

Agenda of Regular Meeting

The Board of Trustees Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held July 27, 2021, beginning at 6:00 PM.

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

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
4. Invocation:
5. Opening Remarks by Superintendent
6. Public Comment
7. Board Policy
 - A. Discussion of Revisions to Policy CFB(LOCAL): Accounting Inventories 4
8. Action Items
 - A. Discussion of and Request for Approval of Dropout Prevention/Dropout Recovery Program 6
 - B. Discussion of and Request for Approval of Purchases over \$50,000 7
 - C. Discussion of and Request for Approval of 2021-2022 Budget Amendment #1 197
 - D. Discussion of and Request for Approval of the 2021-2022 Student Code of Conduct and Revisions to the Student Handbook Fees 200
 - E. Discussion of and Request for Approval of Appointment of TASB Delegate and Alternate 498
9. Consent Agenda 500
 - A. Request for Approval of Minutes of Meetings 501
 - B. Request for Approval of Bills for Payment 515
 - C. Request for Approval of Acceptance of Donations Over \$10K 538
 - D. Request for Approval of Resolution Amending Investment Authorized Representatives 550
 - E. Request for Approval of Resolution of the Board to Designate Investment Officers(s) 562

F. Request for Approval of Interlocal Agreement Between Ector County ISD and the University of Texas at Austin for 2021-2022 OnRamps Program	564
G. Request for Approval of Application Optional Flexible School Day Program (OFSDP) 2021-2022	588
H. Request for Approval of Addendum to Interlocal Agreement between the City of Odessa and Ector County ISD Regarding School Crossing Guards	605
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N. Request for Approval of Clarification on 2020-2021 Budget Amendment #8 and #9	629
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11. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.](The Board of Trustees will deliberate the hiring of Executive Director of Leadership, Burleson Elementary Principal, Cavazos Elementary Principal and G. E. Buddy West Elementary Principal.) Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]	
A. Request for Approval of Personnel Recommendations for Executive Director of Leadership, Burleson Elementary Principal, Cavazos Elementary Principal, and G. E. Buddy West Elementary Principal.	635
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14. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (Level III Grievance Hearing - Jesus and Anneliese Martinez)	
A. Possible Action Concerning Level III Grievance Hearing - Jesus and Anneliese Martinez	646

15. Adjournment



Discussion of Revisions to Policy CFB(LOCAL): Accounting Inventories

Discussion of Revisions to Board Policy CFB(LOCAL): Accounting Inventories.

This policy was last updated in 1994. It makes references to outdated items.

- Bulletin 679 is now the Financial Accountability Resource Guide
- CFB (Reg) references this, not CE (Reg)
- TEA has dropped the term “fixed”

Administration requests Board review of revisions to CFB(LOCAL) and approval at the next meeting.

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

~~Fixed~~ ~~A~~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)~~~~TEA Bulletin 679, APP-A (Glossary)~~]

For further information relating to the ~~fixed~~ asset criteria, please refer to ~~CFB(REGULATION)~~ ~~CE(REGULATION)~~.



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Alicia Syverson, Assistant Superintendent of Student & School Support

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF DROPOUT PREVENTION/DROPOUT RECOVERY PROGRAM

DATE: July 27, 2021

ECISD is requesting to partner with an organization to provide a high quality and high impact education program that targets dropout prevention and dropout recovery of students who are under 21 years of age and have not graduated from High School. ECISD will recover a percentage of lost average daily attendance (ADA) generated through the dropout recovery efforts through revenue sharing.

There is no cost to the district.

Administrative Recommendation:

Approval of the recommended Dropout Prevention/Dropout Recovery Program.



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: July 27, 2021

As Required by Board Policy CH (Local), attached is a list of contracts/projects to be awarded by purchase orders once approved. Listed below are the purchase requests that meet this requirement this month.

	VENDOR	SERVICE/ PRODUCT	ESTIMATED CONTRACT PRICE	FUNDING	REQUESTOR
1.	Kinvolved, Inc. dba Kinvo	RFP #21-15 Contracted Services	\$238,341	General Funds	Scott Randolph
2.	Acceleration Academies	RFP #21-31 Professional Services	See supporting memo	See supporting memo	Alicia Syverson
3.	College Board	PSAT/APSA T/NMSQT Exams	\$219,255	General Funds	Annette Macias
4.	Atkins, Hollman, Jones & Peacock, LLP	Attorney Legal Fees	\$375,000	General Funds	Dr. Scott Muri
5.	Atmos Energy	Natural Gas Services	\$482,000	General Funds	Cortney Smith
6.	AT&T	Telephone Services	\$158,000	General Funds	Dr. Kellie Wilks
7.	Advancement Via Individual Determination (AVID)	AVID Membership	\$128,000	General Funds	Amy Anderson

8.	Blue Cross Blue Shield	Claims Processor/ Admin Fees	\$1,740,000	Medical Trust Fund	Donna Ziriaux
9.	Calpine Corporation	Electrical Utility Services	\$4,200,000	General Funds	Cortney Smith
10.	City of Odessa	Water, Sewage, & Other Services	\$2,000,000	General Funds	Cortney Smith
11.	Ector County Utility District	Water & Sewage Services	\$95,000	General Funds	Cortney Smith
12.	Ector County Appraisal District	Tax Appraisal & Collection	\$2,293,965	General Funds	Cortney Smith

1. KINVOLVED, INC. DBA KINVO

ECISD Community Outreach Center issued a Request for Proposal (RFP) for a School (Student) Attendance Improvement Platform that ECISD will utilize to provide outreach and interventions to families who are experiencing attendance problems. Kinvoled Inc's dba KiNVO is the recommended supplier. KiNVO Attendance Improvement Software is a comprehensive program designed to improve student attendance. Kinvoled Inc's dba KiNVO was the lowest bidder out of three (3) bids received. The total cost for this project is \$238,341.

2. ACCELERATION ACADEMIES

ECISD will partner with Acceleration Academies to recover students who have dropped out of school and provide an alternative for students who need credit recovery and are at risk of dropping out of school. This project is a revenue sharing opportunity for ADA funding derived from recovered dropout students.

3. COLLEGE BOARD

ECISD contracts with the College Board Early Participation Program to support the initiative and involvement of all students in the college-going process. The District will pay or help pay for any student that wishes to take the PSAT/AP/SAT/NMSQT exams. College Board Early Participation Program is a sole source vendor. \$219,255 has been budgeted for this service for 2021-2022.

4. ATKINS, HOLLMAN, JONES & PEACOCK, LLP

Estimated fees for attorney legal services. \$375,000 has been budgeted for 2021-2022.

5. ATMOS ENERGY

Atmos Energy provides natural gas service for all ECISD buildings. \$482,000 has been budgeted for this service for 2021-2022.

6. AT&T

AT&T provides phone service for all of ECISD. \$158,000 has been budgeted for this service for 2021-2022.

7. ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

The Advancement Via Individual Determination (AVID) membership fee pays for the use of all AVID products and services for all AVID campuses. The fee covers curriculum, resources, professional learning, district support, and access to networks of learning opportunities. AVID is a sole source vendor for this program. \$128,000 has been budgeted for this service for 2021-2022.

8. BLUE CROSS & BLUE SHIELD

Blue Cross & Blue Shield is a 3rd party administrator for the ECISD self-funded insurance plan. BCBS processes and pays claims. \$1,740,000 has been budgeted for this administrative service for 2021-2022.

9. CALPINE CORPORATION

Calpine Corporation electrical utility services for all ECISD buildings. \$4,200,000 has been budgeted for this service for 2021-2022.

10. CITY OF ODESSA

The City of Odessa provides water and sewage services, ambulance services for the Police Department, teen court and truancy court services for the Community Outreach Center for ECISD buildings within city limits. \$2,000,000 has been budgeted for this service for 2021-2022.

11. ECTOR COUNTY UTILITY DISTRICT

Ector County Utility District provides water and sewage services for Cavazos, Murry Fly, and the Ag Farm. \$95,000 has been budgeted for this service for 2021-2022.

12. ECTOR COUNTY APPRAISAL DISTRICT

Ector County Appraisal District provides tax appraisal & collection services for the District. \$2,293,965 has been budgeted for this service for 2021-2022.

Administrative Recommendation:
Approval of Purchases over \$50,000



RFP# 21-15 School Student Attendance Improvement Platform

- **Purpose:** ECISD is seeking a software platform to help improve student average daily attendance rates.
- **Background Info:** ECISD will partner with Kinolved Inc's KiNVO software system. The KiNVO Attendance Improvement Software is a comprehensive program designed to improve student attendance.
- **Premium Renewal Cost:** \$238,341.00
- **Funding Source:** Local funds
- **Recommended Service Provider:** Kinolved Inc.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS
RFP #21-15 School (Student) Attendance Improvement Platform
TALLIED SHEET
Closed: 2:00 PM on March 3, 2021

	SUPPLIERS		
	In Class Today, Inc	Kinvolved	RaaWee K12 Solutions
Evaluator 1	67	81	72
Evaluator 2	71	80	66
Evaluator 3	30	75	65
Evaluator 4	81	100	84
Evaluator 5	73	90	78
Evaluator 6	60	80	75
Evaluator 7	73	95	83
Total	455	601	523
Average Score	65	86	75

RFP Title:

***School (Student) Attendance
Improvement Platform***

RFP #21-15

Vendor Name: Kinolved, Inc.

Address: 25 Broadway, New York, NY 10004

Contact Person: Miriam Altman, CEO & Co-founder

Contact Person's Email: miriam@kinvolved.com

Date: March 2, 2021

Transmittal Letter



25 Broadway, 12th Floor, New York N.Y. 10004
info@kinvolved.com www.kinvolved.com

March 2, 2021

Ector County Independent School District RFP
School (Student) Attendance Improvement Platform

To Whom It May Concern,

Enclosed you will find a response to your request for proposal to provide a school (student) attendance improvement platform. We at KinInvolved are uniquely suited to meet or exceed the requirements outlined in the RFP, and, more importantly, to catalyze Ector County Independent School District's students, parents, educators, and community stakeholders around a common mission: improve student attendance.

The proposal and any cost projections included will remain effective for 120 days after March 3, 2021.

If you have any questions about this submission—or if additional information is necessary—you may reach me at 646.719.0553 or Miriam@kinvolved.com.

Thank you in advance for your attention.

Regards,

A handwritten signature in black ink, appearing to be 'M. Altman'.

Miriam Altman
CEO and Co-Founder

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Executive Summary

Kinvolved is proud to submit this response to your request for proposal for a school (student) attendance improvement platform. We are uniquely suited to meet or exceed the requirements outlined in the RFP, and, more importantly, to help catalyze Ector County Independent School District's students, parents, educators, and community stakeholders around a common mission: To increase student achievement by improving attendance.

Research shows that a student's most critical step on the path to success, including graduation from high school, is showing up; in fact, student attendance is the leading indicator of high school graduation. But showing up is not as simple as it sounds. In many underserved communities, up to half the student population is chronically absent.

At Kinvolved, we believe that if we want our students to show up for school—and to subsequently find a path toward lifelong success—we have to show up for students.

Kinvolved is best positioned to partner with Ector County Independent School District to deliver these results. With nearly a decade of experience, we are the leading organization providing services that drive attendance improvement. We use evidence-based strategies, outlined in our responses below, to support our district partners' efforts to curb absenteeism. In addition, our software provides educators and administrators with early warning indicators, data analysis supports, and personalized communications tools for deepening student and family engagement, including text messaging, automated emails, and phone calls.

We are unique in the attendance intervention marketplace in that we provide a robust and real-time integration with existing district systems, and we bring all attendance and engagement messaging and data capabilities into one unified platform under district oversight and management to help staff **comply with SB 944¹ and reach its goal of matching statewide ADA rates.²**

KiNVO has proven to increase average daily attendance (ADA) by 2.5 percent across hundreds of NYC DOE schools. If KiNVO, coupled with Kinvolved's expert professional services, had the same results in Ector County ISD, the district would see an annual ROI of more than \$1.4M, which is 3.6 to 5.8 times the annual investment in KiNVO, based on the pricing options proposed. Furthermore, it would achieve its goal of matching statewide ADA.

Moreover, our software has been implemented in districts nationwide, serving hundreds of thousands of students and families.

- We are the only attendance company engaged in a research partnership with Harvard's Proving Ground, a third party, which evaluates the efficacy of KiNVO's features in a dozen districts across the county, including DC Public Schools.

¹ <https://www.texasaft.org/legislation/new-education-laws-affecting-educators/>

²

https://www.oaoa.com/community/ecisd-getting-proactive-on-attendance/article_cf2144be-d0eb-11e9-85e3-83b752538b8f.html

- We have more experience operating at scale as an attendance improvement solution than any other organization in our space.
- We have gained insight and pattern recognition from this experience, which allows us to provide the highest quality data analysis and attendance improvement coaching services in the K–12 industry.

We look forward to bringing this experience and skill to bear to continue to improve outcomes for Ector County ISD's students and families.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Miriam Altman', with a stylized, flowing script.

Miriam Altman
CEO and Co-Founder

The Kinvoled Ecosystem

Attendance Improvement Software — KiNVO™

KiNVO™ is a powerful, user-friendly software that equips administrators, educators, parents, and students with the data and tools they need to improve attendance. KiNVO integrates with your SIS, interprets and displays actionable attendance data on easy-to-use dashboards, automates attendance interventions based on customizable settings, and personalizes all attendance outreach.

KiNVO meets all requirements of the RFP, embodying:

- Truancy intervention tools including warning letter preparation and truancy court filing preparation in accordance with local laws
- Research based outreach via written and electronic media
- Collaboration tools such as contact notes
- Device agnostic usage on devices and web browsers
- Secure archived conversation records to comply with Texas law **SB 944**³

Early Warning and Notification System

KiNVO™ builds bridges for parents who are hard to reach due to irregular schedules, work commitments, or language barriers. It also automates one- or two-way attendance notifications and offers a variety of reports and visualization tools to highlight attendance trends, equipping teachers, school and district administrators, and support staff with the data they need to have informed, actionable conversations with students and their support networks.

Equitable Communications

KiNVO™ is complete with a best-in-class communication tool, for all classroom, school, and district communication needs, helping districts support teachers in maintaining compliance with SB 944. KiNVO™ enables instant, safe, two-way SMS, email, and voice call messaging between district, school, family, and student, translated into 80+ languages so that you can engage with families regardless of language, location, device, and internet access.

Professional Learning

Through our expert-led professional learning sessions, available virtually (and in-person when safe), we help districts establish measurable attendance improvement goals, manage the implementation of new attendance improvement policies, and leverage our software to reach desired student attendance outcomes.

³ <https://www.texasaft.org/legislation/new-education-laws-affecting-educators/>

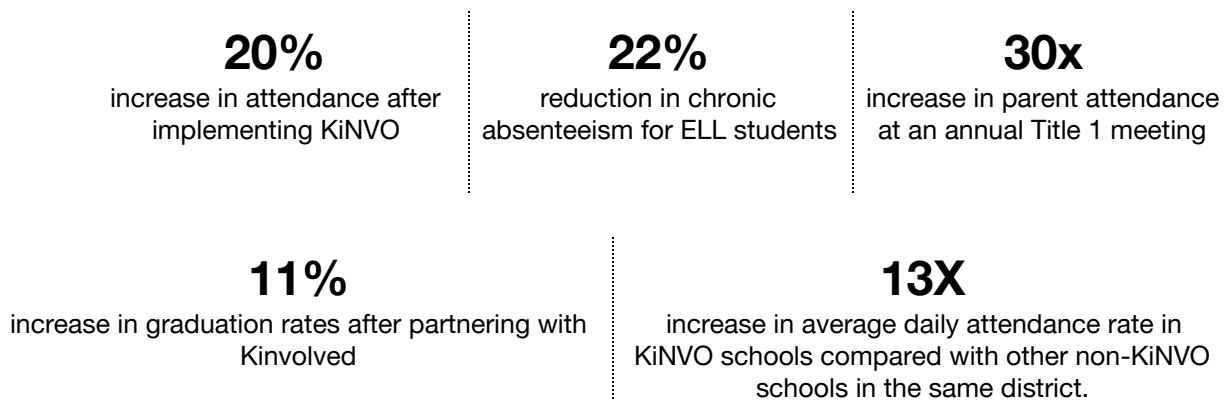
Research Partnership

We are the only attendance company engaged in a research partnership with Harvard's Proving Ground,⁴ a third party, which evaluates the efficacy of KiNVO's features, including personalized messaging, two-way communication, and digital attendance postcards in DC Public Schools and many districts across New York and Ohio. Should Ector County ISD be interested in participating in a unique study, developed through Proving Ground's design thinking approach, please let us know, and we can put this into motion.

Our Impact

Each school year, we conduct a study to gauge the impact of Kinolved's tools and services including attendance improvement and mindset shifts. We interview Kinolved partners, and analyze engagement metrics and district attendance data to determine our effect. Year over year, the results exceed our expectations. Recent data shows:

Attendance Increased, Chronic Absence Rates Dropped



⁴ <https://provingground.cepr.harvard.edu/>

What K–12 Leaders Say About KiNVO



“We implemented KiNVO in 2016, and if you look at our data, that’s exactly when you see an increase in our attendance and graduation rates, decrease in chronic absenteeism, and an increase in state exam scores.”

— Tarek Alamarie
Assistant Principal of Guidance, Data, and Accountability
NYC Department of Education

“This morning, 21 kids were absent. After KiNVOing (which took three minutes), 14 students showed up.”

— Kimberly Leimer
Principal
Central Falls School District



“We have a student whose family speaks Vietnamese, but we don’t have anyone on staff who speaks Vietnamese. KiNVO makes it possible for us to regularly communicate with them.”

— Joseph Lewis
Assistant Principal
D.C. Public Schools

“Leveraging KiNVO to increase parental engagement with two way communication, Roger Sherman Elementary decreased chronic absenteeism by more than 10 percent.”

—Dr. Mark Benigni, Superintendent,
Meriden Public Schools



Functional Requirements

1. Accessibility - ADA Compliant

Kinvolved will support ADA compliance for this RFP.

2. Ability to Integrate

KiNVO integrates with any Student Information System (SIS). Kinvolved honors the district's integration preference and will also offer SSO in the format that the district desires. KiNVO will integrate with the required student information system (SIS), ITCCS. The company has managed the integration with over a dozen SIS, and we will meet all technical requirements.

ClassLink, One Roster or an API integration process ensures that KiNVO's student and teacher rosters and parent contact information are up-to-date and in alignment with the district's Student Information System. Updates occur during a nightly sync. Students are added to and removed from courses. Parent contact information is updated if provided via the ClassLink or One Roster sync.

In the event that a District or School would like to input attendance records into their Student Information System (SIS), but would like to leverage KiNVO's real-time communication functionality, data visualization, and robust reporting mechanisms, KiNVO offers a custom integration with the SIS.

The "Attendance Sync Module" is specific for each School or District. Syncing of data between KiNVO and the SIS depends on how the School or District's SIS is set up, and what data export capabilities the SIS offers.

