ECISD

- Chronic absenteeism spiked post initial COVID-19 school closures
- Emergent Bilingual and Special Education students exhibit higher rates of chronic absenteeism



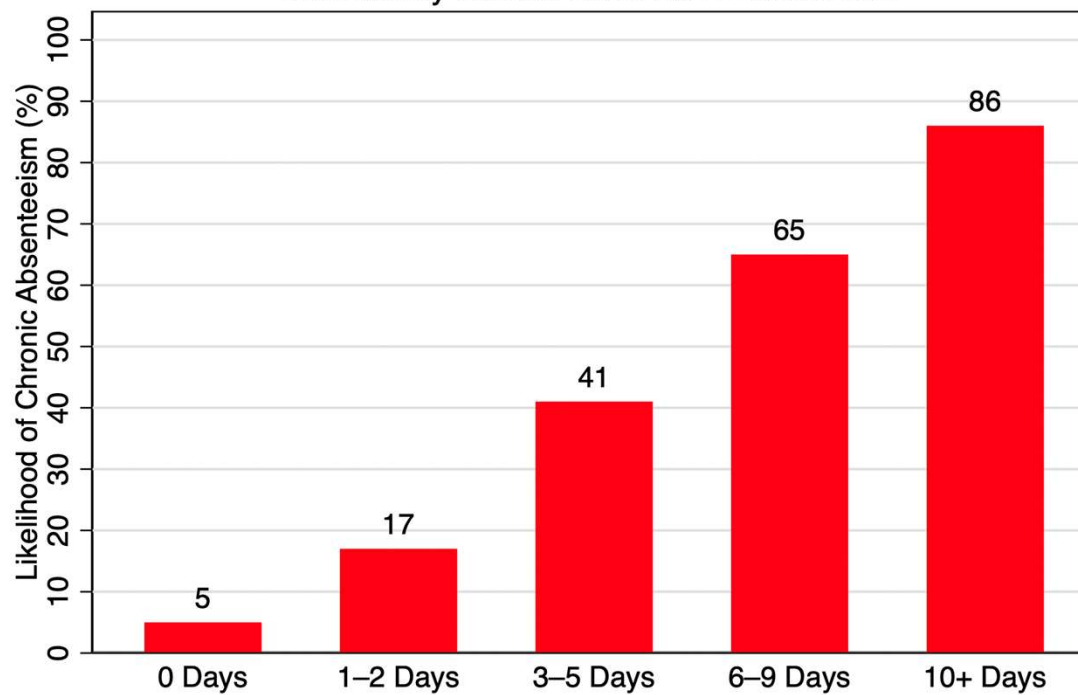
EARLY YEAR ATTENDANCE PREDICTS CHRONIC ABSENTEEISM

- Signs of chronic absenteeism can be seen as early as the first six weeks of the school year
- Trends are the same regardless of student demographics



ELEMENTARY SCHOOL

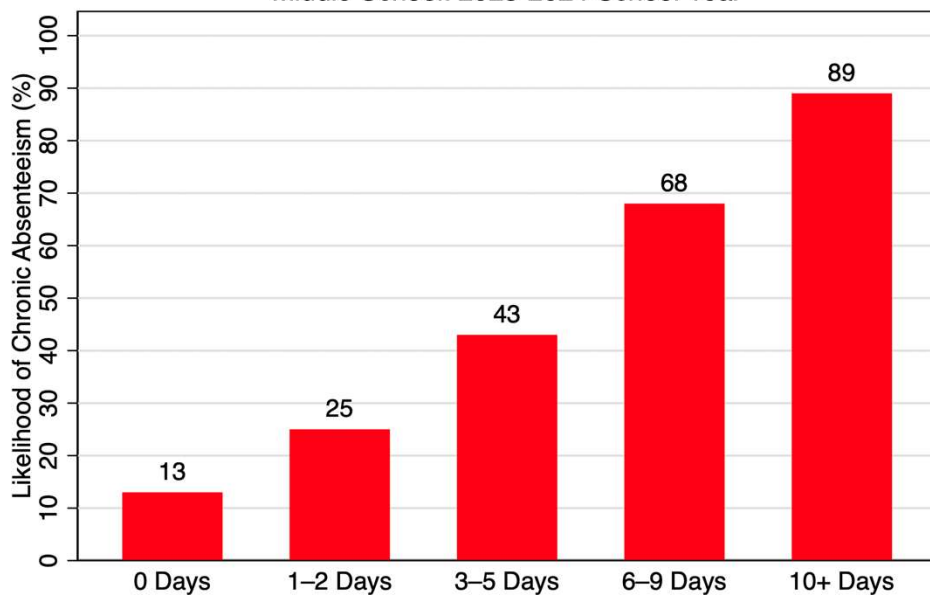
Absenteeism in First 6 Weeks Strongly Predicts Year-End Risk
Elementary School: 2023-2024 School Year



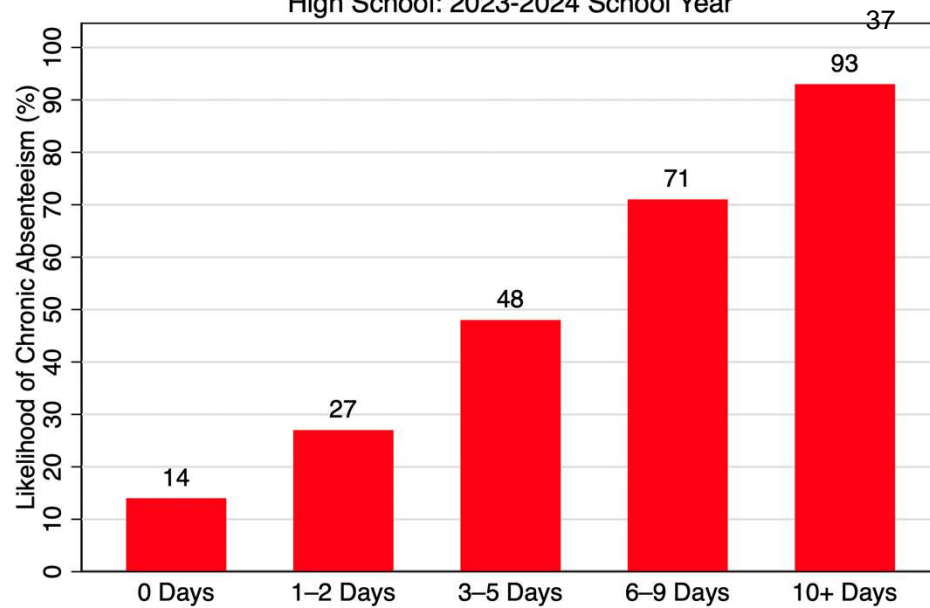
- 0 Break up elementary, middle, and high school
Kirksey, Jacob, 2025-05-06T19:22:15.015

MIDDLE AND HIGH SCHOOL

Absenteeism in First 6 Weeks Strongly Predicts Year-End Risk
Middle School: 2023-2024 School Year



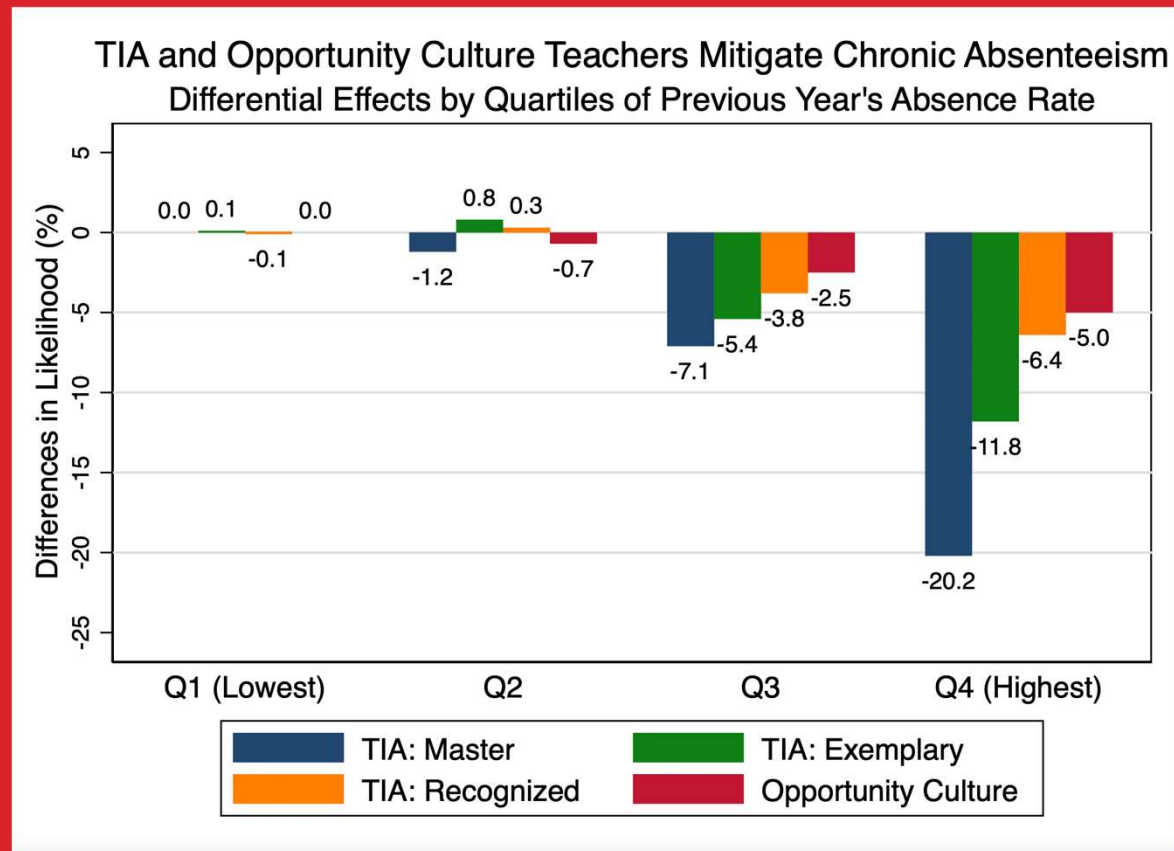
Absenteeism in First 6 Weeks Strongly Predicts Year-End Risk
High School: 2023-2024 School Year



- 0 Break up elementary, middle, and high school
Kirksey, Jacob, 2025-05-06T19:22:15.015

TEACHER INCENTIVE ALLOTMENT AND OPPORTUNITY CULTURE

- ECISD's investments in TIA and Opportunity Culture are supporting better attendance
- Teacher are making the greatest impact on students with previous history of poor attendance
- Effects shown are directly attributable to teachers, accounting for differences in school context



**Consistent knowledge
and implementation of
district tiers of
attendance support**

“They’re [the teachers] able to let me know who’s absent...[our] attendance clerk is constantly updating and reviewing attendance”
- Principal

**The Community Outreach
Center is valued by
campuses and frequently
involved in attendance
issues**

**“We have an excellent
student support system
within the district”
- Principal**

**Perceived parental apathy
at the elementary school
level**

“It’s a lack of parents being responsible, they’re just not waking up”

- Principal

“Parents don’t want to bring their child to school”

- Principal

**Staff at schools of choice
perceive reduced
attendance issues**

**“Overall, our attendance
is always really good”**

- Principal

Comprehensive high schools balance size and the need for students to enter and exit during the day

“We have 143 exterior doors”

- Principal

“Kids come and go all day long for dual credit”

- Principal

**Economic conditions and
related student mobility
pose challenges**

“Students will say, 'I can make six figures driving an oil truck'”

- Central Office

“We have students who come from school systems [in other countries] where attendance is not an expectation or a requirement”

- Principal

The 2 mile radius for bus access may pose some challenges, especially for elementary students walking across busy streets

**“Offer transportation for kids coming
across the intersection”**
- Attendance Clerk

Principals balance attendance and dropout metrics, and what they perceive to be the trade-offs

“Schools kind of get dinged for attendance. They also get dinged for dropouts...[after turning in data to the State] I would go ahead and withdraw them. I knew I’d take a hit on a dropout, but we would be intentional in [next steps]”

-Principal

NEXT STEPS AND CONSIDERATIONS

Next Steps

- Continue data analysis
- Deeper comparisons across schools
- Survey teacher and principal practices

Considerations

- Work with families to identify root causes of attendance issues
- Consider transportation and walking safety practices
- Invest in high-quality teachers
- Consider teacher-student assignments

Questions

Jessica.Gottlieb@ttu.edu
Jacob.Kirksey@ttu.edu



UPDATE ON 2024-2025 SCHOOL NUTRITION SERVICES

The School Nutrition Director, Dr. Jieun Pando, will present 2024-2025 School Nutrition Services updates to the Superintendent and Board of Trustees. The presentation will provide an overview of the department's budget, the various programs operated by School Nutrition focusing on the Community Eligibility Provision (CEP) program, staff, community outreach efforts such as the Food Show, and ongoing improvements.