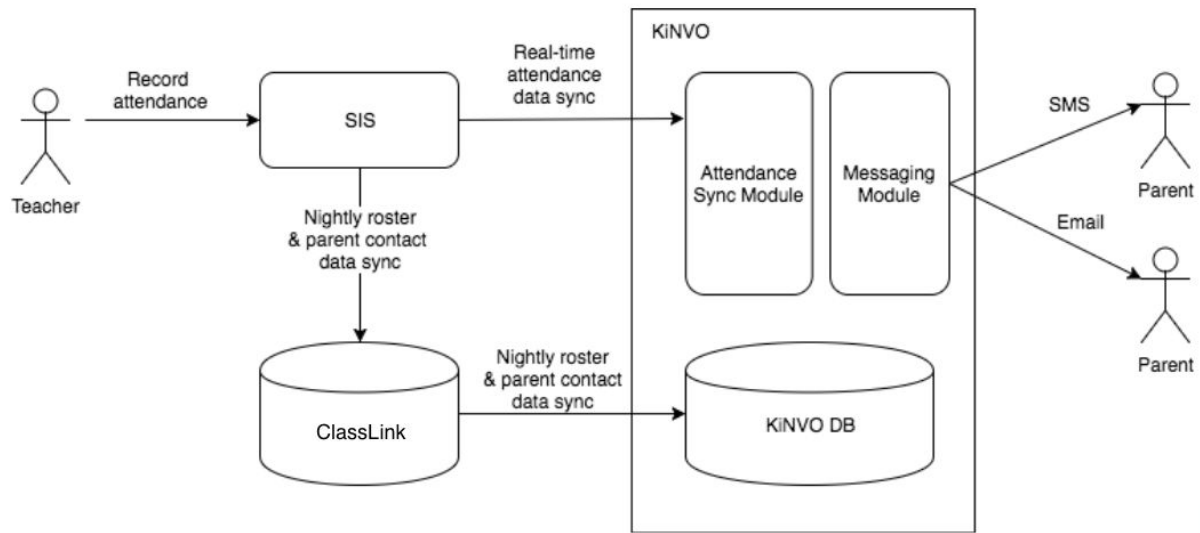
The intervals by which data is transferred from the SIS to KiNVO is flexible. For example, a district can transfer the data in ten minute intervals, 60 minute intervals, twice a day, or once per day. The interval selected by the district dictates the frequency by which KiNVO can trigger attendance notifications to parent contacts.

Kinvolved's "Attendance Sync Module" honors three basic approaches. The desired approach can be adjusted based on the capabilities of the SIS used by the School or District.

1. Scheduled export from the SIS: The SIS exports attendance records to a csv file, and KiNVO checks for the updated files which are then downloaded into KiNVO. The files contains only the new records for each period.
2. Scheduled API call from KiNVO to the SIS: This is where the SIS has an API that provides access to attendance data. KiNVO makes an API call to pull back records.
3. SIS pushes to KiNVO: The SIS either pushes new attendance records to KiNVO via an API call, or makes an API call notifying KiNVO that there are new records to pick up.

We aim to receive incremental results so that the same attendance records do not appear multiple times. However, depending on how the queries are constructed, having some overlap between files or API responses may be necessary to ensure that we never miss records.

Kinvolved works with the District to agree upon a solution that provides the best outcome from a feature perspective with minimum impact on the SIS.



2A. ITCCS Student Data

Attendance Accounting

Attendance Record Matching

KiNVO handles various attendance files, dependent upon district preference, including:

- Daily attendance
- Period attendance
- Chronic absenteeism rates
- Attendance tier
- Reasons for absenteeism at daily or period level
- Minutes of lost instructional time (tardiness)
- Any customized attendance data point the district wishes to communicate with a parent contact

Below are the required columns needed to map attendance to a student's course rotation:

- Student ID
- Student Name
- School Name
- School ID
- Section ID
- Section Name
- Attendance Date
- Attendance Code
- Excused/Unexcused Status

- Modification Timestamp

Below are the required columns to integrate daily attendance in KiNVO:

- Student ID
- Student First Name
- Student Last Name
- School
- Date of Attendance Event
- Attendance Status (i.e.: Absent, Excused Absent)
- Modification Timestamp

Below are columns that are optional but are helpful for some districts:

- Days of Enrollment/Membership
- Days Present
- Average Daily Attendance

File Format Specifications:

- Share in .csv format
- Escape columns with quotations {“ ”} if possible

Student Demographics

KiNVO requires a nightly update for student rostering and demographics. We can retrieve student and course rosters/schedules via ClassLink.

Student demographics (Additional fields can be custom added, but below are the minimum requirements.)

- Student first name
- Student middle name (optional)
- Student last name
- Student ID
- Student school name
- Course name
- Course ID
- Course schedule (customizable by schedule rotation)

School Structure Data

- School structure tells us what courses students are enrolled in so that admin and teachers are communicating with only their students.
- Shared via Middleware or OneRoster API format
- Specified file exports are available in lieu of Middleware/OneRoster

Parent Demographics

KiNVO requires a nightly update for parent contact information. We can retrieve this via an API if the SIS supports it, or we can pick up a scheduled file export. We can handle CSV files, JSON, XML, or another proposed format that is convenient for the District.

(ClassLink or One Roster support provision of contact information. However, in the event that a School or District has not shared contact information via ClassLink or One Roster Kinvoled can import data into KiNVO through other means.)

Below are the minimum requirements needed to fully populate KiNVO with your parent contact data:

- Student Identifier (same as in attendance file)
- Adult Identifier
- Adult First Name
- Adult Last Name
- Guardian Flag (if applicable)
- Relationship to student
- Cell Phone
- Email Address
- Language Preference
 - If there are multiple locations where language preference is indicated for a student or parent, please share all language fields

2B. Ability to provide various reports for social workers, counselors, principals and district administration including documentation of interventions

Kinvoled has robust experience supporting social workers, counselors, principals, and district administration with attendance improvement and family engagement strategies. KiNVO, our web and mobile application, provides a plethora of helpful reports, features, and intervention automations for social workers, counselors, principals, and district administration including documentation of interventions.

Attendance data is imported from ITCCS so that interventions are automatically documented. For example, social workers, counselors, and principals can perform the following functions and will automatically have reports and documentation to support their intervention:

- Send a two-way text message or email with a **digital initial warning letter** in 80+ languages to families of students who have accumulated a third unexcused absence in a four week period
 - Ector County users will have a documented record of this message with the name of the staff member who sent the message, parent recipient,

date/time of message sent, date/time when parent clicked on the link with the initial warning letter attached. The two-way text message or email conversation is also archived and can be printed for official documentation. Further, if the phone number or email is invalid, turned off, etc., KiNVO will flag this inaccuracy.

- Send a two-way text message or email in 80+ languages to families of students with **any number of unexcused absences** in an effort to receive documentation of absences.
 - Ector County users will be able to filter their student rosters to quickly access students with a total number of absences, excused absences, unexcused absences, consecutive absences, or percentage present. Attendance data is available at the daily or period level. From this web page, users can send a two-way text message with templates that include the desired data (i.e., total number of unexcused absences) with a call to action to submit required documentation.
- Send a two-way text message or email in 80+ languages to families of students who have achieved **100% attendance** for a specific time period.
 - Ector County users will also be able to positively reinforce behavior by sending two-way celebratory text messages to families of students with healthy attendance. Current KiNVO district partners utilize this feature to send parents digital attendance certificates to recognize exceptional attendance.

Reports on interventions include student and parent/guardian outreach and communication records and notes on additional interventions provided to students.

Attendance reports include:

- School attendance rate
- Attendance rates by student and course
- List of students absent by day/course
- Student average daily attendance by day
- Absenteeism dates/reasons by student
- List of courses missing attendance data from ITCCS
- Staff member utilization of attendance recording from ITCCS
- Students' average attendance tier
- Summary of students' late attendance records
- Students' late attendance records by period
- Student attendance records by day/course
- Students with 100% attendance
- Students' daily attendance rate by marking period

Communication reports include:

- School-wide level of communication with parents, students
- Staff member communication rate of sending text messages to parents, students
- Parent, student communication rate of receiving and replying to text messages
- Messages sent/received to students' parent, student by staff member per day
- Log of failed messages to parent contacts
- List of parents (and phone numbers) who opted out of KiNVO text messages

- List of parents (and phone numbers) who opted out of KiNVO autocalls
- Inappropriate content of parent, student messages
- Updated parent, student contact phone numbers
- Teacher messages per topic
- PDF open rate
- Content of direct-to-student messages

KiNVO offers the ability for educators, support staff, and administrators to record notes on interventions, student progress, and more. Support staff and administrators may access notes via the student profile or through an export by student or school.


RECORD A NOTE ABOUT DOROTHY ABERNATHY

What is this note about?

✓

Attendance

Behavior (positive)

Behavior (challenging)

Grades

Homework

Bullying

Family/home situation

Health

Left voicemail for parent

Parent meeting

Phone call with parent

Other

Save

NOTE HISTORY

Export Notes

Miriam Altman

03/02/21 9:48 AM

Actions

Homework

Struggling with phonics

Ruth Frias, Science Teacher

11/03/20 9:15 AM

Attendance

Student was absent to class because of wifi connection issues.

Miriam Altman

09/11/20 1:42 PM

Actions

Parent meeting

I had a Zoom call with Dorothy's family. We had a positive chat about back to school!

Ruth Frias, Science Teacher

08/28/20 12:38 PM

Other

called twice and parent has not returned by call as of 2:00pm 8.28.2020

Attendance Postcards and Letters

Parent contacts may receive digital attendance postcards and letters from KiNVO.

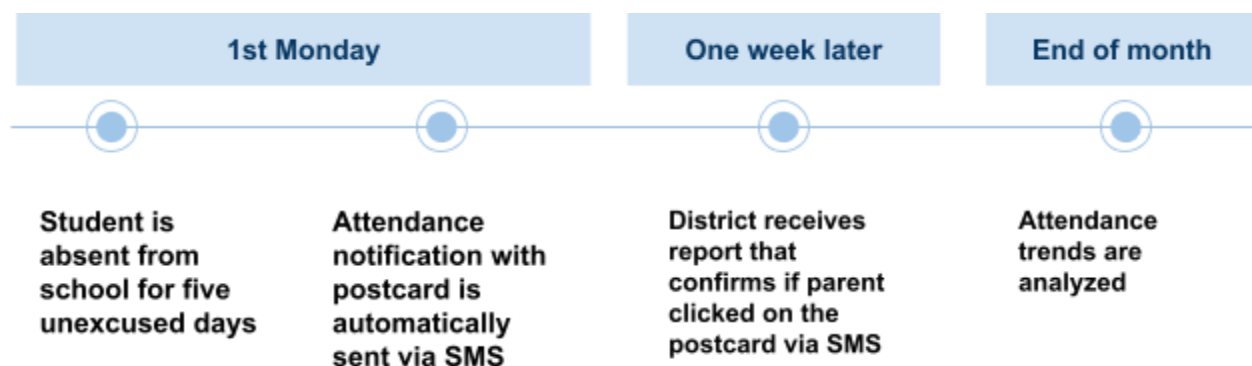
Postcards and letters can be sent at the classroom, school, or district office level depending on the operational workflow of the district. These documents are customized by the school or district. Customization elements are listed below.

Postcards and letters are documented within the KiNVO system so the district can have a record of when the parent contact was sent the postcard or letter and when the parent contact digitally opened the postcard or letter. Parents receive the postcard or letter via text message or email. The postcard or letter is available via a clickable URL. KiNVO tracks URL click rates so that districts are aware of which families successfully opened the postcard or letter.

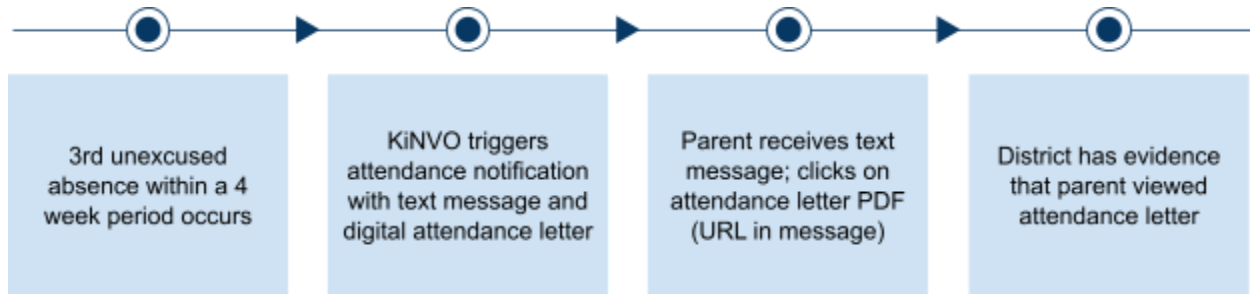
Attendance postcards and letters can be sent to families at different frequencies dependent on the district's attendance policy and operations.

- Automated by Kinvoled for the district or school:** Kinvoled will work with district central office leaders to create automated, district-wide attendance notifications. Parents will receive a text message or email with the desired attachment, a postcard or letter. The district will receive confirmation that the attendance notification was dispatched. The district will also receive confirmation of parents who clicked on the attachment. Further, Kinvoled will provide data analysis on attendance trends based on the automated attendance notification. Should the district choose to dispatch messages at the school level, a similar structure can be set up school-by-school.
 - Example: Parents will receive the official district attendance warning letter. An attendance notification must be sent on the first Monday of every month to families of students who have accumulated five or more unexcused absences.
 - Example: Parents will receive the KiNVO attendance postcard. On a weekly basis, parents will be notified of the total number of excused and unexcused absences accumulated, year-to-date via the attendance postcard.
- Manually triggered by the district or school:** Should the district prefer attendance notifications to be sent manually, the district or school administrator can log in to KiNVO, filter for the appropriate attendance threshold and manually trigger attendance notifications with the postcard or letter attached.

POSTCARD: 1st example of automated attendance notification workflow

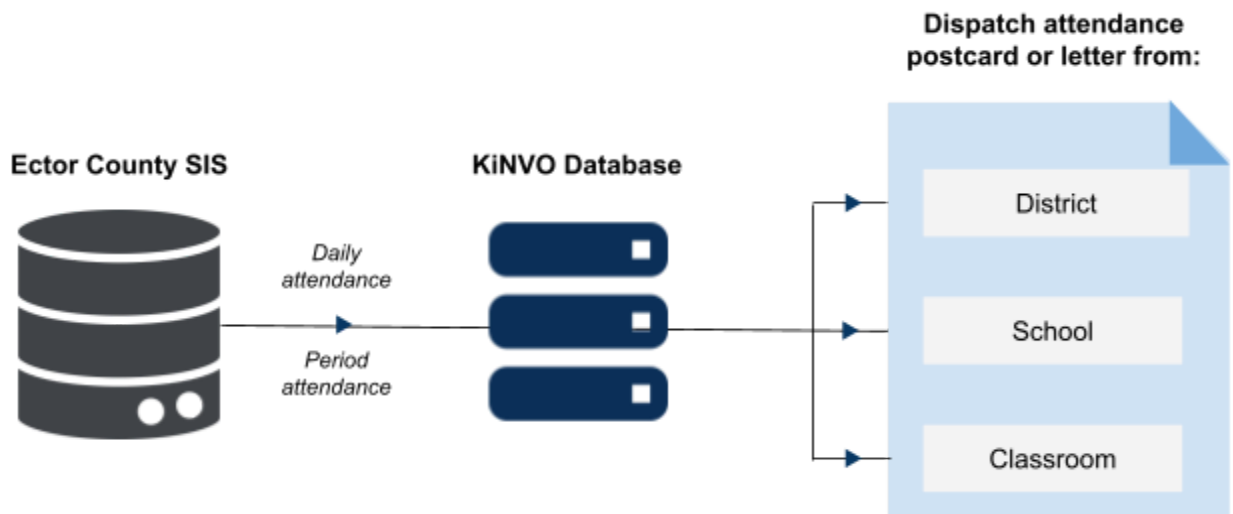


LETTER: 2nd example of automated attendance notification workflow



Attendance postcards and letters can be sent to families at various levels dependent on the district's attendance policy and operations.

- District/Central Office:** Attendance letters and postcards can be sent to families from a central account. Kinvoled staff would work directly with a primary point of contact to schedule attendance postcards and letters based on a specific schedule (i.e., the first monday of each month) and to students' families based on attendance thresholds (i.e., if a student misses five days of school, unexcused absences).
- School:** Attendance letters and postcards can be sent to families from a school-level account such as the guidance counselor or principal. Similar to district/central office operations, rules can be implemented to send information to families on a school-by-school basis.
- Classroom:** For instances when it is appropriate for teachers to communicate daily attendance, KiNVO offers the ability for teachers to send attendance postcards directly to families. This version of the postcard includes the ability for teachers to include lessons missed.



Regardless of the communication path, school and district users can:

- Instantly identify which parent phone numbers or email addresses are invalid.
- Download a report to identify which families clicked on the PDF of the postcard or letter.
- Download a transcription record for evidence of communicating attendance data with the parent.

Attendance Postcards

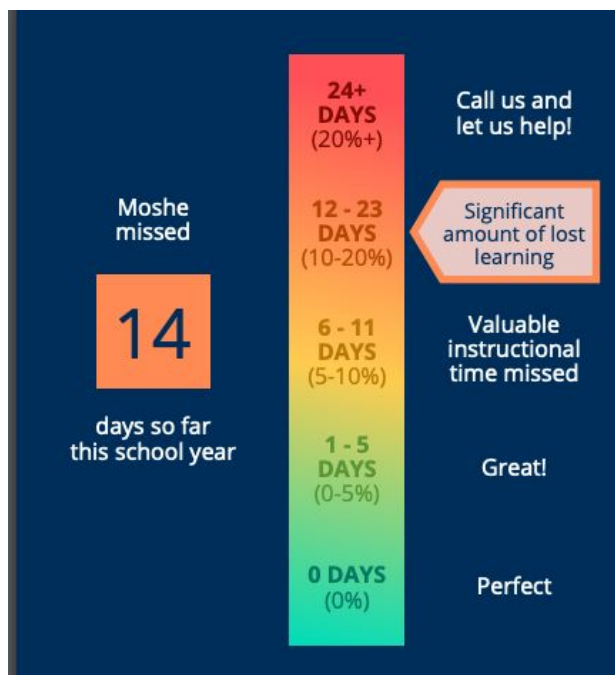
Attendance postcards are rooted in research and are shown to:

- Reduce chronic absence by 8% or more⁵
- Reduce physical letter mailing costs by 60–75%
- Save time compared to mailing physical letters

Postcard customization elements include:

- Ability to be sent as a one-way message (no parent reply)
- Ability to be sent as a two-way message (a parent can reply)
- Total number of days absent per year based on daily attendance
- Chronic absenteeism scale days and percentages to align with the district and state standards
- Content on right hand side of the postcard
- Lessons missed due to absenteeism (classroom-level only)
- School or district main office phone number or contact information
- Colors, font to be in alignment with district branding
- District logo

⁵ Based on a 2018-19 study of postcards sent by physical mail; a current study tests the efficacy of KiNVO's digital postcards, which are expected to have a higher deliverability rate and more instant response.
https://provingground.cepr.harvard.edu/files/provingground/files/proving_ground_postcard_guide_march2020.pdf



powered by

Attendance Overview

Dummy District
Attendance matters
KB Design

Moshe Abbott missed **14** school days this year.

The classroom is the best place to learn. We look forward to seeing Moshe in school.

MAIN OFFICE PHONE:
We need your help to ensure your child is participating in school. Please let us know how we can help.