SCHOOL NUTRITION

*Jieun Pando, PhD, RD, LD, SNS
Director of ECISD School Nutrition*



Our Vision



To provide our students with nutritious meals they enjoy and foster a prosperous school experience while promoting lifelong healthy lifestyles



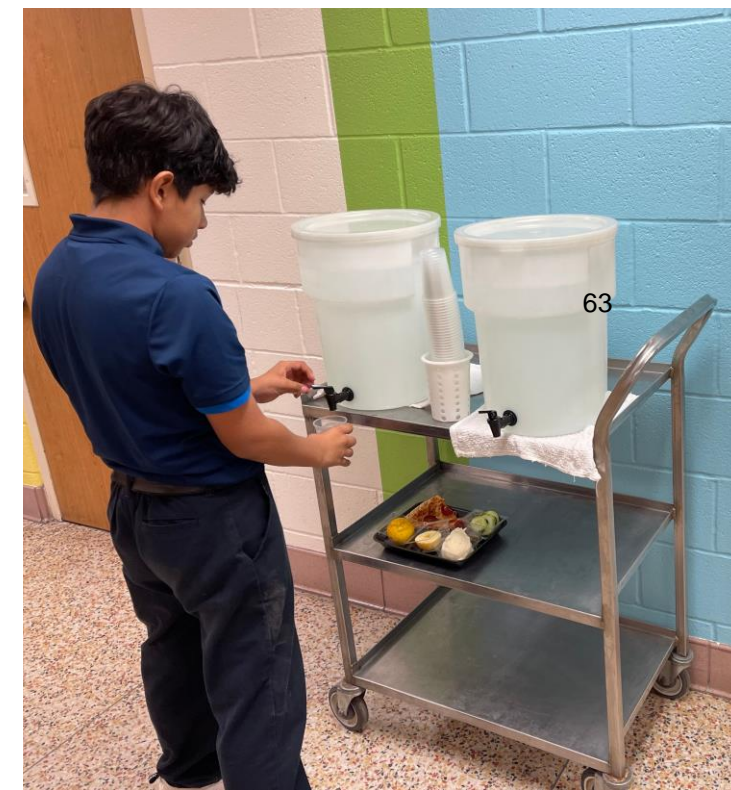
Our Mission

To ensure every student has access to meals in a welcoming environment, by empowering our employees to provide consistently high-quality service and improving transparency with our local community

OVERVIEW

- Community Eligibility Provision
- Budget
- Staff
- Community Outreach
- Ongoing Improvements

Community Eligibility Provision (CEP)