Created by Kinvoled™. Learn more at www.kinvoled.com.



powered by

WEEK OF AUGUST 3

School days missed this week: 2

Deondre VonRueden missed lessons about _____

in class on Monday and Tuesday. The classroom is the best place to learn these lessons. I look forward to seeing Deondre in school.

MAIN OFFICE PHONE: (566) 784-20-04
We need your help to ensure your child is participating in school. Please let us know how we can help.

Created by Kinvoled™. Learn more at www.kinvoled.com.

We know that families play a critical role in attendance improvement. However, research shows that parents might not always understand the connection between attendance and achievement. Research has also found that parents do not always understand what constitutes 'good' attendance. For example, a parent might think that 90% average daily attendance is satisfactory, while that means, in fact, that the student is chronically absent. Further, families report that their child's school does not always communicate with them that their child is absent.⁶ KiNVO's attendance postcard both contextualizes information for families and ensures they receive this information in the palm of their hand via a text message or email.

Attendance Letters

Nudge letters are sent to families throughout the school year to provide updates on a child's attendance. Letters are traditionally sent to a subset of students who have reached a certain threshold of absenteeism, such as five (5) days of unexcused absence.

While we provide the standard letter, as detailed below, these letters are typically informative, rather than empathetic. Kinvoled proposes to innovate on traditional letter-sending and content practices to drive higher rates of attendance improvement. First, though, we must understand the current academic and political landscape. We must also understand district-level and parent-level pain points as related to letters and attendance improvement in general.

Letter customization elements include:

- Attendance data as required by the district (i.e., total number of days unexcused absences)
- Two versions: Standard letter or behavioral modification scale
- School name
- Parent(s) name
- Student name
- Principal name/eSignature (if applicable)
- Staff member to contact
- Customized body of letter

⁶ <http://www.attendanceworks.org/parents-really-feel-attendance/>

KINVO

Home

Logout

Dashboard

ATTENDANCE

MESSAGING

DIRECTORIES

DATA CENTER

COACHING

MANAGE ACCOUNT

Record Attendance

Course Attendance

Kinbox

Send Messages

Access Templates

Students

Parents

Courses

Download Reports

Dashboard

Planner

Tracker

Settings

Logout

Home • Coaching

Letter Templates

Attendance Discipline Notice

Actions

Save

Status: New

View History

SCHOOL NAME

To the Parent/Guardian of: Select Student(s)

Address:

School Name has reviewed the attendance record of Student Name

This record of days of consecutive unexcused absences has demonstrated the intention of

Student Name not to continue his/her education. Student Name

is over 17 years of age and beyond the compulsory age for school attendance.

If we do not hear from you within ten days, Student Name will be removed

from the roll of School Name

If Student Name wishes to return to school until age 21 and resume his/her studies,

please contact Select Saff Member at (Telephone Number) and arrange

for a re-enrollment interview.

Sincerely,

(Principal's Signature)

Customized call to action

Courses

DATA CENTER

Download Reports

COACHING

Dashboard

Planner

Tracker

MANAGE ACCOUNT

Settings

Logout

To the Parent/Guardian of:

Address:

Dima Adi

456A East Val Vista Priest

Philadelphia, PA 78657

Philadelphia High School has reviewed the attendance record of Dima Adi.

This record of 21 days of consecutive unexcused absences has demonstrated the intention of Dima Adi not to continue his/her education. Dima Adi is over 17 years of age and beyond the compulsory age for school attendance. If we do not hear from you within ten days, Dima Adi will be removed from the roll of Philadelphia High School

If Dima Adi wishes to return to school until age 21 at Robert Hines at 443-123-4567 and arrange for a re-en

This part of the template is read-only. Please contact your admin to make changes.

Sincerely,

Adam Smith

(Principal's Signature)

Version 1 (Standard)

Attendance Insights and Templated Communication

KiNVO's streamlined integration with the district's SIS makes it easy for campus leaders to access easy-to-understand attendance trends via KiNVO's Attendance Insights page. From this page, users can filter attendance data by:

- Daily attendance
- Period attendance
- Consecutive absences
- Total number of absences
- Total number of unexcused absences
- Total number of excused absences
- Percentage present
- Attendance tier
- Custom date ranges or pre-set week, month, term, year

Based on the desired attendance data set, users can then trigger a message to parents of five days of absence (Unexcused/Excused) over the past four weeks, for example.

Here is the attendance insights page where a user can filter the page by the thresholds listed above. The user can then send a message to the desired families, based on the selected attendance criteria.

rch by student name...	By Grade Level ▼	By Tier Level ▼	By All Absence: ▼	By Excused ▼	By Unexcused ▼	By Rate ▼
Name	Grade	Tier	All Absences	Excused	Unexcused	% Days Present
Renner, Lucienne	10th	Tier 3	5	0	5	29%
Kutch, Jude	12th	Tier 3	4	0	4	43%
Fadel, Madge	12th	Tier 3	4	0	4	33%
Smith, Dorothy	11th	Tier 3	4	0	4	43%
Kassulke, Maurice	11th	Tier 3	4	0	4	33%
Witting, Nathaniel	12th	Tier 3	3	0	3	57%
Glocker, Roger	11th	Tier 3	3	0	3	63%
Weeper, Abdullah	12th	Tier 2	3	0	3	57%
Hettinger, Annabelle	12th	Tier 3	3	0	3	57%
Bode, Douglas	10th	Tier 3	3	0	3	57%

Here is an example when this page is filtered by Tier 2 and the user included a templated message that KiNVO provided. All messages are personalized with the student's first name via the {{student}} template tag.

Send Attendance Message to Parents Attendance date range: Mar 1-5, 2021

WHO WILL GET THIS MESSAGE

55 contacts of students matching attendance criteria you selected.
Filter criteria: Period Attendance Tier: 2

MESSAGE TEXT **Individualized: Tier 2 Outreach**

Hello! We'd love to schedule a meeting to discuss how our school counselor can support {{student}}. We noticed that {{student}} has missed 10 or more days of school. We'd like to work together with you to help {{student}}. Please write back to schedule a Zoom or phone call.

6 characters remaining

Send

Name	Grade	Tier	Days Present	Actions
Hessel, Carmine	11th	Tier 2	3	57%
Wehner, Valentine	11th	Tier 2	3	57%
Beer, Armani	11th	Tier 2	3	57%

Here is an example when this page is filtered by students who have missed four days of school and the user included a templated message that KiNVO provided. The user attached an attendance letter to the message. Parents receive the letter via a clickable URL.

Send Attendance Message to Parents Attendance date range: Aug 2, 2020 - Mar 2, 2021

WHO WILL GET THIS MESSAGE

20 contacts of students matching attendance criteria you selected.
Attendance criteria: Absences: =4

MESSAGE TEXT **Attendance Postcard**

Hello. We wanted to keep you informed about {{student}}'s attendance. {{Student}} has been marked absent for {{total_absences}} days. A letter is attached to this message. Please write back with questions or concerns.

63 characters remaining

Send

Name	Grade	Tier	Days Present	Actions
Bartoletti, Oma	12th	Tier 1a	4	97%
Bernier, Creola	12th	Tier 1a	4	97%
Dach, Rusty	10th	Tier 1a	4	97%
Gleason, Camilla	12th	Tier 1a	4	97%
Hane, Sam	10th	Tier 1a	4	97%

Attendance auto notices about daily and/or period attendance

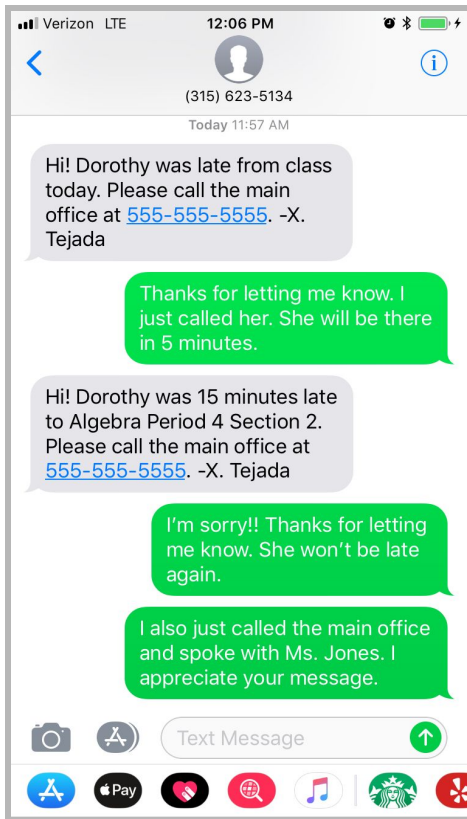
Parent contacts may receive real-time or digest, translated attendance alerts about their student's absenteeism or lateness via text message, email, or autocall notification. Messages can be about daily and/or period absences. Further, messages can also be about tardiness or year-to-date present percentage. Translations span more than 80 languages. Upon a parent reply, messages are translated back into English.

The school or district can customize the cadence of triggered attendance alerts. For example, you may customize the timing of the attendance alert to send messages at 12:00 p.m. and 4:00 p.m.; alternatively, districts or schools can send messages at the end of every period. Districts also have the option to send a digest of attendance behavior at the end of the day.

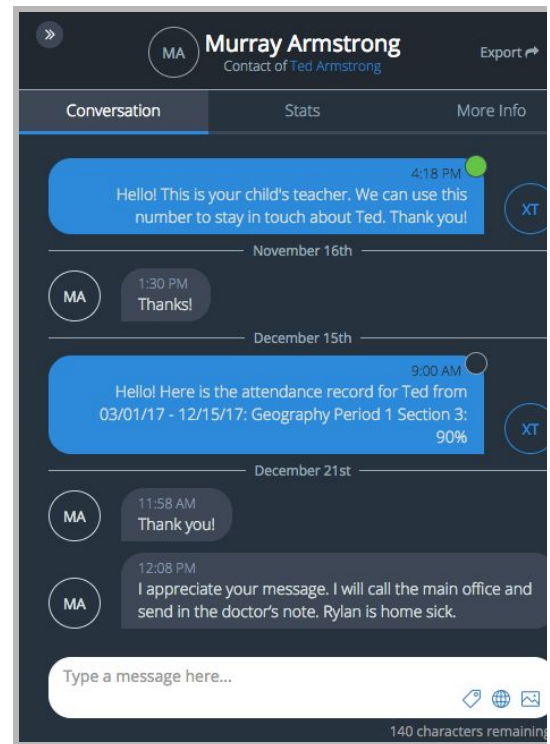
Parents are never required to log into a portal. They receive direct communications via their mode of preference. Faculty use the app, which ensures security of communications and privacy of faculty personal phone numbers.

Features:

- Trigger attendance alerts, including absent and late messages, through the main attendance administrator (versus individual teacher accounts)
- Assign an attendance administrator, via the School Settings page, who can:
 - Access the "Attendance Messages" tab in his/her Kinbox
 - Create the school's custom Absent Template and Late Template
 - Review all replies about absenteeism/lateness



Parent view of attendance alert



Administrator's view of attendance alert within the KiNVO app

Attendance messages by tier

KiNVO offers the ability to send messages to parents of students by a specific attendance tier. For example, a message can be sent to parents of students who are moderately chronically absent, Tier 2.

TO PARENTS:

All Parents  

Type here...

 Upload

38 recipients total 

Filter by daily attendance tier:

Filter by period attendance tier:

2  (Moderate chronic absence, 10-19.9%)

- Select Tier -

This message will be sent to all parent contacts of students whose average rate of daily absenteeism across all courses is 10-19.9%.

Topic:

Needs improvement

Template:

Tier 2 Intervention Message

Message:

Hello! We'd love to schedule a meeting to discuss how our school counselor can support {{student}}. We noticed that {{student}} is chronically absent, which means {{student}} has missed 10 or more days of school. Please call 555-555-5555 to schedule a check in meeting.

11 characters remaining

 Send

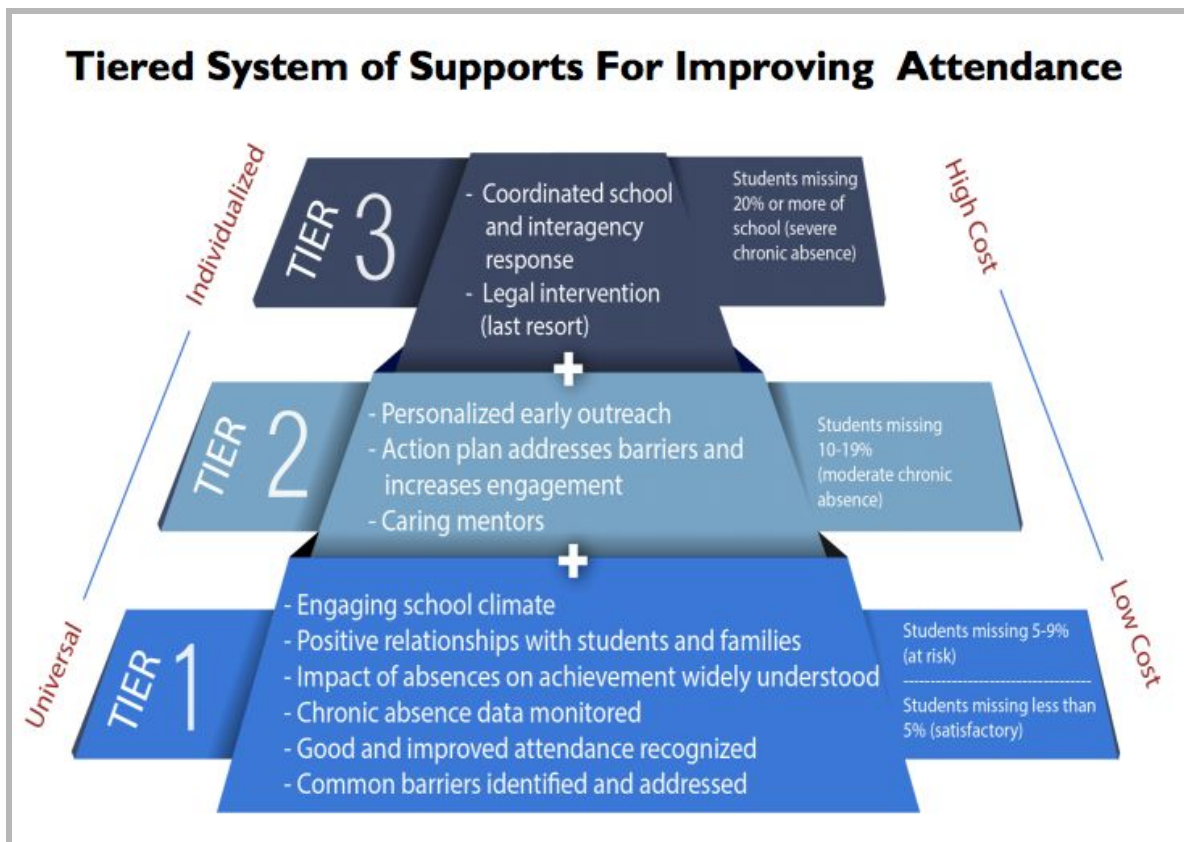
 Schedule

 Save For Later

 Create group

Alignment with MTSS/PBIS

KiNVO is aligned with Attendance Works' Tiered System of Supports for Improving Attendance. Based on their three tiered model, KiNVO enables attendance communication interventions dependent on the outreach strategy required for student support. In alignment with the Culturally Responsive-Sustaining Education (CRSE) framework and Social Emotional Learning (SEL), we ensure that school leaders and educators leverage KiNVO, our two-way engagement and communication software, to build relationships with students and families. It is within this positive relationship framework that students experience academic success.

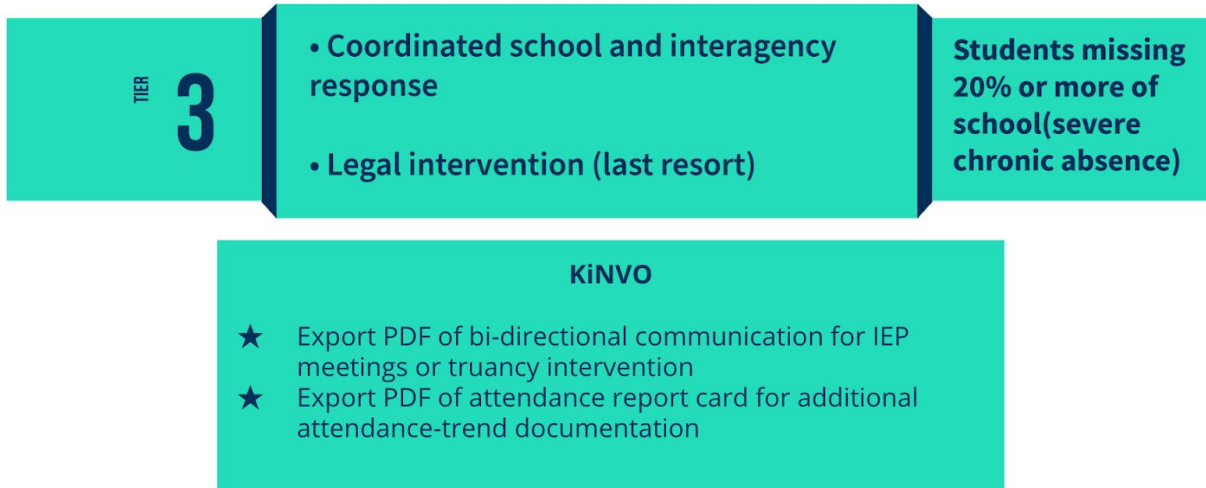


Used with the permission of Attendance Works

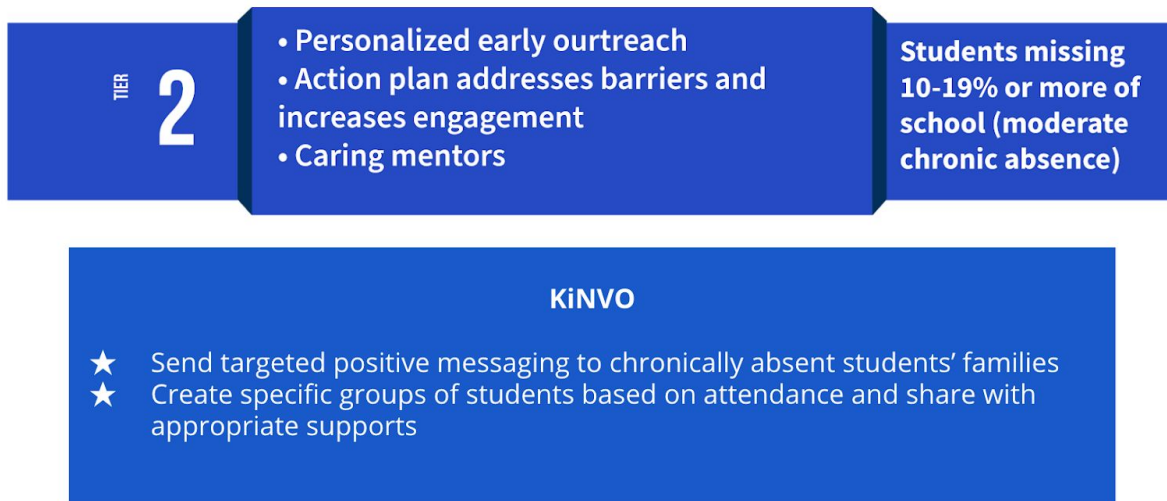
Below are KiNVO-aligned tiered strategies.