FREE
FOR
ALL
STUDENTS



Community Eligibility Provision

2025

64



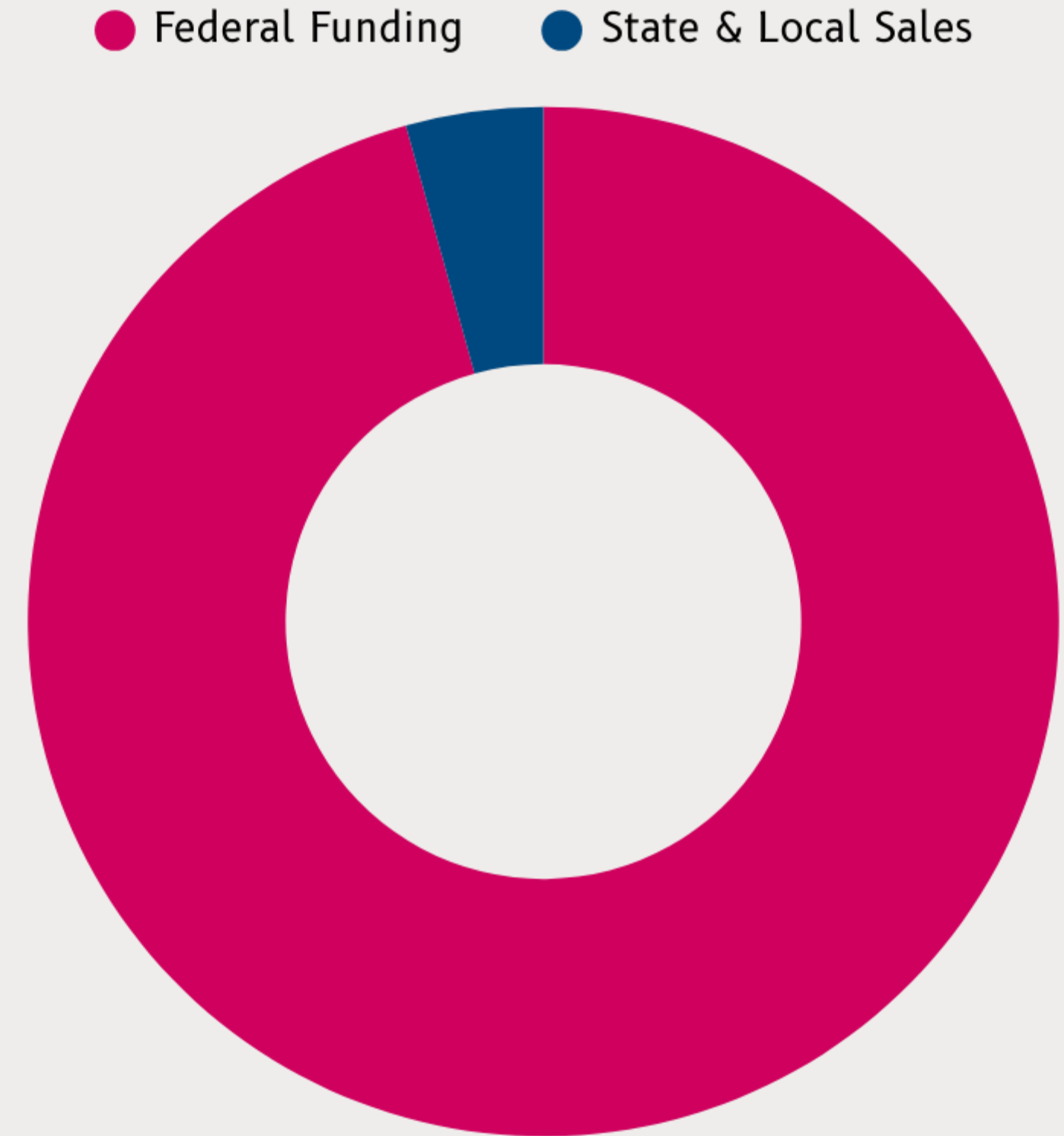
MEALS

- Ensure students enjoy meals without worry of an inability to pay
- Eliminate the need to collect unpaid balances from families
- Deter café workers from paying out of pocket for students' meals

BUDGET

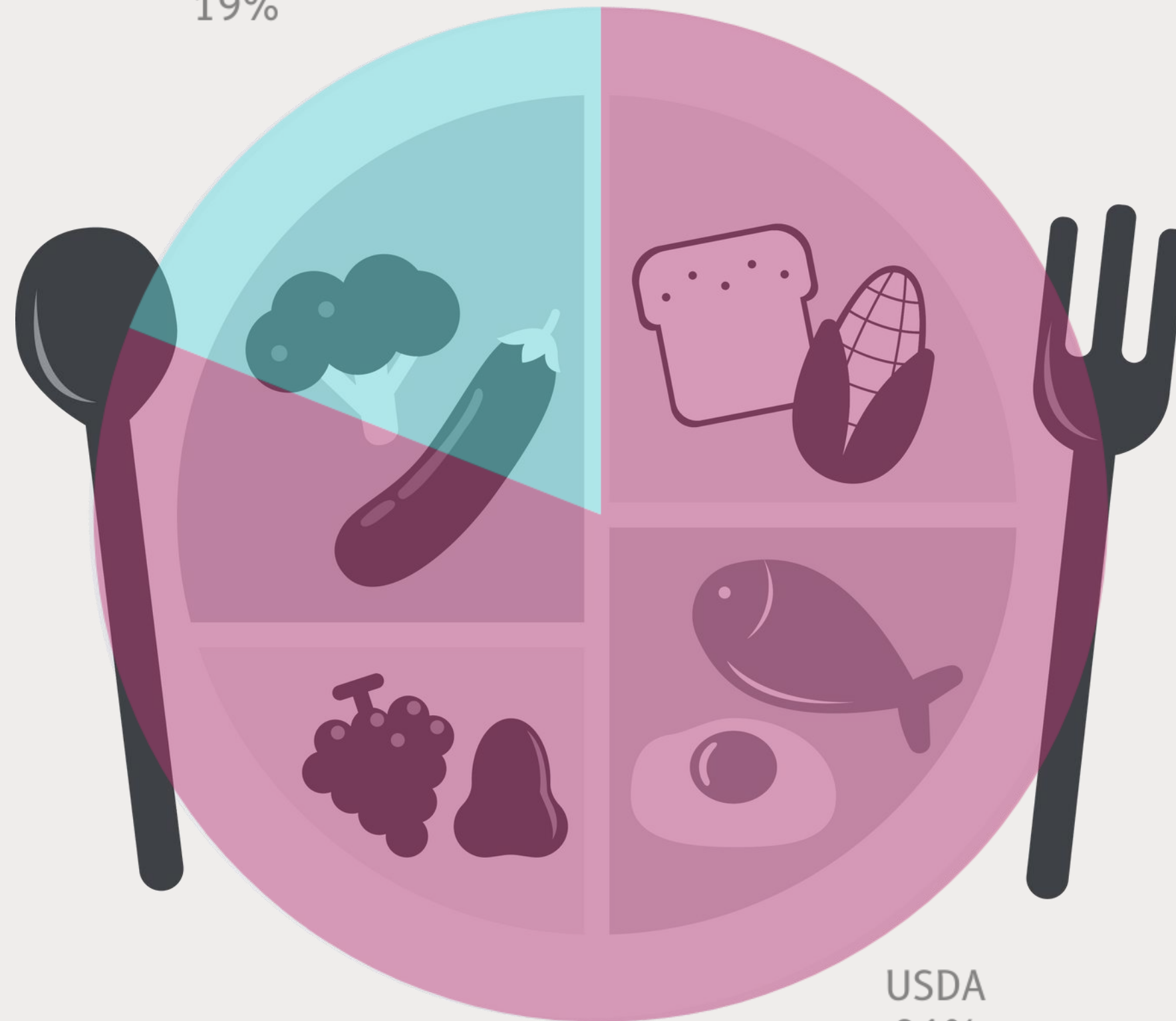
Revenues

- **Federal Funding 95.7%**
 - Reimbursement for the meals served
- **State & Local sales 4.3%**



REIMBURSEMENT

School Nutrition
19%



USDA
81%

TEXAS DEPARTMENT OF AGRICULTURE

CHILD AND ADULT CARE

3E'S OF HEALTHY LIVING
EDUCATION, EXERCISE AND EATING RIGHT

Food Program

TEXAS DEPARTMENT OF AGRICULTURE

SCHOOL BREAKFAST

3E'S OF HEALTHY LIVING
EDUCATION, EXERCISE AND EATING RIGHT

Program

PROGRAMS

- School Breakfast Program
- National School Lunch Program
- Afterschool CACFP Program
- Daycare CACFP Program
- Summer Feeding Program
- A La Carte Program