TIER III INTERVENTIONS AND EXAMPLES

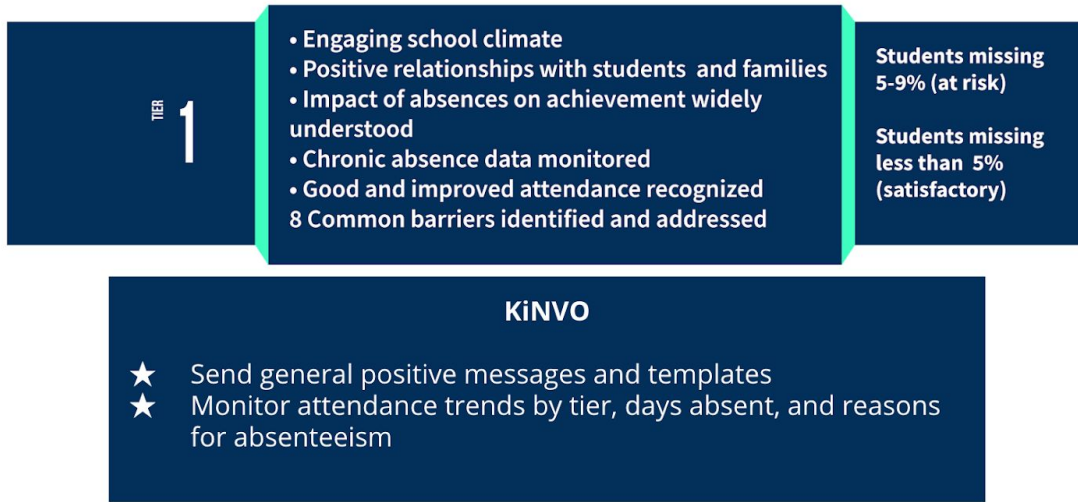


TIER II INTERVENTIONS AND EXAMPLES





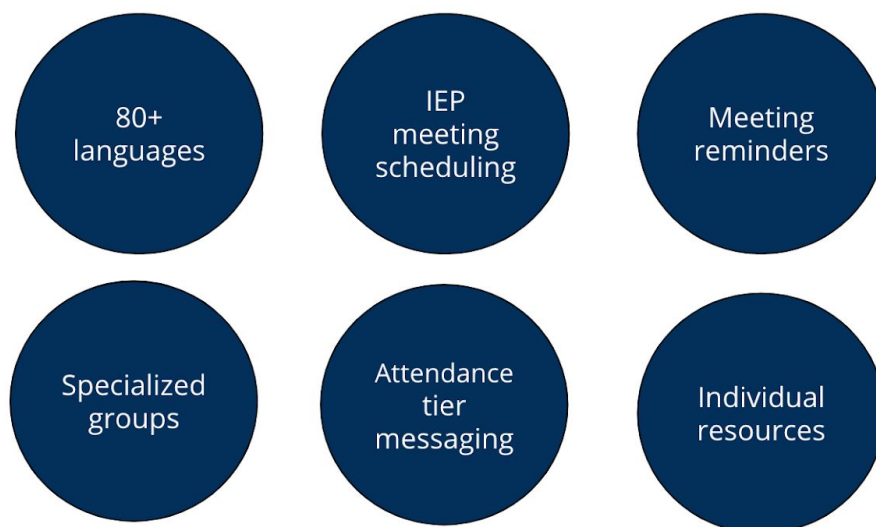
TIER I INTERVENTIONS AND EXAMPLES



Additionally, we coach mental health professionals, counselors, and social workers to use KiNVO to engage in positive, documented communications with families.



COMMUNICATION AND KiNVO FOR MENTAL HEALTH PROVIDERS





IEPs & KiNVO

- Schedule IEP meeting reminders.
- Print a record of all outreach and bi-directional communication.
- Utilize student attendance data to monitor behavior correlations.



The screenshot displays two components of the KiNVO interface. The top component is a modal dialog titled "Schedule a message once or as recurring". It features two radio buttons: "Once" (selected) and "Recurring". Below the buttons, it prompts the user to "Select the date and time for when you would like to schedule the message." The date is set to "03/16/2020" and the time to "11:50am". A "Save" button is located at the bottom right of the dialog. The bottom component is a message composition area labeled "Message:". It contains a pre-filled message: "Hello! {{student}}'s IEP meeting is scheduled for March 21, 2020 at 10:00 a.m. Please let me know if you have any questions, and I look forward to our meeting! Have a great day!". A character count indicates "103 characters remaining". At the bottom of the message area are icons for text formatting (bold, italic, link, unlink, list, indent, outdent) and a "Send" button.

Examples of supplementary Professional Learning services include:

- **Building Positive Relationships to Elevate Academic Success:** Educators and administrators will learn how to exercise the five to one ratio to build and maintain positive relationships with students and families. The five to one ratio means that for every one challenging/negative interaction, educators and administrators must exercise five positive interactions with students and families to foster a healthy relationship. With KiNVO, our web and mobile application, we will train attendees on how to use our templates and write personalized, positive messages to maintain this ratio. Please review the Kininvolved training material for this session [here](#).
- **Elevating K-12 Attendance with Positive and Inclusive Communication:** In order to ensure students experience academic success, they must attend school all day, every day. Educators and administrators will learn how to monitor attendance trends using KiNVO, our web and mobile application. With consistent and diligent attendance tracking and management practices, our community is aware of chronic absenteeism trends and can proactively engage students in more strategic capacities. Tiered attendance strategies are reviewed, such as digital home visits to support Tier 3, chronically absent students. We encourage session participants to consider the role data plays in knowing their students as individuals and using this information to inform teaching and learning. Please review the Kininvolved training material for this session [here](#).

PDFs of Conversations

KiNVO securely archives all conversations digitally and provides administrative oversight to review in the original language, and full English translation.

Access the digital archive and download PDF transcripts of all conversations district-wide whenever needed.

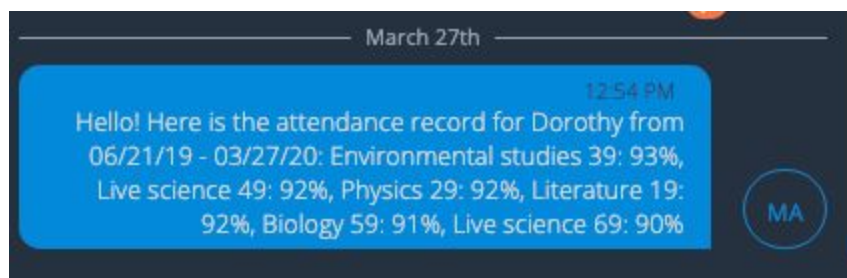
Notes

Easily add notes to the record of any student so that educators, administrators, counselors, and all support staff can stay up-to-date with student and family updates.

Attendance term-to-date update

Administrators can easily send parents a term-to-date attendance update. KiNVO automatically generates attendance records via percent of days present so that parents can see their student's attendance in sequential format from highest rate of attendance to lowest.

The screenshot shows the KiNVO interface for sending a message. At the top, there are two dropdown menus: 'Topic' set to 'Uncategorized' and 'Template' set to 'KiNVO's term-to-date attendance update'. Below these is a 'Message:' section with a text area containing a template message: 'Hello! Here is the attendance record for {{student}} from {{term_start_date}} - {{current_date}}: {{courses_with_percent_present}}'. To the right of the text area are three buttons: 'Schedule', 'Save For Later', and 'Create group'. Below the text area, it says '150 characters remaining'. At the bottom of the message area are icons for adding text, images, files, and voice, along with a 'Send' button.



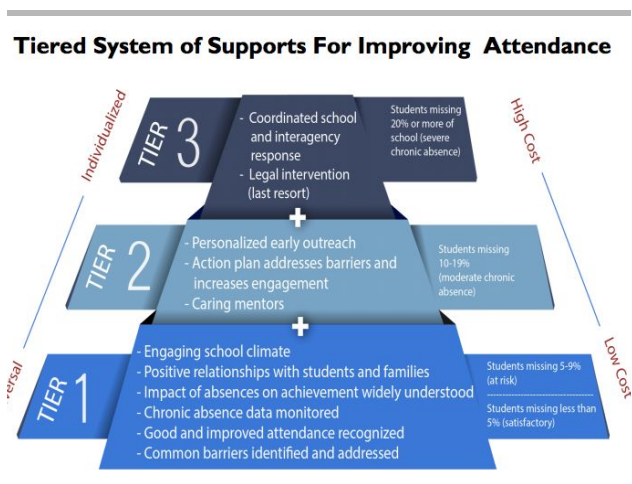
Early identification of students at risk for chronic absenteeism

Allows teachers and administrators to glean deeper insight into student attendance data. Users can view a pyramid on the main dashboard of their web application, then hover over a tier level to determine the percentage of students categorized in each tier. Users can identify a student's aggregate tier across all courses as well as the student's course-specific tier. Users can then form interventions based on the student's tier.

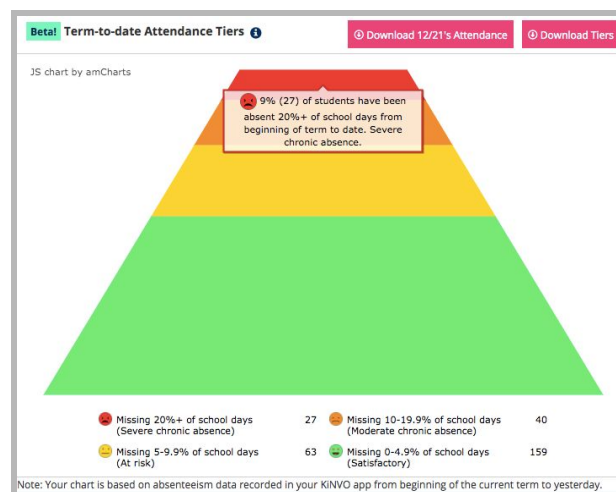
- Tier 1a = Satisfactory (0-5% absenteeism)
- Tier 1b = At-risk (5-9.9%)
- Tier 2 = Chronic absenteeism (10-19.9%)
- Tier 3 = Severe chronic absenteeism (>20%)

Features:

- View school-wide attendance trends
- Download reports to showcase student trends
- View a student's attendance tier by course
- View a student's average attendance tier
- Inform interventions based on a student's tier



Used with the permission of Attendance Works



KiNVO's Attendance Tiered Model via the Dashboard

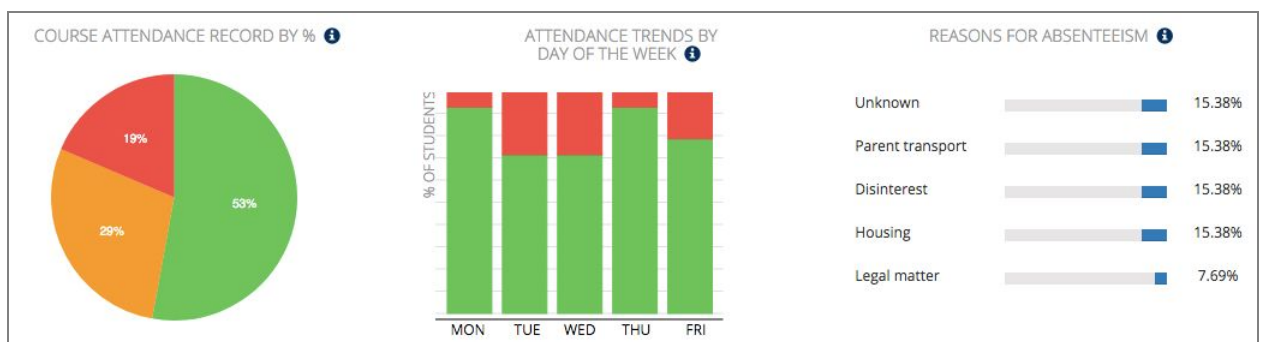
A view of a student's tier at the course level.

ATTENDANCE BY DAY							
Export Report Card (PDF) Beta! Export Attendance Data (CSV) View by %							
	Period 1 ⓘ	Period 2 ⓘ	Period 3 ⓘ	Period 4 ⓘ	Absent	Present	Present But Late
F, 12-01-17	Absent	Present	Present	Present	1/4	3/4	0/3
M, 12-04-17	Present	Present	Present	Late	0/4	4/4	1/4
T, 12-05-17	Present	Late	Present	Present	0/4	4/4	1/4
W, 12-06-17	Absent/Excused	Late	Present	Late	1/4	3/4	2/3
R, 12-07-17	Present	Late	Present	Late	0/4	4/4	2/4
F, 12-08-17	Present	Present	Present	Present	0/4	4/4	0/4
M, 12-11-17	Present	Present	Present	Present	0/4	4/4	0/4
T, 12-12-17	Late	Present	Late	Present	0/4	4/4	2/4
W, 12-13-17	Present	Present	Late	Absent	1/4	3/4	1/3
R, 12-14-17	Absent	Absent	Late	Present	2/4	2/4	1/2
F, 12-15-17	Late	Late	Present	Absent	1/4	3/4	2/3

Student attendance trends by period and day via the Student Profile.

ATTENDANCE BY DAY							
Export Report Card (PDF) Beta! Export Attendance Data (CSV) View by ratio							
	Period 1 ⓘ	Period 2 ⓘ	Period 3 ⓘ	Period 4 ⓘ	Absent	Present	Present But Late
M, 12-04-17	Present	Present	Present	Late	0%	100%	25%
T, 12-05-17	Present	Late	Present	Present	0%	100%	25%
W, 12-06-17	Absent/Excused	Late	Present	Late	25%	75%	67%
R, 12-07-17	Present	Late	Present	Late	0%	100%	50%
F, 12-08-17	Present	Present	Present	Present	0%	100%	0%
Absent	20%	0%	0%	0%			
Present	80%	100%	100%	100%			
Present But Late	0%	60%	0%	60%			

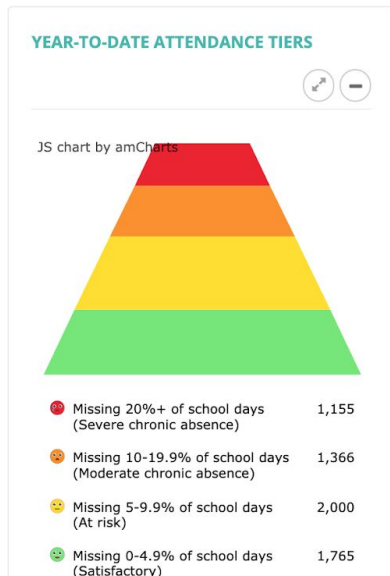
Student attendance trends by week and percentage via the Student Profile.



Class attendance trends by day of the week.

District-wide attendance trends

District leaders can view attendance trends by all schools in the district. A pyramid showcases the attendance tiers across all students enrolled in the district. Attendance statistics by school shows attendance by today, this week, year-to-date, and the attendance tier column displays percentage and number of students in each of the attendance tiers.

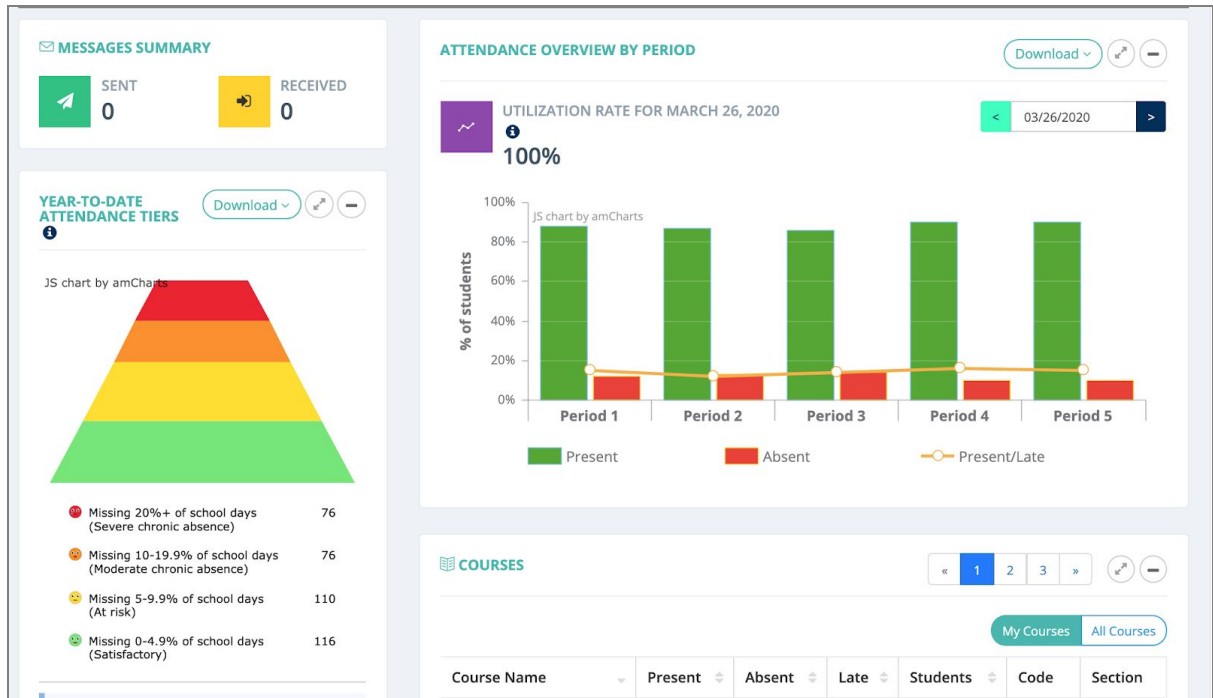


ATTENDANCE STATISTICS [Download](#)

SCHOOL NAME	TODAY	THIS WEEK	YEAR-TO-DATE	ATTENDANCE TIERS
High School	N/A	87.67%	89.76%	
Abraham Lincoln Elementary School	N/A	87.37%	87.88%	
Abraham Lincoln Middle School	N/A	87.49%	88.02%	
Art & Science Elementary School	N/A	89.46%	88.34%	
Art & Science Middle School	N/A	88.26%	88.1%	
Bluemeadow Elementary School	N/A	87.41%	88.1%	
Brighthurst Elementary School	N/A	89.62%	87.68%	
Brighthurst Middle School	N/A	87.97%	88.12%	
Brookville Elementary School	N/A	86.98%	88.31%	
Brookville High School	N/A	88.03%	88.15%	
Career Elementary School	N/A	87.59%	88.08%	
Career Middle School	N/A	87.51%	88.22%	

School-level attendance trends

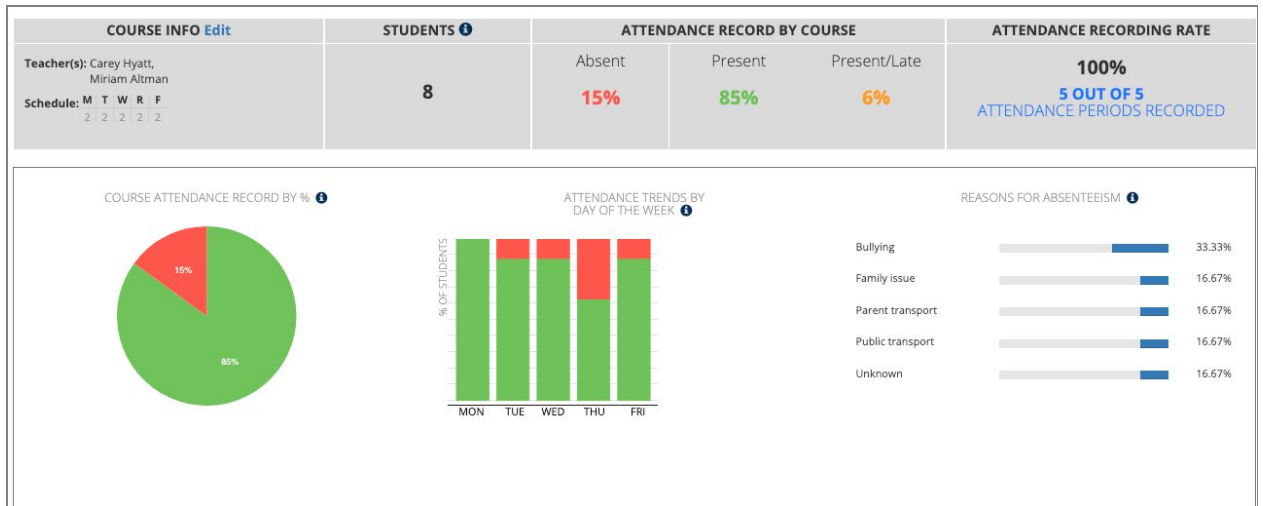
Administrators are able to view attendance trends school-wide via the pyramid and period-level rates should attendance be by period. Administrators can also filter all classes to show classes with highest rates of attendance, absenteeism, and tardiness.



Course Name	Present	Absent	Late	Students	Code	Section
Chemistry 7 Section 12	96%	4%	7%	14	CHE12	12
Physics 7 Section 1	95%	5%	19%	19	PHY1	1
Physics 8 Section 7	93%	7%	12%	14	PHY7	7
Advisory 8 Section 6	92%	8%	19%	13	ADV6	6
Advisory 7 Section 1	88%	12%	22%	13	ADV1	1
Geometry 7 Section 10	86%	14%	13%	14	GEO10	10
Mechanics 8 Section 5	84%	16%	19%	16	MEC5	5
Chemistry 8 Section 6	83%	17%	20%	15	CHE6	6

Class-level attendance analysis

Educators can view attendance trends by class level by day, week, month, year, and custom date range. Attendance is analyzed by day of the week so educators can see trends by day and by student.



[Send message](#)
[Mark all students present](#)

☐	1 STUDENT NAME 11	M 03/16 P2	T 03/17 P2	W 03/18 P2	R 03/19 P2	F 03/20 P2	TIER 1	% ABSENT 17	% PRESENT 11	% PRESENT BUT LATE 11
☐	Walsh, Clementine	P	A	A	A	A	●	80%	20%	0%
☐	Goldner, Frankie	P	P	P	A	P	☹	20%	80%	0%
☐	Sawayn, Greg	P/L	P	P	A	P	☹	20%	80%	25%
☐	Mante, Suellen	P	P	P	P	P	😊	0%	100%	0%
☐	Runolfsson, Henry	P	P	P	P	P	😊	0%	100%	0%
☐	Schaden, Elvin	P	P	P	P	P	😊	0%	100%	0%
☐	Steuber, Frankie	P	P	P	P	P	😊	0%	100%	0%
☐	Towne, Imogene	P	P/L	P	P	P	☹	0%	100%	20%

Class-level attendance communication

Teachers can filter the attendance page to show students with highest rates of absenteeism, tardiness, or percentage present. Teachers can select the desired group to send a message to parents based on attendance trends. For example, a teacher can filter to see which students had the highest rate of attendance (percentage present) and send a templated message to those parents.

							📩 Send message		📌 Mark all students present	
☐	📌 STUDENT NAME 📌	M 03/16	T 03/17	W 03/18	R 03/19	F 03/20	TIER 📌	% ABSENT 📌	% PRESENT 📌	% PRESENT BUT LATE 📌
		P2	P2	P2	P2	P2				
☒	Mante, Suellen	P	P	P	P	P	😊	0%	100%	0%
☒	Runolfsson, Henry	P	P	P	P	P	😊	0%	100%	0%
☒	Schaden, Elvin	P	P	P	P	P	😊	0%	100%	0%
☒	Steuber, Frankie	P	P	P	P	P	😊	0%	100%	0%
☐	Towne, Imogene	P	P/L	P	P	P	😬	0%	100%	20%
☐	Goldner, Frankie	P	P	P	A	P	😬	20%	80%	0%
☐	Sawayn, Greg	P/L	P	P	A	P	😬	20%	80%	25%
☐	Walsh, Clementine	P	A	A	A	A	😬	80%	20%	0%

Topic:

Positive

Template:

100% attendance template

Message:

Hi! {{student}} was present in my class every day this week. Love it!! Keep up the great work.

186 characters remaining

Send

Schedule

Save For Later

Create group

Filtering by attendance trends

Administrators and teachers can filter their entire school roster or individualized class rosters by various attendance thresholds. Fields that can be filtered include:

- Grade level
- Attendance tier
- Total number of absences
- Number of excused absences
- Number of unexcused absences
- Number of consecutive absences
- Percentage of days present

Upon filtering the desired fields, the user can send a message to the designated group or download the attendance report card.

Actions Reset All Filters									
☐	Name Search...	Grade All	Tier All	All Absences >1	Excused All	Unexcused All	Consecutive All	% Days Present All	Actions
☒	Abbott, Moshe	6th	Tier 1a	6	2	2	2	90%	
☐	Abernath, Dorothy	7th	Tier 1a	1	0	0	0	98%	
☐	Abernathy, Heloise	5th	Tier 1a	6	2	2	2	90%	
☐	Adams, Matilde	6th	Tier 1b	15	0	0	0	82%	
☐	Altenwerth, Chelsie	8th	Tier 3	25	2	2	2	75%	
☐	Altenwerth, Robert	7th	Tier 1a	1	0	0	0	98%	
☐	Alton, Anna	4th	Tier 1a	1	1	0	0	98%	

Showing 1 to 6 of 56 items

Jump to letter:

A

<

1

2

3

4

5

6

>

Literacy-level-appropriate Attendance Report Card

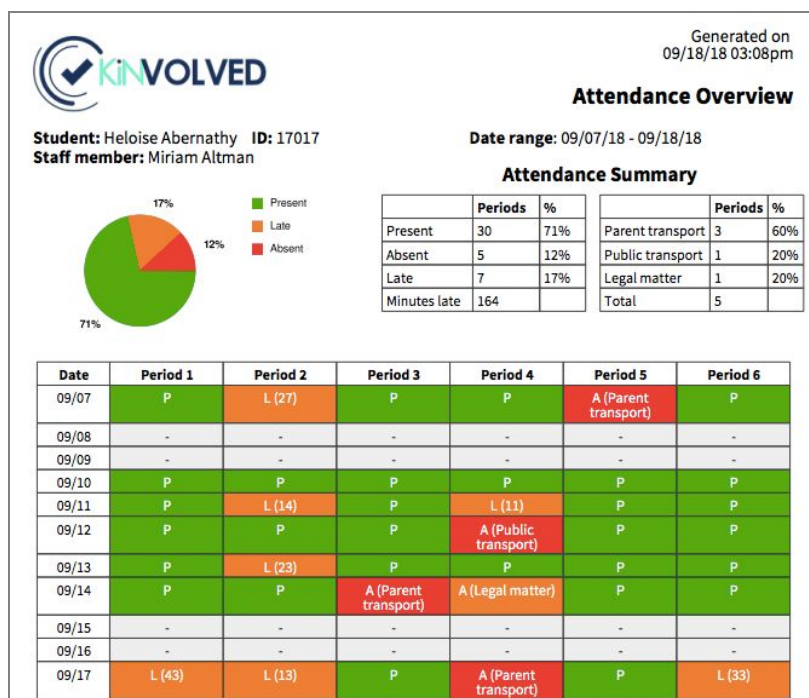
The Attendance Report Card is a great compliment to the standard academic report card. This easy-to-read PDF analyzes the percentage of days absent, outlines trends in reasons for absenteeism, and provides an easy-to-understand calendar view of attendance data. Many teachers and administrators use this feature to inform a discussion with parents around their child's attendance during parent-teacher conferences.

Research Basis

Nearly half of parents underestimate the importance of attendance.⁷ We help both schools and families understand the importance of attendance and give them the tools to improve it.

Features:

- Access PDF from Student Profile page
- Print, mail, and share PDF with parents



⁷ "New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences," U.S. Department of Education, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

Attendance Reports: Absenteeism, attendance tiers and trends

KiNVO offers a variety of downloadable reports to ensure educators, administrators, and district leaders have access to attendance and communication data. Kininvolved has designed reports to be data-literacy-friendly and ensure stakeholders can efficiently identify students at risk for chronic absenteeism. Reports are also designed to identify student, course-wide, and school-wide trends.

Features:

- Download reports to reflect customized date ranges
- Filter reports by course or view school-wide data

2C. Support for training, implementation and continued support

Overview of Kininvolved's Training

Kininvolved's professional development spans across all district stakeholder levels, including district leadership, school administrators, guidance, student services, educators, sports coaches, club leaders, and more. Kininvolved is committed to an efficient implementation plan, project management structure, and periodic reviews of the work.

Through our expert-led professional development sessions, we help districts build attendance teams, set SMART Goals, manage the implementation of new attendance policies, and leverage evidence-based, school-wide approaches to target Tier 1, 2, and 3 attendance tier activities. We know that change takes time and effort, particularly when it comes to attendance improvement and shifting from one-way communication to two-way family engagement. Kininvolved works with districts every step of the way to ensure recommendations are carefully implemented across all stakeholders. We monitor progress in implementation of new interventions and strategies, and provide partners with easy-to-understand reports.

We take a research-driven approach to professional development, helping schools and districts identify the underlying reasons for chronic absenteeism, as well as family and community disengagement, and implement realistic solutions. School systems that engage with our services experience positive shifts in attendance, engagement, and culture.

Examples of professional development include:

- District-wide seminars on research-based family engagement tactics and the latest ESSA-aligned evidence-based practices for leveraging parents as assets to improve attendance
- Strategic district- and school-level leadership coaching on building a culture of engagement and managing change at all levels

- Teacher and community school leader workshops that promote the importance of family engagement and offer low-cost methods to boost communication
- Workshops that train educators, counselors, or any relevant staff member on how to promote and encourage open-ended, two-way communication between school and home
- Attendance team development, meeting facilitation, and ongoing support for team members

Kinvolved's Training and Professional Development Methodology

Kinvolved's core competency is understanding the problems that schools and communities experience related to attendance and family engagement. Districts typically experience similar challenges related to implementing evidence-based interventions. We have also observed that when it comes to Tier I and Tier II attendance approaches, schools in the same district do not have: (1) a clear sense of the district's goal or vision for attendance improvement, (2) easily accessible ways to measure growth and progress toward the district's goal/vision, and (3) adequate resources to implement effective interventions. This is where Kinvolved comes in.

Once we understand the problem, we perform an audit of existing practices, capabilities, and resources with the leadership team, attendance team, and staff member capacity, as well as the capacity of local community organizations and non-profit partners. Based on this audit,

Kinvolved pairs problem-understanding and SMART goals to ensure we develop the infrastructure and capacity to sustain improvements in family engagement. Teams that use SMART goals in their daily practice exhibit heightened focus, motivation, and cohesion; know exactly what is expected of them, and when; and are clear about their priorities, reducing stress and anxiety and yielding better outcomes.

Kinvolved builds realistic, sustainable plans and systems for schools to use. Based on direct experience in the field, we understand the time constraints and stressors that school leaders and attendance teams experience. Thus, we align all strategies and suggestions with SMART goals, which allow us to track our process and progress in a systematic and objective way, while also increasing the probability of a project's success.

Kinvolved's Attendance Focus

Kinvolved leverages the expertise of organizations like Attendance Works (AW), one of the leading research and consulting entities in the field, that are working hard to shift district and state focus from ADA to chronic absenteeism (see below for additional information on our partnership). AW's data model helps districts categorize students into tiers, based on attendance, and coaches districts in ten priority states on effective practices to fight chronic absence. AW promotes a three-tiered reform model for reducing chronic absenteeism:

- **Satisfactory:** Tier 1a (0–4.9% absence) interventions can be applied to the majority of students, and such strategies are low-cost.
- **At-Risk:** Tier 1b (5–9.9%) interventions can be applied to the majority of students, and such strategies are low-cost. Interventions may be slightly more intensive for at-risk students.
- **Moderate Chronic Absence:** Tier 2 (10–19.9% absence) interventions are applied to students who need support in avoiding chronic absence.
- **Severe Chronic Absence:** Tier 3 (20%+) interventions provide intensive support for students experiencing severe challenges.

Research proves that text messaging interventions are highly effective for students in Tiers 1 and 2;⁸ our professional learning engagements leverage human resources in the most efficient and proven methods to target Tier 3 students, who need the most support.

- AW presents districts with research that proves the positive impact of consistent, regular, positive communications with parents of Tier 1 and Tier 2 students
- We will coach stakeholders to download reports from their student information system and take early action and plan appropriate, customized interventions.
- We will provide professional learning around the tiered model during coaching sessions.

Kinvolved's Family Engagement Focus

The Flamboyant Foundation⁹ defines family engagement as the collaboration between families and educators that accelerates student learning. Kinvolved focuses on helping both schools and families understand the importance of attendance and giving them the tools to improve it. We take the research-driven “asset view” of parents, viewing their investment as critical in overcoming attendance challenges and empowering them as partners in improving student outcomes.¹⁰

Nearly half of parents underestimate the importance of attendance.¹¹ Further, research highlights frequent discrepancies¹² between parents’ perceptions of their students’ academic progress and reality, but points to “high-frequency” information as an

⁸ Amber Humm Brundage, “Chronic Absenteeism: Why it Matters and Intervention Strategies” (PowerPoint presentation, ESSEI 2016), <http://www.floridati.usf.edu/resources/presentations/2016/essei/2016%20ESSEI%20Chronic%20Absenteeism.pptx>.

⁹ “Improving Family Engagement,” *Flamboyant Foundation*, n.d., <http://flamboyantfoundation.org/focus/family-engagement/>.

¹⁰ Todd Rogers and Avi Feller, “Reducing Student Absences at Scale” (working paper, Harvard Kennedy School, Harvard University, and Goldman School of Public Policy, University of California, Berkeley, February 24, 2016), http://scholar.harvard.edu/files/todd_rogers/files/reducing.pdf.

¹¹ “New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences,” *U.S. Department of Education*, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

¹² Peter Bergman and Eric W. Chan, “Leveraging Parents: The Impact of High-Frequency Information on Student Achievement” (Teachers College, Columbia University, September 2017), <http://www.columbia.edu/~psb2101/ParentRCT.pdf>.

antidote.¹³ That is why studies underscore that communications between schools and parents about the importance of attendance is necessary for reducing chronic absenteeism.¹⁴

Kinvolved works with schools and districts to strengthen family engagement:

- We provide districts with intensive training on positive family engagement, rubrics to implement best practices,¹⁵ and ongoing monitoring of communication metrics.
- We coach schools and districts to adapt to changes in parent relationship behavior.
- We offer educators tips and resources on how to have healthy, engaging conversations with parents. For example, rather than announcing information to a parent, offer prompts to ask parents questions, send positive content, and monitor the rate of parent reply.
- We work in a strategic manner to engage parents as true partners in our work, especially when intervening with a chronically absent student.
- We apply the “Magic Ratio”¹⁶ when communicating with parents—for every one challenging message we send to a parent, we encourage users to also send five positive messages. This is rooted in long-standing relationship research, and although it was initially studied in the context of marriage counseling, researchers in education have adopted such a model with both students and parents.¹⁷

Implementation Model

Please see Appendix A for an implementation model that would be customized for Ector County.

Kinvolved’s virtual trainings, office hours, support

Kinvolved provides virtual trainings via video calls and phone calls. Kinvolved offers one-on-one and group online training courses via our webinar program. District leaders, school leaders, community school directors, attendance teams, and teachers are able to sign up for webinars. Webinars range from thirty to sixty minutes, depending on topic and length of the open question and answer session. We will keep a record of

¹³ Ibid.

¹⁴ “Best Practices in Improving Student Attendance” (Hanover Research, August 2016), <http://blogs.svvsd.org/counselor/wp-content/uploads/sites/1486/2016/11/BestPracticesinImprovingStudentAttendance-1.pdf>.

¹⁵ “School-Wide Family Engagement Rubric,” *Flamboyant Foundation*, August 26, 2011, http://flamboyantfoundation.org/resources_and_publications/school-wide-family-engagement-rubric/.

¹⁶ Kyle Benson, “The Magic Relationship Ratio, According to Science,” *The Gottman Institute*, October 4, 2017, <https://www.gottman.com/blog/the-magic-relationship-ratio-according-science/>.

¹⁷ Stephen Ottinger, Clay Cook, and Kevin Haggerty, “Practice Profile: 5-to-1 Ratio” (University of Washington College of Education and Social Development Research Group in collaboration with the Washington State Office of Superintendent of Public Instruction, 2015), http://www.k12.wa.us/GATE/Presentations/2015April/PracticeGuide_5_to_1_ratio.pdf.

questions and feedback received from stakeholders, and we will report such information to the Ector leadership team.

Kinvolved's custom videos and learning management system

Kinvolved will develop content in partnership with the Ector central office leadership team. All content will be in alignment with evidence-based interventions under ESSA.

For example, We built custom in-person, virtual, and online tutorial content for the Washington D.C. Deputy Mayor for Education and DCPS, now posted for public benefit on the DME's website:

<https://attendance.dc.gov/page/every-day-counts-attendance-tutorials>.

We encourage you to review this website as an example of custom content that can be built for Philadelphia schools.

1-800 number and client support resources

Kinvolved offers customer support via our customer support email, 1-800 number during business hours, 8:00 a.m. through 5:00 p.m. Emergencies and escalations are routed via our emergency response email, and support is available 24/7, 365 days a year.

Further, current users have access to more than 100 articles and videos within Kinvolved's internal help center. Users can also post questions within said help center. More recently released is KiNVO Classroom, via www.kinvoapp.com. There, users can:

1. Enroll in a Learning Management System, KiNVO Classroom, which awards certificates upon successful completion.
2. Request one-on-one support with a Customer Support Associate via phone call or video call.
3. Join weekly open office hours, which entail hands-on virtual support assistance.
4. Download KiNVO curriculum, which is only accessible to KiNVO users.

2D. Collaboration tools, chat tools (staff, students, parents)

KiNVO is designed to overcome traditional barriers to engagement, communication, and collaboration, which disproportionately affect chronically absent students and their families. These barriers include: language, Internet connectivity, device access, and awareness and information about tools like portals, requiring app downloads, portals, passwords, and/or codes to access.

KiNVO helps schools, districts, students, and families to overcome these barriers through simple, two-way text messaging, email, and phone calling, translated into 85 languages, in both directions. Families require only a basic cell phone to receive information and respond back. There is no app to download, password or passcode to access information, or Internet access required.

As part of the onboarding process with KiNVO, districts and schools engage in a contact data clean up process, whereby:

1. KiNVO reads data from the SIS, identifying missing phone numbers
2. KiNVO enables districts to identify wrong numbers and the associated reason, such as inactive number, phone turned off, contact opted out, and more
3. Kinvoled's experts help the school or district develop and execute a process of regularly updating phone numbers, within the SIS, and KiNVO pulls the updated data nightly

According to an Assistant Principal, Tarek Alamarie, of John Adams High School in the NYC DOE, "parents are calling into the school to provide their new phone numbers because they have become so reliant on KiNVO for information and to keep in touch with teachers and administrators."