TEXAS DEPARTMENT OF AGRICULTURE

NATIONAL SCHOOL

3E'S OF HEALTHY LIVING
EDUCATION, EXERCISE AND EATING RIGHT

Lunch Program

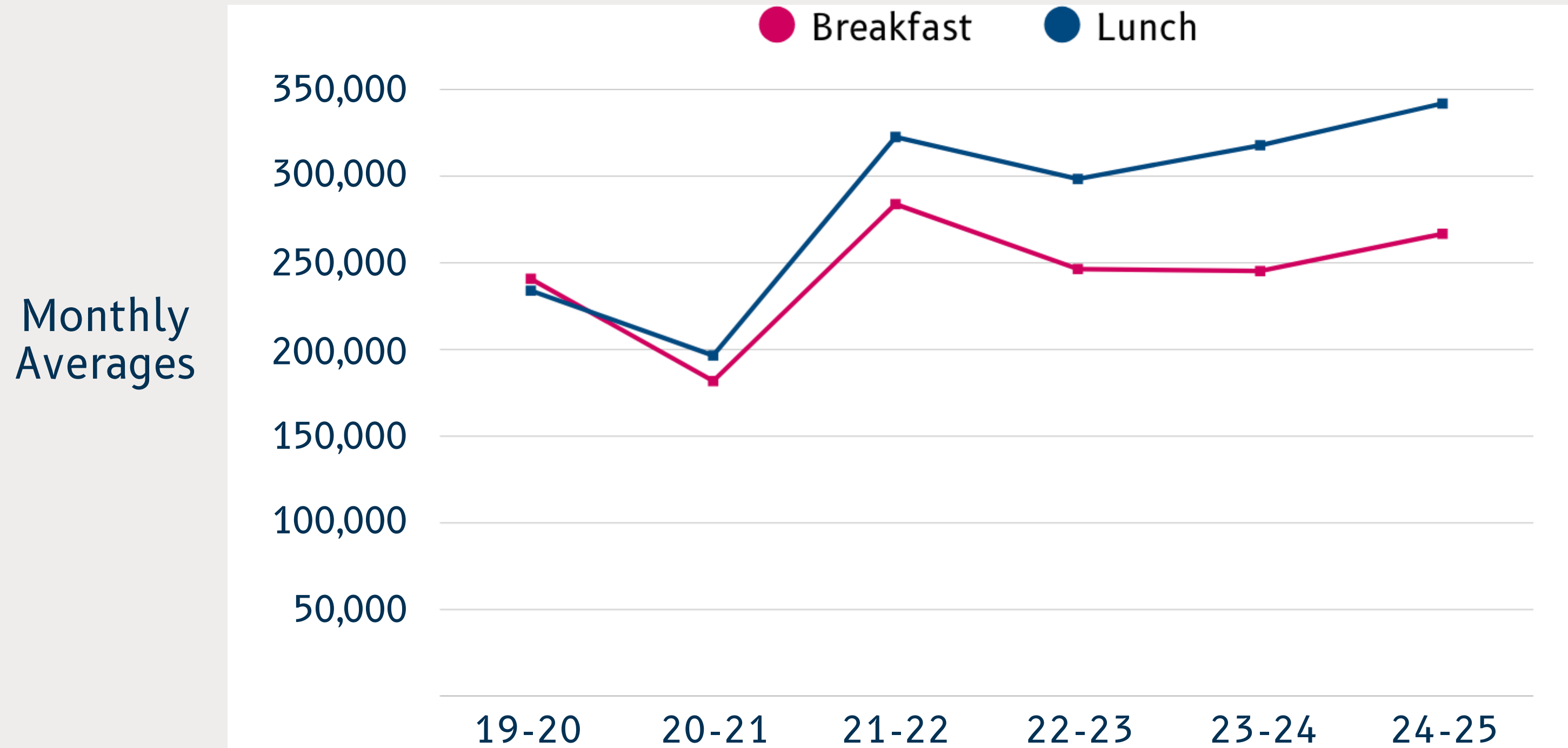
TEXAS DEPARTMENT OF AGRICULTURE

SUMMER MEAL

3E'S OF HEALTHY LIVING
EDUCATION, EXERCISE AND EATING RIGHT

Programs

Participation Trends



Total Meals Served

4,748,088

3,784,093

6,064,910

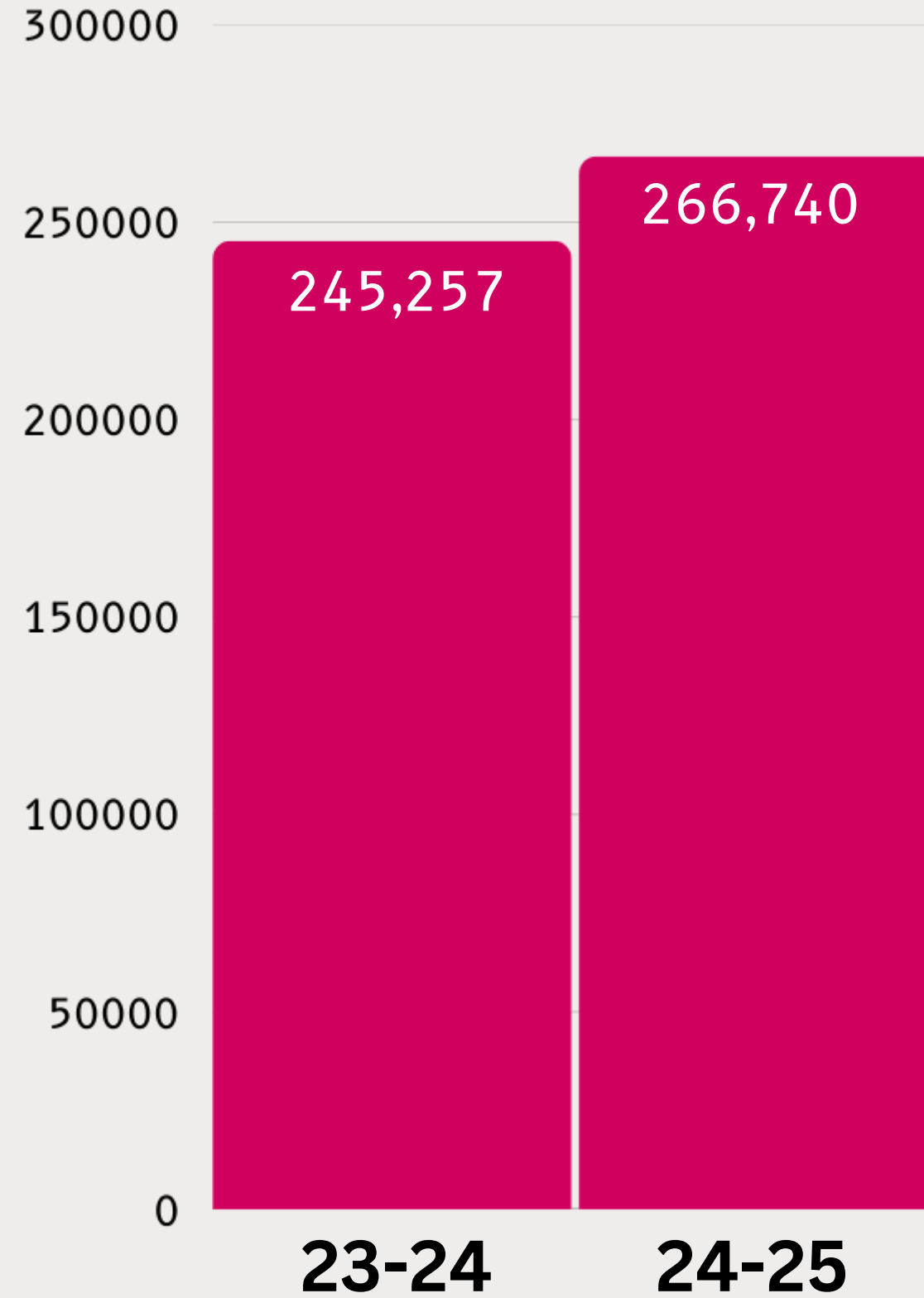
5,448,569

5,630,669

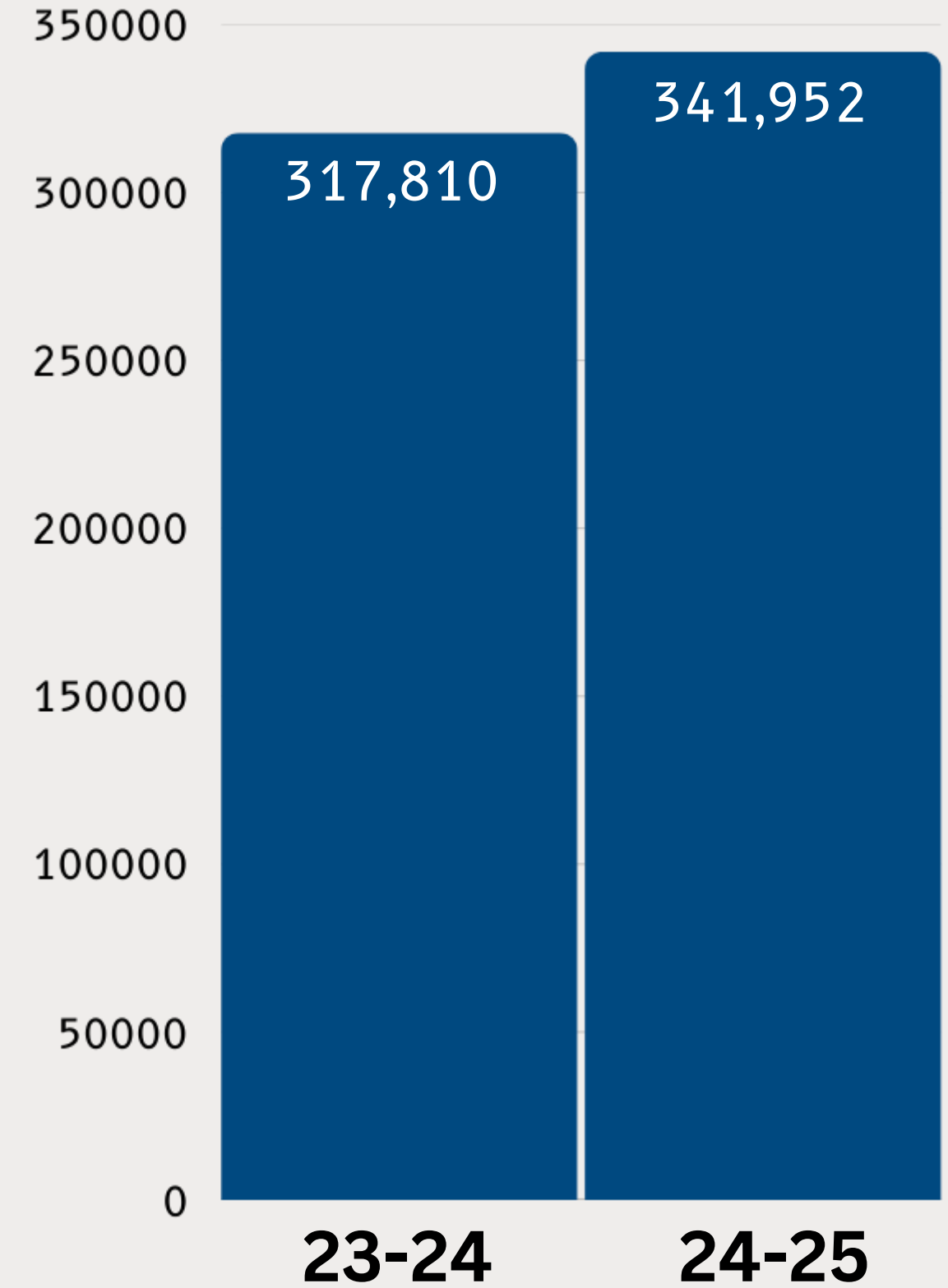
TBD

Monthly Averages

Breakfast



Lunch





Why Pizza Everyday?

PARTICIPATION.
CHOICE.

OUR PIZZAS

EXPLAINED

Made with Red/Orange Vegetable

Source of necessary vitamins and minerals

Low Sodium

Recommended that students consume sodium levels between 1500 - 2300 mg per day**

Dairy

Rich source of Calcium & Vitamin D
Help maintain strong bones
Low in saturated fats

Includes Whole Grains

Source of Fiber*
*Supports intestinal health

Protein Sources

Helps to keep us full
Helps to build and maintain strong muscles

**USDA. Current dietary guidelines. Consumer Resources | Dietary Guidelines for Americans.
<https://www.dietaryguidelines.gov/resources/consumer-resources>

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by **mail**: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or **fax**: (833) 256-1665 or (202) 690-7442; or **email**: Program.Intake@usda.gov

This institution is an equal opportunity provider.