During distance learning, NYC DOE elementary school Assistant Principal Annette Schaeffer reported 100% student engagement due to the ability to use KiNVO as its lifeline to families, sending homework packets, as well as virtual classroom attendance reminders daily.

Parent portal log-in rates, such as to txConnect and other SISs, are usually quite low, and the families that most frequently access the portals are those who skew already more engaged. Because of the comparatively high delivery and response rate to two way text messaging using KiNVO, the program has become central to many districts' strategy to increase log-in rates to parent portals, such as the SIS, where important information is accessible. For example, one of the largest Florida school systems will use KiNVO as a primary tool to roll out its new LMS, ensuring strong adoption and equitable accessibility to all students and families.

In this, and many other ways, KiNVO facilitates collaboration between school and home by breaking down traditional information access barriers and making it easy for families to be in touch with teachers, guidance, social workers, administrators, and more, right away, in their home language.

2E. Communication tools (staff, students, parents)

KiNVO comes complete with a best-in-class communications suite. KiNVO's communications features include:

Language translation

KiNVO enables two-way and one-way communication with over 80 language translations. Teachers and administrators type their messages in English and they are instantly translated in real-time to the contacts' preferred language. If a student or family contact writes back in a language other than English, the message is instantly translated into English for the teacher or administrator.

Two-way communication

KiNVO enables two-way communication between school and home. Teachers and administrators can send text messages, emails, and auto call notifications to parents and students. All communications are filtered through KiNVO, and only teachers and administrators log in to KiNVO. Teachers and students do not need to log in to KiNVO—they receive text messages, emails, and auto call notifications directly to their mobile phone, email account, or landline.

School-wide announcements

School-level administrators can send messages to all parents, by grade level, group, or class. Parents can reply to announcements. Other administrators at the school can receive an email notification if a message is sent to all parents. For example, the Assistant Principal can receive an email notification if the Principal sends a school-wide announcement about a school closure due to weather or announcement about the school career day.

Classroom/teacher communication

Kinvolved offers both web and mobile application versions of KiNVO for classroom teachers. KiNVO is available via the AppStore or Google Play. Teachers are able to send real-time, two-way translated text messages, emails, and call notifications to parent contacts. They may send notifications to an individual parent, a group of parents, a class of parents, or all parents that are accessible by way of sharing permissions.

To ensure safety and security, administrators have access to all messages sent by all teachers in the school. KiNVO also flags for 1,500 inappropriate words, and administrators can receive a daily report with messages flagged should an inappropriate word be exchanged.

Below we have provided detailed information of how KiNVO's teacher and classroom communication functionality operates, inclusive of administrative oversight functions.

PDF messaging

PDFs can be sent to parents and students via SMS and email notifications. PDFs will be received as clickable URLs. KINVO monitors the number of times a parent or student clicks on the link and users can view a display of clicks or download a report.

Message:

Write message here...

Distance Learning Checklist_Elementary 2.pdf

Remove PDF

280 characters remaining

{ } + [Image] - [PDF] + [Microphone] Send

✉ MESSAGE DETAILS

Hello! We hope all is well at home. We want to reach out to ask if there's anything we can do for {{student}}. Please let us know. Attached is an update from our school on suggested home learning practices.

— Sent by *Miriam Altman*

PDF attachment:

 Distance_Learning_Chec...

Opened by 1 recipient

 Download PDF Open Rate Report

Picture messaging

Similar to PDF messaging, picture messages via JPEG or PNG can be sent via SMS or email.

Message:

Write message here...

280 characters remaining

Attach image

{ } + [Image] + [PDF] + [Voice] Send

Voice recording

Administrators can record a personalized voice memo to send to parents or students via autocall. Before the administrator sends the voice message the administrator can listen to the recorded voice message.

Create voice message

How to create your voice message:

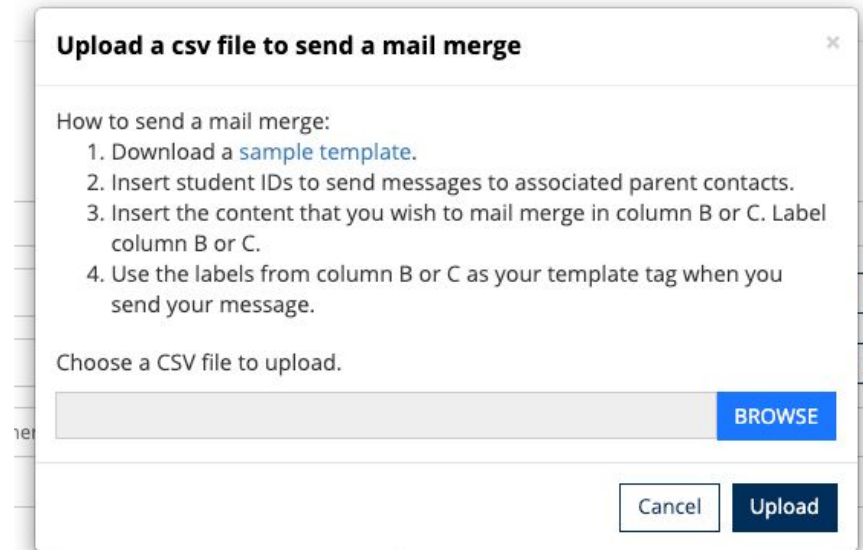
1. Click on the Record icon (red dot) on the left hand side. Click on the Stop icon (black square) when you are finished. (Your recording cannot exceed one minute.)
2. Replay your message with the player on the right. You can download the message for your records.
3. Click 'Save' to send your voice message.

0:00 0:00 / 0:00

Cancel Save

Mail merging

Administrators and teachers can upload a file with student-specific data points such as grades, URLs to a student-specific document/folder, or other items and send those specific data points to parents via SMS, email, or auto call.



The image shows a dialog box titled "Upload a csv file to send a mail merge" with a close button (X) in the top right corner. Inside the dialog, there is a section titled "How to send a mail merge:" followed by a numbered list of four steps: 1. Download a [sample template](#). 2. Insert student IDs to send messages to associated parent contacts. 3. Insert the content that you wish to mail merge in column B or C. Label column B or C. 4. Use the labels from column B or C as your template tag when you send your message. Below the list, there is a text prompt "Choose a CSV file to upload." followed by a file selection input field and a blue "BROWSE" button. At the bottom right of the dialog, there are two buttons: "Cancel" and "Upload".

Upload a csv file to send a mail merge ✕

How to send a mail merge:

1. Download a [sample template](#).
2. Insert student IDs to send messages to associated parent contacts.
3. Insert the content that you wish to mail merge in column B or C. Label column B or C.
4. Use the labels from column B or C as your template tag when you send your message.

Choose a CSV file to upload.

BROWSE

Cancel **Upload**

View all messages sent to a parent via the Student Profile

It is important for school administrators and district leaders to feel safe and secure when using a communications technology like KiNVO. We have designed the technology to provide transparency across all teachers-student and teachers-parent communications. Thus, any communication between a teacher and student or a teacher and parent can be read and downloaded at an administrator's convenience. KiNVO also flags inappropriate content and segments such content into its own report.

Content of messages sent from staff members to Ted Armstrong's contacts

Staff member name	Content	Date	1-6 of 6
			Time
Tejada, Xantal	I appreciate your message. I will call the main office and send in the doctor's note. Rylan is home sick.	Dec 21	12:08 PM
Tejada, Xantal	I also just called the main office and spoke with Ms. Jones. I appreciate your message.	Dec 21	12:06 PM
Altman, Miriam	Hello! We hope you and Ted have a great weekend!	Dec 19	10:35 AM
Flex, Alex	Hi! Don't forget about the attendance team meeting on Wednesday! We hope you can make it! Please let us know.	Nov 16	2:23 PM
Tejada, Xantal	Awesome!!!	Nov 07	2:06 PM
Meis, Alexandra	Hello! Tomorrow is field day. Please make sure your child packs a water bottle and an extra tshirt in his/her favorite color!	Jun 08	3:55 PM

Administrators can view all messages sent to a parent.

Message History: Armstrong, Ted

Contact Summary

Last Contacted:	12/15/17 9:00 AM	Ted's Contacts:
# of messages sent by X. Tejada:	29	Armstrong, Murray (parent)
# of messages sent by school (including X. Tejada):	29	
# of messages sent by Ted's contact(s):	5	

Your Messages to Ted's contacts:

Date	Time	Topic	Type	Message Status	Recipient
Dec 15, 2017	9:00 AM	Uncategorized	sms	SMS	M. Armstrong
Oct 31, 2017	4:18 PM	Positive	sms	SMS	M. Armstrong
Oct 30, 2017	2:07 PM	Uncategorized	sms	SMS	M. Armstrong
Oct 23, 2017	11:14 AM	Uncategorized	sms	SMS	M. Armstrong
Oct 19, 2017	3:22 PM	Positive	sms	SMS	M. Armstrong

Administrators can also view messages with date and time stamps.

Scheduled auto notices, customizable in content

This feature allows users to schedule one-time and recurring auto notices (messages) in advance. Users can designate recipients of scheduled messages and the date/time of deliverability of such messages.

Features:

- Select students or parents by grade or course, to specific individuals, or to the entire recipient list to receive scheduled messages
- Schedule one-time and recurring messages
- Edit content, recipients, date, and/or time once messages are scheduled

Scheduled messages (recurring)

Message			Start	
title	Recipients	Message body	sending it at	Recurring weekdays
Quiz on Friday	♥ 1 course	Hello! This is a friendly reminder that your {{student}} has an quiz in Algebra class tomorrow!	Aug 8, 2017 at 5:00PM	🔄 R 

Ability to schedule a message to be sent multiple times.

Scheduled messages (once)

Message			Send it at	
title	Recipients	Message body		
Field trip	♥ All parents	Hello! We have a field trip to the Museum of History on Friday, January 19th from 9am-5pm. Please send in permission slips by January 10th.	Jan 2, 2018 at 12:00PM	

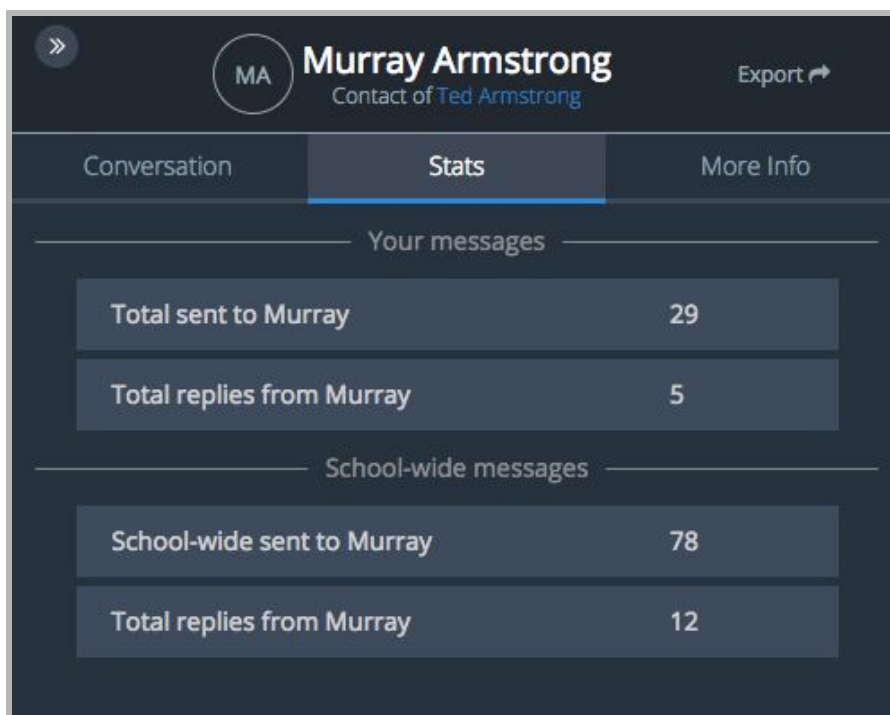
Ability to schedule a message to be sent one time.

Parent engagement rates

Kinvolved's primary focus is ensuring that our KiNVO technology is used to proactively and positively engage families. Meaningful parent engagement involves two-way communications, not merely one-way announcements, alerts, or notifications. Alongside our coaching offerings, KiNVO supports staff members with data to inform strategies that ensure two-way dialogue persists throughout the school year, by way of KiNVO's communication tools. KiNVO is equipped with a variety of resources to monitor and analyze parent communications.

Features:

- Determine parental rate of reply via Student Profile, Thread View, or Report
- Determine number of messages a parent receives and a breakdown of message type
- Determine the number of messages sent to a parent by staff member
- Determine the reason why a message failed to send
- Learn when a parent opts out of receiving messages



An example of a parent's engagement with a specific teacher versus the entire school.

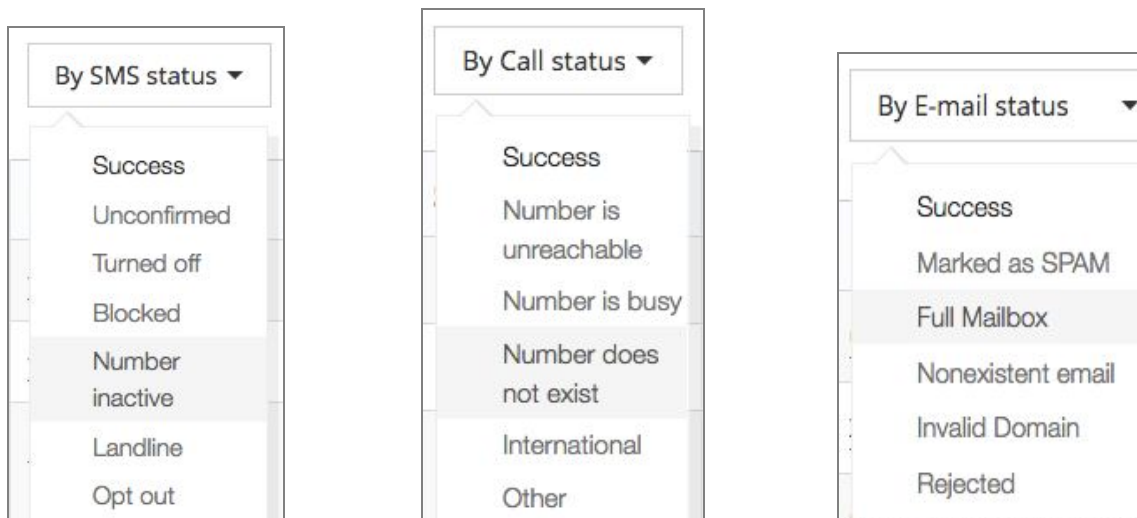
Quality control for parent contact information

Kinvolved is sensitive to the parent population that our schools serve. We understand that parents are transient in nature, whether that be determined by home address or phone number.

With addresses and phone numbers changing, KiNVO strives to support administrators in understanding the quality of parent contact information. KiNVO can flag for email addresses, mobile numbers, and landlines that are on, off, and if off, we flag the reason why.

Access to this information is available via reports and a variety of web pages. Users have access to this information in nearly real-time. For example, an administrator can send a message, and immediately visit Kinvolved's 'View Insights' page to learn which phone numbers did not receive the message that was sent.

- Flag phone numbers (mobile and landlines) for whether they are on, off, and if off, the error code detected by KiNVO's flagging system
- Download reports with quality of parent contact information



By Message Recipient ▾

	Date/Time	Content	Recipients	Picture	# Total	# Delivered	# Failed
Less ^	09/14/18 4:47 PM	Hello! Please remember to register for this year's welcome back dinner via our website: www.ourschool.com/backtoschooldinner . Thank you!	♥ All parents	(none)	65	63	2

DELIVERY TIMELINE

Created message
09/14/18 4:47:33 PM

Queued message
09/14/18 4:47:33 PM

MESSAGE DETAILS

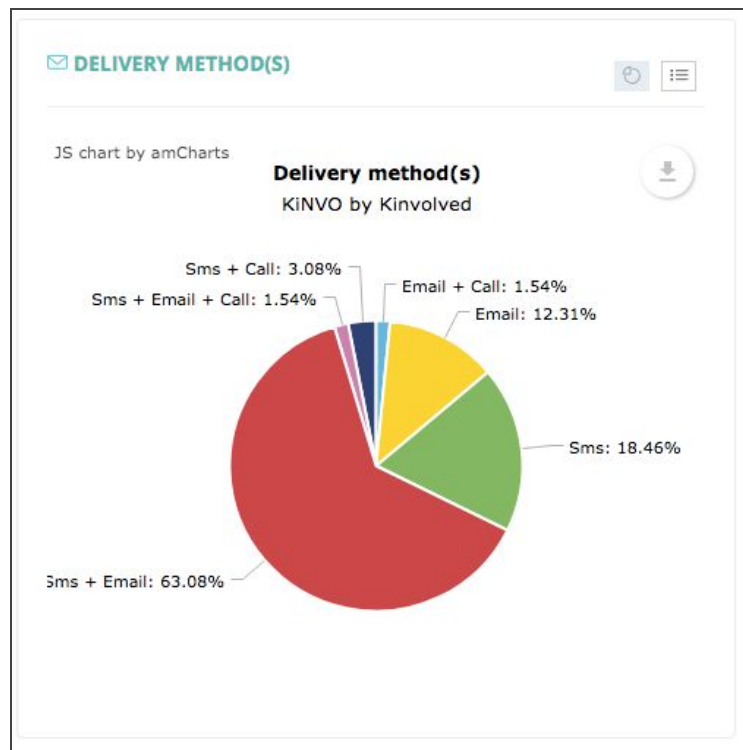
Hello! Please remember to register for this year's welcome back dinner via our website: www.ourschool.com/backtoschooldinner. Thank you!

— Send by *Miriam Altman*

FAILED DELIVERY LIST

Download

Student	Parent	Email	Phone	Delivery method(s)	Reason
Bernie Bogisich	Enrique Mejia	-	+15555555555	Sms, Call	Call: Number is unreachable
Chelsie Altenwerth	Retha Altenwerth	retha@test.com	+13332223768	Email, Call	Call: Number is unreachable

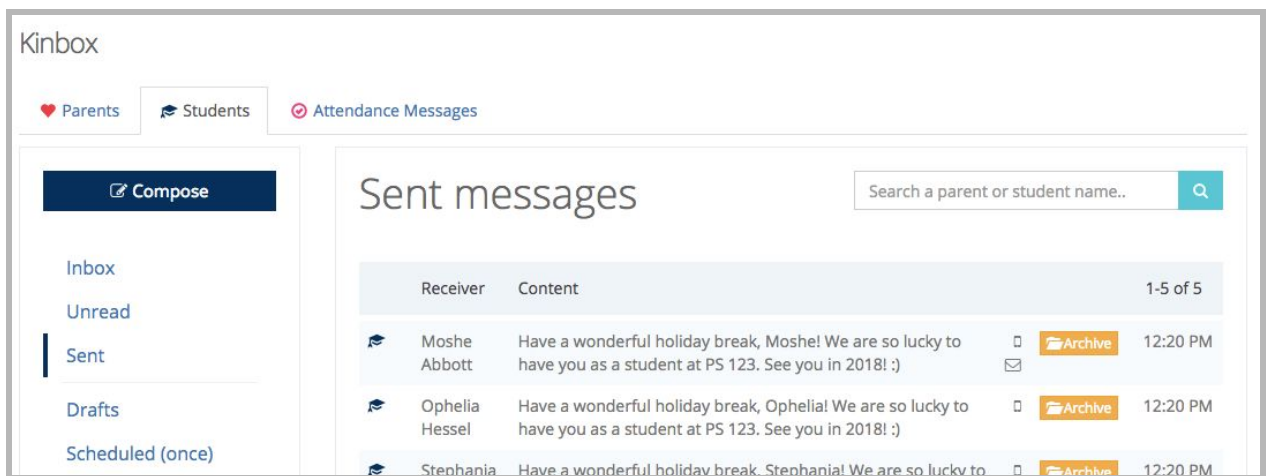


Direct-to-student messaging

KiNVO offers the option to send direct-to-student messages. Educators and administrators can contact students in a safe and secure manner, with the complete oversight of school and/or district administration. Not only does KiNVO support schools in forming healthy relationships with parents, but the technology also guides teachers and administrators in a similar fashion with students.