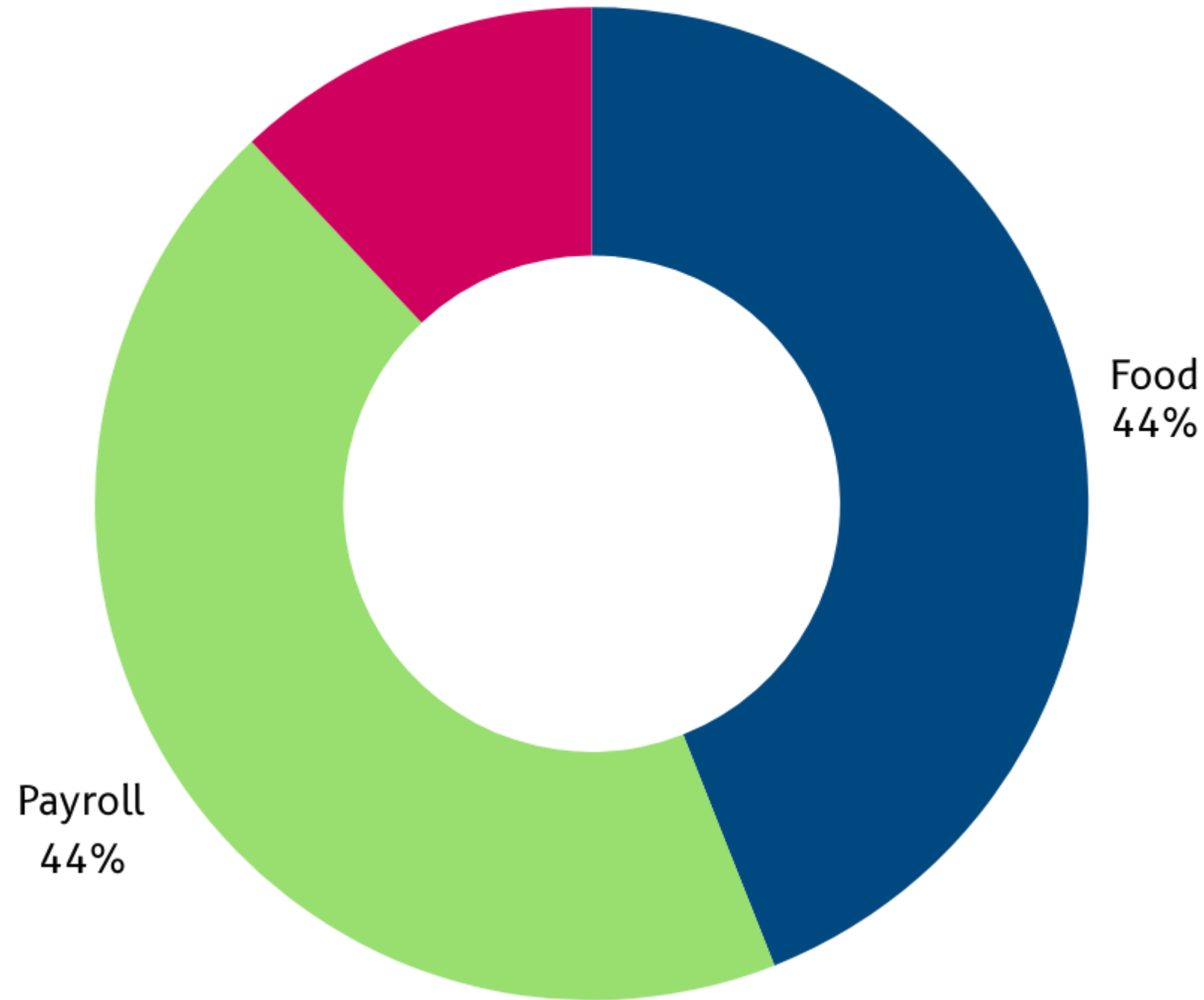
Then, Why A La Carte?



ADDITIONAL NECESSARY REVENUES

Expenses

Operating Expenses + Non-Food Supplies
12%



- Monitor Plate Cost
 - Food Quality Matters
- Strong labor staffing
 - Consistent and efficient service

Staff

154 Café Workers

23 Substitutes

35 Managers

13 Central Office

7 Warehouse

3 Maintenance

TOTAL 235



EMPLOYEE Incentives

TASN Certification Stipends

Retention Strategies



COMMUNITY OUTREACH



2024 Food Show

schoolcafé

Allergens

View Nutrition Info

Make a Tray

Published on 12/04/2024 at 10:19 AM

ENTREES

VEGETABLES

Cucumber Salsa

Vegetable

Calories 20 / Carbs 4.84g

Allergens: None listed

Additional Allergens: None listed

Not yet rated

Refried Beans

Calories 142 / Carbs 21.87g

Allergens: None listed

Additional Allergens: Contains Beans (all kinds).

Not yet rated

FRUITS

Gala Apple

Fruit

Calories 48 / Carbs 12.57g

Allergens: None listed



DIGITAL MEDIA

ONGOING Improvements

Serving Lines & Updated Interiors



Security Cameras



Modernized Equipment



*Looking
Forward*

Expansion to schools





VISION

To provide our students with nutritious meals they enjoy and foster a prosperous school experience while promoting lifelong healthy lifestyles

MISSION

To ensure every student has access to meals in a welcoming environment, by empowering our employees to provide consistently high-quality service and improving transparency with our local community

THANK YOU!

Resolution and Order

WHEREAS, in the State of Texas, the County of Ector, on the 13th day of May 2025, the Board of Trustees of the Ector County Independent School District convened in a called session with the following members present to wit:

PRESENT	ABSENT
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WHEREAS, there came to be considered the precinct returns of an election held on the 3rd day of May 2025 in Ector County, Texas, for the purpose of electing one member to the Board of Trustees for the Ector County Independent School District (Exhibit A).

WHEREAS, I, the presiding officer of the canvassing authority for the Ector County Independent School District Trustee Election, do hereby certify that the following is a total of all votes received by each candidate as shown by the precinct returns. I further certify that the following vote totals include early voting votes by precinct received under Section 87.1231 of the Texas Election Code.