Features:

- Send messages to students (similar to parent messaging)
- Message students via SMS, email, autocal notification in a safe and secure manner
- Allow administrative oversight of teacher-student communications via downloadable report



A view of the Kinbox with messages sent directly to students.

Group Messaging

Bussing lists

Bussing lists can be imported into KiNVO from the Student Information System. Several districts use this feature to send messages to parents if there is a delay on a bus route or a change in transportation scheduling.

After school activities, sports teams, etc.

After school activities, sports teams, and other unique groups can be manually created or imported into KiNVO from the Student Information System. Several districts use this feature to continue messaging past the end of the school day.

MTSS and PBIS support

Special education teachers, guidance counselors, support service staff, and other roles can access just their students who need additional support. Such users find it easy to send messages about IEP meetings, wrap around services, and other additional resources to these specialized groups. Messages can be scheduled to remind parents of IEP meetings, too.

Manually created groups

Administrators and teachers can create groups manually. Users can upload a list of student names and IDs. Groups can be shared with other teachers, administrators. Groups can be edited or deleted at any time. Additionally, users can type the name of the group via the Send Message page to message that group.

My Groups					Groups Shared With Me				
GROUPS - 38 OF 38					+ Upload a group				
Name	# Recipients	Date created	Type	Actions					
Additional home support group	4	03/24/20	manual	Actions					
Additional homework support	7	02/01/19	manual	Actions					
Afterschool soccer club	6	08/17/18	manual	Actions					
Alex's Group	4	10/18/19	manual	Actions					
Art club	3	08/16/18	manual	Actions					
Basketball Team	3	03/15/19	manual	Actions					
Basketball Team: High School JV	4	12/17/19	manual	Actions					
Basketball Team - JV	4	10/02/19	manual	Actions					
Bus 3A Parents	5	02/05/19	manual	Actions					
Chess Club	4	06/12/19	manual	Actions					
Chit Chat Group Biology 111 120319	4	12/03/19	manual	Actions					

2F. Truancy intervention tools including warning letter preparation and truancy court filing preparation in accord with local laws.

Kinvolved will ensure that Ector County Independent School District can utilize KiNVO in alignment with truancy intervention programs and local laws. Postcards and letters will be customized to ensure compliance with truancy prevention measures, as detailed below. Please see the section entitled “Attendance postcards and letters” beginning on page 13 for examples of KiNVO digital attendance postcards and letters.

Here is an example of how KiNVO meets Ector County Independent School District’s truancy prevention measures:

Source: [Beginning of the school year: Student parent handbook defines the compulsory attendance law.](#)

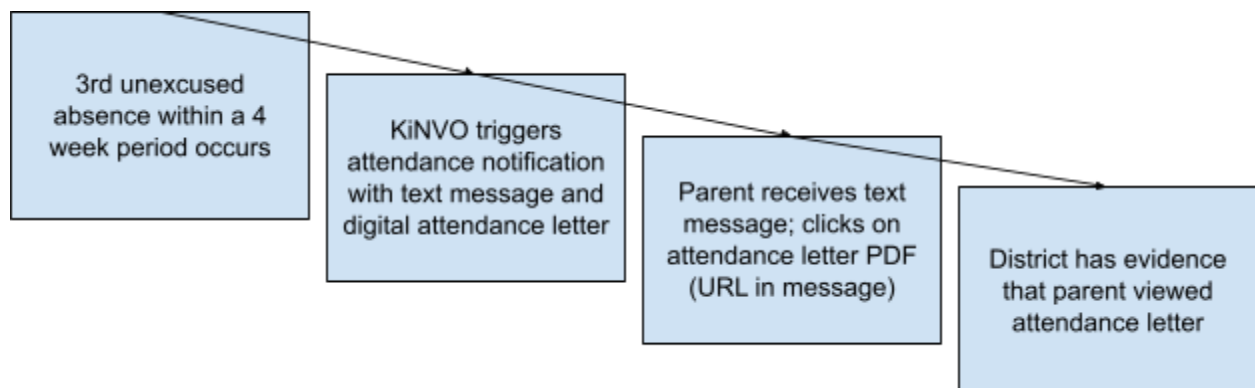
For each absence: the district’s automated calling system will notify the parent. (please ensure parent contact information is current with your child’s school)

3rd unexcused absence within a 4 week period: Initial Warning Letter mailed to parent.

5th unexcused absence within a 6 month period: Final Warning Notice mailed to parent.

5th – 9th unexcused absences within a 6 month period: Parent/guardian conferences with school staff.

10th unexcused absence within a 6 month period: Parent Contributing to Non Attendance charges filed in municipal court



2G. Research based outreach via written and electronic media proven to improve school attendance.

Kinvolved’s work—including the development and design of KiNVO—is all based on research.

Nearly half of parents underestimate the importance of attendance¹⁸ which is one of the critical reasons every attendance improvement plan should include family contacts. We help both schools and families understand the importance of attendance and give them the tools to improve it.

We use two-way, translated text messaging as a main form of communication because [research by ies suggests](#) that using basic text messaging as an attendance improvement intervention can affordably reduce absence rates by 11%.

When it comes to the type of outreach, research shows that positive teacher-student relationships lead to a feeling of safety and security in the learning environment. This, in turn, leads to important social and academic skills. Furthermore, students in high-poverty urban schools may experience even greater benefit from positive teacher-student relationships.¹⁹

We apply the “Magic Ratio”²⁰ when communicating with family contacts—for every one challenging message we send to a parent using KiNVO, we encourage users to also send five positive messages. This is rooted in long-standing relationship research, and although it was initially studied in the context of marriage counseling, researchers in education have adopted such a model with both students and parents.²¹ To learn more about how our professional learning is built on research-based practices like these, please reference Appendix E for sample materials.

Research also highlights frequent discrepancies between parents’ perceptions of their students’ academic progress and reality, but points to “high-frequency” information as an antidote.²² That is why studies underscore that communications between schools and parents about the importance of attendance is necessary to reduce absenteeism.²³ 94% of teachers report that KiNVO makes it easier to keep parents in the loop about student patterns.

¹⁸ “New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences,” *U.S. Department of Education*, August 23, 2016, <https://www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences>.

¹⁹ Emily Gallagher, “The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School,” *Applied Psychology OPUS* (Fall 2013): <https://steinhardt.nyu.edu/appsyh/opus/issues/2013/fall/gallagher>.

²⁰ Kyle Benson, “The Magic Relationship Ratio, According to Science,” *The Gottman Institute*, October 4, 2017, <https://www.gottman.com/blog/the-magic-relationship-ratio-according-science/>.

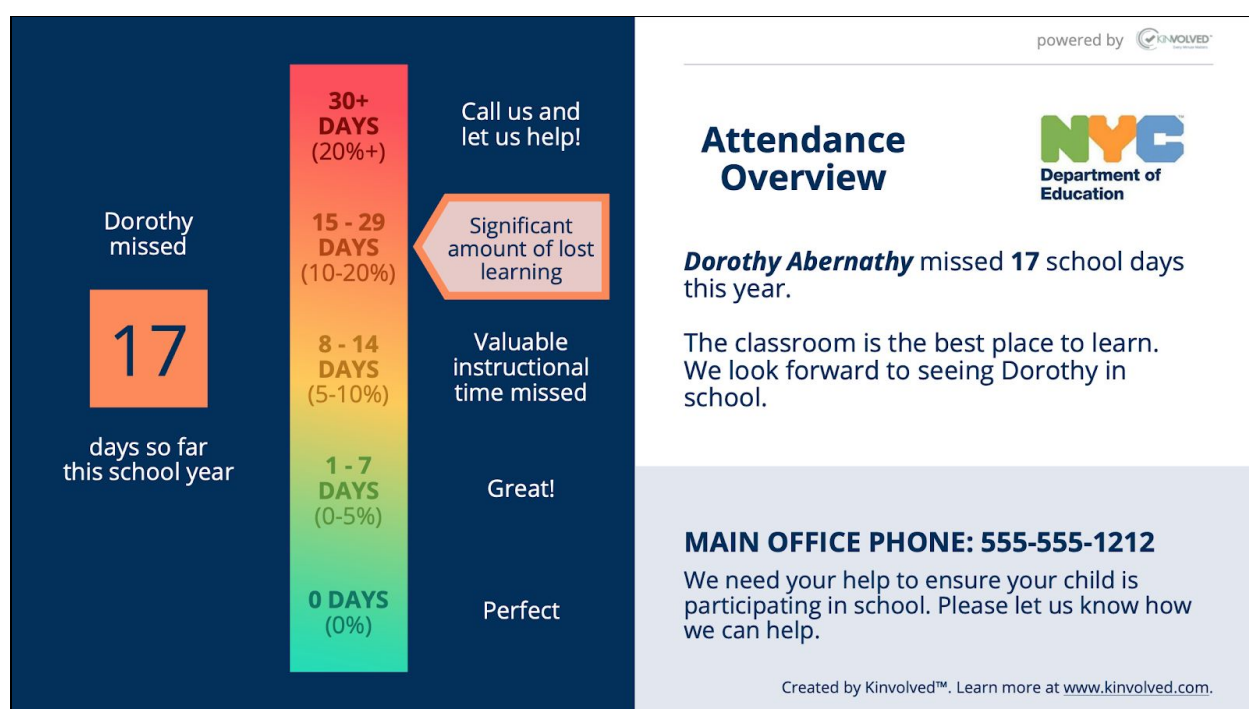
²¹ Stephen Ottinger, Clay Cook, and Kevin Haggerty, “Practice Profile: 5-to-1 Ratio” (University of Washington College of Education and Social Development Research Group in collaboration with the Washington State Office of Superintendent of Public Instruction, 2015), http://www.k12.wa.us/GATE/Presentations/2015April/PracticeGuide_5_to_1_ratio.pdf.

²² Peter Bergman and Eric W. Chan, “Leveraging Parents: The Impact of High-Frequency Information on Student Achievement” (Teachers College, Columbia University, September 2017), <http://www.columbia.edu/~psb2101/ParentRCT.pdf>.

²³ “Best Practices in Improving Student Attendance” (Hanover Research, August 2016), <http://blogs.svvsd.org/counselor/wp-content/uploads/sites/1486/2016/11/BestPracticesinImprovingStudentAttendance-1.pdf>.

KiNVO is also designed to save educators' and administrators' time as they communicate with families and improve attendance. Since burnout (including time pressures and workload and an excessive number of tasks) is a primary cause of staff turnover, streamlining cumbersome routines through KiNVO may reduce stress and improve job satisfaction.²⁴ Research shows that teacher quality is correlated with teacher job satisfaction.²⁵ Increased teacher satisfaction can in turn lead to better student outcomes.

Kinvolved is partnering with Harvard's Proving Ground to evaluate the efficacy of digital attendance postcards (text-based nudge letters). The preliminary outcomes are impressive; the physical mail version of postcards reduced chronic absence by 8%, and digital postcards are projected to reduce mailing costs by 60–75%.



KiNVO's digital attendance postcards

²⁴ Fisher, Molly, "Factors Influencing Stress, Burnout, and Retention of Secondary Teachers," *Current Issues in Education* 14, no. 1 (2011): <https://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/658/165/a>; Hülya Küçüköğlü, "Ways to Cope with Teacher Burnout Factors in ELT Classrooms," *Procedia: Social and Behavioral Sciences* 116 (February 2014): <http://www.sciencedirect.com/science/article/pii/S1877042814006648>.

²⁵ Sarah Fleche, "LSE Study Shows Better Teachers Mean Happier and Higher-Achieving Pupils," *London School of Economics and Political Science*, March 22, 2016, <http://www.lse.ac.uk/website-archive/newsAndMedia/newsArchives/2016/03/Better-teachers.aspx>.

Technical Requirements

1. Device Agnostic

KiNVO is device agnostic and capable of full operation on all devices via a downloadable application or web browser.

2. Web-based

KiNVO is capable of full operation on all vendor (Microsoft, Mozilla, Google and Apple) supported versions of the following web browsers: Microsoft IE, Microsoft Edge, FireFox, Google Chrome and Safari. KiNVO is capable of navigating in mode consistent with Windows Explorer.

3. Cloud-hosted and accessible internally and externally

KiNVO is securely cloud-hosted and accessible internally and externally from any device and all popular web browsers.

4. SIS Integration — iTCCS Student Information

KiNVO integrates with any Student Information System (SIS). Kinvoled honors the district's integration preference to integrate with iTCCS and will also offer SSO in the format that the district desires.

Our integration process ensures that KiNVO's student and teacher rosters with attendance data and parent contact information are up-to-date and in alignment with the district's Student Information System.

The "Attendance Sync Module" is specific for each District. We will customize and optimize the data sync between KiNVO and the District SIS.

The intervals by which data is transferred from the SIS to KiNVO is flexible. For example, a district can transfer the data in ten minute intervals, 60 minute intervals, twice a day, or once per day. The interval selected by the district dictates the frequency by which KiNVO can trigger attendance notifications to parent contacts.

Kinvoled's "Attendance Sync Module" honors three basic approaches. The desired approach can be adjusted based on the capabilities of the SIS used by the School or District.

1. Scheduled export from the SIS: The SIS exports attendance records to a csv file, and KiNVO checks for the updated files which are then downloaded into KiNVO. The files contains only the new records for each period.

2. Scheduled API call from KiNVO to the SIS: This is where the SIS has an API that provides access to attendance data. KiNVO makes an API call to pull back records.
3. SIS pushes to KiNVO: The SIS either pushes new attendance records to KiNVO via an API call, or makes an API call notifying KiNVO that there are new records to pick up.

Kinvolved works with the District to agree upon a solution that provides the best outcome from a feature perspective with minimum impact on the SIS.

Attendance Record Matching

KiNVO handles various attendance files, dependent upon district preference, including:

- Daily attendance
- Period attendance
- Attendance Tier
- Any customized attendance data point the district wishes to communicate with a parent contact

Parent Contact Information

Kinvolved requires a nightly update for parent contact information. We can retrieve this via an API if the SIS supports it, or we can pick up a scheduled file export. We can handle CSV files, JSON, XML, or another proposed format that is convenient for the District.

Regardless of whether we get the data via API or as a file export, we utilize the following fields:

- Parent contact ID
- Parent contact first and last name
- Student ID (this needs match the parent record with student records we get from Clever and attendance records)
- Phone number

5. Company is Willing to Sign a Student Data Privacy Agreement

Yes, Kinvolved is willing to sign a Student Data Privacy Agreement.

Technical Preferred

1. EdFi compliant or working toward compliance

Kinvolved is committed to and working toward EdFi compliance. We recognize that Ector County utilizes ClassLink. We have worked with ClassLink for the past several years and currently support interoperability with this middleware.

Kinvolved also utilizes Clever, OneRoster API, direct-to-API, and CSV file transfer via SFTP to support interoperability across district partners.

We are actively involved in the education technology interoperability community. Kinvolved was recently included as a thought leader in [Why the Pandemic Forces Administrators to Rethink Attendance — and Interoperability](#), published by EdSurge.

Kinvolved signed the Student Data Privacy Pledge and engages a prominent specialist in the Data Privacy field, Linnette Attai of PlayWell, as an advisor. We are a partner of Project Unicorn and have also signed their pledge.

Kinvolved designs all functionality with student education records and student data privacy in mind. The company understands how important it is that any education records shared with the company are used as agreed upon in the company's privacy policy (<https://kinvolved.com/privacy-policy/>) and terms of use (<https://kinvolved.com/terms/>). Kinvolved does not disclose any records provided to us. Users are notified if terms are updated, and schools are provided with access to any records provided by the district in KiNVO.

Support Information

1. Rates and Fees for School Student Attendance Improvement Platform

KiNVO has proven to increase average daily attendance (ADA) by 2.5 percent across hundreds of NYC DOE schools. If KiNVO, coupled with Kinvolved's expert professional services, had the same results in Ector County ISD, the district would see an annual ROI of more than \$1.4M, which is 3.6 to 5.8 times the annual investment in KiNVO, depending upon the KiNVO product that the district may select.

Kinvolved is pleased to provide two preliminary pricing proposals to Ector County ISD in Appendix B.

The first option is for our KiNVO Contact product, which is implemented at the school and/or district administrator level, only (no teacher access or training required). The second option, KiNVO Complete, by far our most popular product, is implemented at all levels, including school and district administrators, and teachers and support staff. We have included a table showing the differences in the two proposals below.

Criteria	Option 1: KiNVO Contact	Option 2: KiNVO Complete
Starting Price	\$2.75/student/year	\$6/student/year
Discounts	\$15,500 off district-level consultation, Attendance Awareness Month campaign, on-demand videos Free spring 2021 pilot	\$20,500 off district-level consultation, Attendance Awareness Month campaign, on-demand videos Free spring 2021 pilot
User Role Access	School and/or district leaders, only	School and/or district leaders, PLUS teachers and support staff
Professional Learning	Dedicated to school and/or district leaders	Dedicated to school and/or district leaders, PLUS teachers and support staff
Research Basis	KiNVO Contact can automate personalizations within the messages, including individual student name and attendance data, the name of the school leader, and ensure messaging is two-way. Research proves that personalization is more impactful than impersonalized mass messaging that is one-way. ²⁶	In addition to KiNVO Contact's personalization functionality, a research evaluation of KiNVO in DCPS ²⁷ in fall 2019 found that students whose teachers had KiNVO Complete had 10% less chronic absenteeism than those whose administrators, only, had KiNVO Contact.

²⁶

https://hechingerreport.org/new-wave-of-research-nudging-text-not-as-promising/?utm_medium=email&_hsmi=112653294&_hsenc=p2ANqtz-_Eegw8WdzZvyJGXlITBpkbQcEi_--BsLPDCMnHlnDSBpmxlupclAG9fVTc7jXbSfdiE3juYbD-hT0ljflPxxAxJyroUQ&utm_content=112653294&utm_source=hs_email

²⁷ <http://thelabprojects.dc.gov/parent-engagement>

Based on the requirements of the proposal, we did not include several features that are also available at an increased fee. We are happy to include any of the below to either proposal at the district's request:

- Recorded voice notifications (admin-level)
- Emergency notifications (one-way)
- Teacher-level PDF messaging
- Teacher-level MMS (photo messaging)

We can also remove any other line items currently included that the district deems unnecessary, such as student-level messaging (high school aged), and professional learning services are negotiable.