Trustee, Position 5
 Stacy King
 Steve Brown

Number of Votes
 463
 724

Total Votes Cast 1,187

IT IS THEREFORE, FOUND AND DECLARED AND SO ORDERED by the Board of Trustees of the Ector County Independent School District that the above Trustee Election was duly called, that notice of said election was duly posted, and that said election was held in accordance with law; that the following named candidate(s) were fully elected at said election to the respective named office of the Ector County Independent School District:

Steve Brown, Trustee, Position 5

PASSED AND APPROVED by the Board of Trustees of the Ector County Independent School District of Odessa, Texas, this the 13th day of May 2025.

Presiding Officer

ATTEST:

Board of Trustee

CANVASS OF GENERAL ELECTION

I, _____, _____
(name) (office)

of _____, Texas, met with the _____
(political subdivision holding election) (body acting as canvassing board)

sitting as the canvassing board to canvass the general election of _____, 20____

on _____, 20____ at _____ Texas.

I certify that the figures on the tally sheets correspond with the figures on the returns.

Witness my hand this _____ day of _____, 20____.

Presiding Officer of Canvassing Authority



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Keeley Boyer, Superintendent of Schools

SUBJECT: **ISSUANCE OF BOARD OF TRUSTEES CERTIFICATES OF ELECTION, FILING OF STATEMENTS OF OFFICER AND ADMINISTRATION OF THE OATH OF OFFICE**

DATE: May 13, 2025

Included in this agenda item are the Certificates of Election, filing of Statements of Officer and the administration of the Oath of Office for each of the newly elected trustees:

Delma Abalos	Trustee, Position 2
Christopher Stanley	Trustee, Position 4
Steve Brown	Trustee, Position 5
Robert Thayer	Trustee, Position 7

These documents will be retained “with the official records of the office” as required by election laws.



In the name and by the authority of

The State of Texas

THIS IS TO CERTIFY, that

Delma Abalos

was duly elected for purposes of the May 3, 2025, election, pursuant to the order issued on March 25, 2025, cancelling the election that was scheduled to be held on May 3, 2025, for

Ector County ISD Board of Trustee, Position 2

In testimony whereof, I have hereunto signed my name and caused the Seal of Ector County Independent School District to be affixed this the 13th day of May, A.D., 2025

Signature of the Board President, Ector County ISD



In the name and by the authority of

The State of Texas

THIS IS TO CERTIFY, that

Christopher J. Stanley

was duly elected for purposes of the May 3, 2025, election, pursuant to the order issued on March 25, 2025, cancelling the election that was scheduled to be held on May 3, 2025, for

Ector County ISD Board of Trustee, Position 4

In testimony whereof, I have hereunto signed my name and caused the Seal of Ector County Independent School District to be affixed this the 13th day of May, A.D., 2025

Signature of the Board President, Ector County ISD



In the name and by the authority of

The State of Texas

THIS IS TO CERTIFY, that at a general election held on

May 3, 2025

Steve Brown, Ed.D.

was duly elected

Ector County ISD Board of Trustee, Position 5

In testimony whereof, I have hereunto signed my name and caused the Seal of Ector County Independent School District to be affixed this the 13th day of May, A.D., 2025

Signature of the Board President of Ector County ISD



In the name and by the authority of

The State of Texas

THIS IS TO CERTIFY, that

Robert Thayer

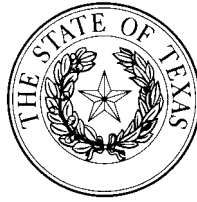
was duly elected for purposes of the May 3, 2025, election, pursuant to the order issued on March 25, 2025, cancelling the election that was scheduled to be held on May 3, 2025, for

Ector County ISD Board of Trustee, Position 7

In testimony whereof, I have hereunto signed my name and caused the Seal of Ector County Independent School District to be affixed this the 13th day of May, A.D., 2025

Signature of the Board President, Ector County ISD

Form #2201 Rev. 05/2020
Submit to:
SECRETARY OF STATE
Government Filings
Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, _____, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

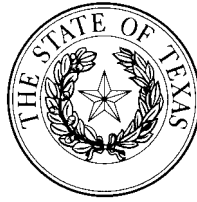
Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

Form #2201 Rev. 05/2020
Submit to:
SECRETARY OF STATE
Government Filings
Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, _____, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

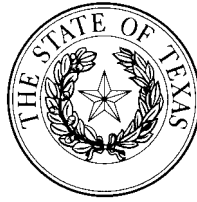
Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

Form #2201 Rev. 05/2020
Submit to:
SECRETARY OF STATE
Government Filings
Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, _____, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

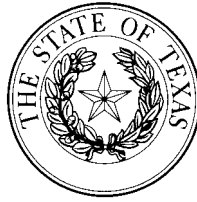
Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

Form #2201 Rev. 05/2020
Submit to:
SECRETARY OF STATE
Government Filings
Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, _____, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334
FAX 512-463-5569
Filing Fee: None



OATH OF OFFICE

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Delma Abalos, do solemnly swear (or affirm), that I will faithfully
execute the duties of the office of Ector County ISD Board of Trustee, Position 2
of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws
of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ector

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal,
only if oath
administered by a
notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An
Oath

Printed or Typed Name

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334
FAX 512-463-5569
Filing Fee: None



OATH OF OFFICE

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Christopher Stanley, do solemnly swear (or affirm), that I will faithfully
execute the duties of the office of Ector County ISD Board of Trustee, Position 4
of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws
of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ector

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal,
only if oath
administered by a
notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An
Oath

Printed or Typed Name

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334
FAX 512-463-5569
Filing Fee: None



OATH OF OFFICE

99

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Steve Brown, do solemnly swear (or affirm), that I will faithfully
execute the duties of the office of Ector County ISD Board of Trustee, Position 5 of
the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws
of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ector

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal,
only if oath
administered by a
notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An
Oath

Printed or Typed Name

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334
FAX 512-463-5569
Filing Fee: None



OATH OF OFFICE

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Robert Thayer, do solemnly swear (or affirm), that I will faithfully
execute the duties of the office of Ector County ISD Board of Trustee, Position 7 of
the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws
of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ector

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal,
only if oath
administered by a
notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An
Oath

Printed or Typed Name