KiNVO's feature set and our expert professional learning are rooted in research. We collaborate with Harvard's Proving Ground, a third party research organization, to test the efficacy of various KiNVO use cases, and develop our professional learning strategies based on their findings, as well as those of other reputable organizations, including Attendance Works, another Kinvoled partner.

Should Ector County ISD be interested in exploring a Proving Ground evaluation, this would be scoped and priced accordingly.

2. Description of the Vendor's Qualifications to Meet the Needs of the Request

Kinvoled has been in business for nearly ten years, and KiNVO is the most mature attendance improvement software in the K–12 market. We partner with experts such as Harvard's Proving Ground and the Lab @ DC to test our effectiveness and ensure we are informing all interventions, features, and professional learning materials with research-based findings.

Further, Kinvoled is the only organization providing a unified attendance improvement and communications solution for all district stakeholders, from students and families to teachers, student services, building, and district leadership.

We serve over 500,000 stakeholders nationwide, and we have experience working with large districts, at the central office and school levels, such as NYC DOE, Miami-Dade County Public Schools, D.C. Public Schools, Providence Public Schools, and more. Our history of excellence with these districts, including a more than 91% annual client retention rate, show that we are fully capable of exceeding Ector County Independent School District's needs.

Additionally, several other large Texas districts are actively evaluating a KiNVO implementation, for many reasons, including KiNVO's ability to support compliance with SB944, as well as KiNVO's proven effectiveness in increasing daily attendance (ADA) by 2.5% in the NYCDOE. An improvement at this rate would help the district exceed its

stated goal in 2019 of reaching the average Texas ADA, and recouping \$1.4M in additional funds.

In compliance with SB 944, KiNVO Complete offers the ability for teachers to use KiNVO for all communications with families. By downloading the KiNVO app and using it for all two-way text and email communications, teachers may continue to use their personal cell phone, should they so choose, to communicate, but all messages will be securely archived and exportable from KiNVO. Further, teachers will receive a randomly-assigned number from KiNVO that allows them to text message students and families, but does not require that they share their personal information with students and families.

3. Evidence of Meeting the Functional and Technical Requirements

Item	Compliance	Reference
Functional Requirements		
Accessibility - ADA compliant	KiNVO will be compliant with this requirement if awarded RFP.	See Section 1, page 10
Ability to integrate ITCCS student data including: - Attendance - Accounting - Student demographics - Parent demographics	KiNVO is compliant with this requirement.	See Section 4, page 63
Ability to provide various reports for social workers, counselors, principals and district administration including documentation of interventions	KiNVO is compliant with this requirement.	See Section 2B, page 13
Support for training, implementation and continued support.	KiNVO is compliant with this requirement.	See Section 2C, page 43
Collaboration tools, chat tools (staff, students, parents)	KiNVO is compliant with this requirement.	See Section 2D, page 48

Communication tools (staff, students, parents)	KiNVO is compliant with this requirement.	See Section 2E, page 49
Truancy intervention tools including warning letter preparation and truancy court filing preparation in accord with local laws.		See Section 2F, page 60
Research based outreach via written and electronic media proven to improve school attendance.	KiNVO is compliant with this requirement.	See Section 2G, page 60
Technical Requirements		
Device Agnostic Chromebooks, iPads, iPhones, Windows devices etc.	KiNVO is compliant with this requirement.	See Section 1, page 63
Web-based	KiNVO is compliant with this requirement.	See Section 2, page 63
Cloud-hosted and accessible internally and externally	KiNVO is compliant with this requirement.	See Section 3, page 63
SIS integration – iTCCS Student Information	KiNVO is compliant with this requirement.	See Section 4, page 63
Company is willing to sign a Student Data Privacy agreement	KiNVO will comply with this requirement.	See Section 5, page 64
Technical Preferred		
EdFi compliant or working toward compliance	KiNVO will be compliant with this requirement and is working toward	See Section 1, page 65

4. Quality Assurance

Please see Appendix C for documentation about our quality assurance.

5. Support Overview

A born and raised Texan residing in San Antonio, Texas, Rebeca Leininger, one of Kinolved's Client Success Coordinators, will be the primary point of contact for the district for support and professional development needs.

Rebeca supports KiNVO's users by providing technical and strategic product support and training (please see her complete bio in section 8).

Kinolved agrees that system software support shall be made available at all times (24x7x365). Response time to system software issues shall be no more than four (4) hours. The Kinolved team currently manages a 365/24/7 live (phone-based) help desk capable of supporting large agencies—such as the NYCDOE—as well as all national districts.

Kinolved offers support 365 days a year, 24 hours a day, seven (7) days a week. Support requests are submitted through email or phone. All support requests are catalogued and managed via ZenDesk. Current users may call Kinolved's customer support line or email support@kinolved.com to ask questions or submit requests. Further, current users have access to hundreds of help articles and videos within Kinolved's internal help center. Users can also post questions within said help center.

Kinolved's Support Center touts a 96% satisfaction rate, and consistently monitors client one-touch resolution rates. The Support Center is trained on a monthly basis on new features that are available to users to ensure the most up-to-date and accurate client services.

Costs for system software support that requires onsite diagnosis and/or service shall be borne solely by the software provider.

Kinolved will provide information on support escalation procedures in the event that (1) the incident is not responded to within sufficient time or that (2) the incident cannot be remedied in sufficient time.

Further, upon receipt of notification of a problem with the software, Kinolved will investigate the problem and determine the severity of the problem. Kinolved has never experienced a System Outage. For purposes of this subsection, a System Outage means the software is not available. If the problem is due to a System Outage, Kinolved will notify Customer's designated technical contact via email. This notice will include the reason for the System Outage and estimated time for restoration of software, to the extent known by Kinolved at the time of such notice. Kinolved will promptly commence remedial activities and use commercially reasonable efforts to resolve the System Outage within the time estimate provided to Customer.

Following recovery from any System Outage, Kinolved will provide Customer with a post-incident summary that includes:

- cause of the System Outage (if determined);
- method used to correct the problem; and
- measures Kinolved will take to prevent similar System Outages in the future (if any).

6. Data Privacy/Cyber Security Plan

Please see Appendix D for Kinolved's data privacy/cyber security plan.

Kinolved's platform supports districts that are FERPA-compliant. According to the US Department of Education's laws and guidance:

"The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education."²⁸ [emphasis added]

Kinolved operates as a "school official" as the term is used under FERPA. As such:

- personally identifiable student data remains the property of, and under the direct control of, the school or district;
- personally identifiable student data is only used to support the school or district purpose; and
- access to personally identifiable student data is restricted to those Kinolved employees who require access in order to provide services to the school or district.

7. Materials Provided in Training Must be Research-Based, and Documentation of Research Must be Included in the Proposal.

Co-founder Alexandra Meis leads Kinolved's strategic training work. Alexandra has developed training materials for Kinolved partner schools and districts, and all materials are rooted in research from the Flamboyan Foundation, based in Washington, D.C., Attendance Works, a national nonprofit, and research by industry experts such as Dr. Robert Balfanz and Dr. Peter Bergman.

Kinolved conducts an intake process to first understand the current state of family engagement affairs: knowledge, attitudes, and beliefs about attendance, family

²⁸ <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

engagement, and pre-existing strategies to drive family engagement. We customize school- and district-level strategies based upon the unique needs, pain points, and circumstances of the school and community.

Kinvolved's Coaching Intake Form dives deep into a school or district's needs and pain points. We ask preliminary questions in a simple format to provide baseline metrics. Below is a sample of the intake form.

Kinvolved Coaching asks descriptive questions, such as:

- Provide examples of “wins” with family engagement. What are your schools doing well?
- Where can schools' efforts improve upon family engagement?
- In an ideal world, please provide some descriptive words about what family engagement would embody.
- Currently, please provide some descriptive words about what family engagement looks like today.

Please see Appendix E for examples of training materials.

8. On-Site Support, Including the Name of the Direct Contact

1. **Miriam Altman: Chief Executive Officer and Co-founder**

A former NYC DOE high school history teacher, Miriam Altman is CEO and Co-founder of Kinvolved. Her responsibilities include strategic planning and execution, business development and sales, fundraising and grants management, and investor and external relations.

Miriam started her career as a New York City high school educator. From her first day teaching, she immediately realized the impact attendance, and absenteeism, had on her students. She helped launch her school's first Attendance Team, a group of faculty charged with implementing strategies to increase school-wide attendance. She found that the most successful intervention was to ensure families were informed of, and involved in, attendance conversations.

In addition to her leadership role at Kinvolved, Miriam is a mentor for the Social Innovation Initiative and Women's Launch Pad at Brown University, from which she graduated with an Honors BA. She holds an MPA from the Robert F. Wagner Graduate School of Public Service at New York University, where she is currently an Adjunct Professor in Public Policy, and a MA, Ed., from Lehman College.

Miriam will ensure the overall success of Kinvolved's Ector County Independent School District partnership, from the contracting process through implementation and evaluation. She will dedicate his time as needed.

2. Alexandra Meis: Chief Product Officer and Co-founder

Alexandra is CPO and Co-founder of Kinolved. With a deep empathy for families and end users, Alexandra manages our growth on the ground. Her responsibilities include product and technical development, client success and operations, and impact evaluation. She also manages development of, and ongoing support for, Kinolved's Campus Kit, a Robin Hood Foundation-funded higher education mobile app.

Prior to Kinolved, as an AmeriCorps VISTA member Alexandra served communities in the South Bronx, educating and advocating for families of children with special needs. She organized a support group for parents of children with autism, which she grew from five to more than one hundred participants over five years.

Alexandra is a member of the World Economic Forum's Global Shapers Community; she also mentors entrepreneurs in New York University's Accelerator Programs. She holds an MPA in Health Policy and Analysis from NYU's Robert F. Wagner School of Public Service and a BA in Psychology from Lafayette College.

Alexandra will be Ector County Independent School District's main strategic point of contact on professional development, technical development, rollout strategy, and evaluation.

3. Ramelle Brown: Data and Integrations Manager

Ramelle is responsible for managing school district data integrations with Kinolved. She works closely with our technical team and school districts to launch KiNVO and support users with ongoing data needs.

Ramelle brings to Kinolved several years of experience, both in direct service and data systems management. Ramelle has extensive experience working with districts to create attendance policies and interventions as well as developed data systems and tools designed for school administration and faculty.

Ramelle is currently a MPA candidate at NYU's Robert F. Wagner School of Public Service and holds a BA in Political Science with a concentration in Public Policy from Kenyon College.

As the data analyst, Ramelle will support the ongoing integration maintenance and perform analysis for any Ector County Independent School District efficacy reports.

4. Rebeca Leininger: Client Support Associate

Rebeca supports KiNVO's users by providing assistance with technical and strategic product questions and conducting trainings.

Rebeca is an experienced customer service professional with experience in the healthcare and commercial service industries. She has successfully led remote teams, account management, and client on-boarding and training.

Rebeca holds a BS in Business Management from Colorado State University. During her time at CSU, she also received an award of achievement in Applied Strategic Management for demonstrating excellent understanding and practical application of several different principles of business management during the Capstone Business Simulation process.

With a home base in Texas, Rebeca will support all Ector County Independent School District users in answering any inbound technical support questions, being available by phone, email, and virtually for any office hours, trainings, and related user support.

5. Organization's Success in Facilitating Transformation Change

1. New York City Department of Education, New York

Christopher Caruso, Executive Director, Office of Community Schools
Karen Watts, Executive Superintendent, North Brooklyn
Tarek Alamarie, Assistant Superintendent, John Adams High School
Benjamin Lev, Principal, Hamilton Grange Middle School
Annette Schaeffer, Assistant Principal, Adam Clayton Powell Elementary School

In 2012, Kinvoled launched its first pilot in an NYC DOE elementary school. Proving effective at reducing absenteeism and lateness, Kinvoled's reach grew in the early days through word of mouth. Today, 250 preK-12 NYC DOE schools use KiNVO across all five boroughs. Kinvoled's partner schools in NYC enroll higher-than-average student populations qualifying for free or reduced lunch, who are English Language Learners, live in temporary housing, and have IEPs.

Despite these odds, schools partnering with Kinvoled routinely perform better at increasing ADA, decreasing chronic absenteeism, and elevating family and student engagement than their peers.

For example:

- Across all Kinvoled schools, ADA increased 13X more than the district's average.
- PS 154 Harriet Tubman Elementary School increased attendance by 20%.
- John Adams High School increased graduation rates by 11% since launching KiNVO, while also maintaining 10% higher daily attendance during COVID-19 than the district's reported average.
- Adam Clayton Powell Elementary School maintained the engagement of 100% of students during the transition to distance learning, despite many families' routinely changing phone numbers due in part to Kinvoled's support with Contact Data Cleanup.

"Two days prior to distance learning, we successfully engaged in two-way communications with 470 out of 500 families. During the first week of remote learning, we got that list down to just one family. After a few more days, we had open lines of communication with 100% of our families."

- Karen Bailey, Principal, Adam Clayton Powell Elementary School

"The data that we receive through KiNVO's interface is tremendous in that we can see who has read the message, who has responded to the message, we can get school summaries about the parents who have communicated with us about a certain message."

- Benjamin Lev, Principal, Hamilton Grange Middle School

“Before KiNVO, we would only find out if parents had changed their phone numbers after we’d exhausted all resources, perhaps even including a home visit. Now, **parents call in to ask us to update their phone numbers in KiNVO because they’ve become so reliant** on it.”

- Tarek Alamarie, Assistant Principal, John Adams High School

2. Providence Public School District, Rhode Island

Dr. Harrison Peters, Superintendent
Dr. Barbara Mullen, Chief Equity Officer
Kerry Tuttlebee, Principal, 360 High School
Arzinia Gill, Principal, Del Sesto Middle School
Michael Templeton, Principal, Alan Shawn Feinstein Elementary School at Broad Street

In December 2017, Kinvoled responded to an RFP to support PPSD with attendance and communications software and professional learning services. After being selected by the district, Kinvoled launched a pilot program with seven district-designated schools in spring 2018. Within three months, four of the seven schools had already seen notable improvements in chronic absenteeism, and by the fall of 2018 following a successful Community Attendance Summit, all 42 campus administrators had opted into adopting KiNVO in their schools.

The Community Attendance Summit, which featured a keynote by Hedy Chang, Executive Director of Attendance Works, was covered by the Providence Journal and promoted student voice, cross-sector collaboration, and best practice sharing.

Despite several major leadership changes and a state takeover by the district in 2019, Kinvoled has retained its district wide partnership with PPSD because of the impact of the partnership at the classroom, school, and district levels.

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) at the invitation of the Rhode Island Department of Education.²⁹

With all PPSD schools using KiNVO, the researchers noted: “We heard about strong efforts to get to know students’ parents, including via multiple digital platforms (Kinvoled, Facebook, etc.).”³⁰

“The review team also met with administrators, teachers, and students in every school. We heard about several positive initiatives in schools, such as the increased enrollment

²⁹ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

³⁰ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” p. 40, <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

in Advanced Placement courses, better communication with parents via Kinvoled, and a new data system in place to monitor students' social and emotional behavior.”³¹

Usage of KiNVO rose across the district, and building leaders continued the charge to create positive school climates and cultures that engaged families and kept students on track to graduate.

During the school year 2019–20, KiNVO served as an essential daily tool throughout the COVID-19 pandemic.

- PPSD schools sent a total of 4,413,195 messages through KiNVO during the 2019–20 school year.
- Messaging through KiNVO increased 376% in March 2020 during the first few weeks of school closure.
- Administrative teams at multiple sites in PPSD describe KiNVO as a “game changer” and “essential tool.”

In 2020, PPSD was featured for its attendance efforts in the Wall Street Journal, where Superintendent Peters referenced KiNVO as core to its work.³²

3. District of Columbia Public Schools, Washington, D.C.

Andrea Allen, Director of Student Attendance and Support Services

Micah Backus, Attendance Specialist

William Haith, Principal, Anacostia High School

Maria Tukeva, Principal, Columbia Heights Educational Campus MS/HS

In 2018, Kinvoled launched a partnership with DCPS and the Deputy Mayor for Education. In April of that year, Kinvoled executed a 100-person Community Attendance Summit, which promoted the work of the Deputy Mayor’s Every Day Counts! Task Force on Truancy and Absenteeism, and showcased the work of national nonprofit, Attendance Works, led by Hedy Chang. The Summit enabled cross-sector and inter-regional collaboration, idea exchange, and networking to connect the dots among the many resources and supports already available to schools and CBOs across the district to reduce absenteeism.

Following the Summit, several school campuses and CBO partners opted in to receive consultative professional development from Kinvoled’s expert team. These sessions promoted critical thinking and research-based strategies to reduce absenteeism and increase family engagement across the city.

³¹ Johns Hopkins Institute for Education Policy Providence Public School District in Review. “Providence Public School District: A Review.” p. 46, <https://kinvoled.blog/wp-content/uploads/2020/06/Kinvoled-PPSD-REVISED-Johns-Hopkins.pdf>.

³² Koh, Yoree. “Fewer Children Are Attending School, Remotely and In Person.” Wall Street Journal, 5 February 2021, https://www.wsj.com/articles/fewer-children-are-attending-school-remotely-and-in-person-11612521003?st=wr0o6xcw yq766td&reflink=article_email_share.

In 2019, Kinvoled responded to and was the winning bidder for an RFP focused on six high need high school campuses, which launched the use of KiNVO and received extensive on-site and virtual professional learning. Quickly, the software implementation and professional learning expanded to middle schools, as well. This implementation was accompanied by a research study conducted by The Lab @ DC. Though COVID-19 school closures disrupted the study, findings indicated that absenteeism was 10 percent lower among students whose teachers had access to KiNVO, compared with those students for whom only administrators had access to the software. Further, according to Assistant Principal Joseph Lewis, “We have a student whose family speaks **Vietnamese**, but we don’t have anyone on staff who speaks Vietnamese. **KiNVO makes it possible for us to regularly communicate with them.**”

In the spring of 2021, the contract expanded again, this time with the Office of Student Services launching a district-wide pilot of Kinvoled’s new Digital Attendance Postcard product, with our mutual research partner, Proving Ground, testing the efficacy of the product at increasing attendance on Wednesdays, which had become the worst attendance day of the week, according to DCPS data.

4. Miami Dade County Public Schools

Sara Walkup, Director — Family Engagement, Office of Communications and Community Engagement
Derek Negron, Principal, Carol City Middle School

In spring 2020, Kinvoled launched a partnership with Miami-Dade County Public Schools to provide district-wide, credit-bearing virtual professional development to an array of stakeholders, coincidentally at the outset of the COVID-19 pandemic.

Covered by Title IV, Kinvoled’s professional development services have included:

- Research-based professional development sessions for varied audiences by role and grade level on family and student engagement best practices
- Custom video content for parents, educators, and administrators
- Toolkits and strategic support to execute a district-wide Family Engagement Month campaign

Seeing the need for a tool to execute many of the professional learning strategies, the district has now launched a pilot of KiNVO, and is considering a much broader roll-out in 2021-2022.

"We started working with Kinvoled on our district-wide family engagement strategy at the outset of COVID-19. The team has provided **expertise, critical capacity, and high quality deliverables** on a short timeline. Kinvoled's **research-backed, but tactical** virtual training for our educators and administrators, and original video content for both families and staff is **accessible, practical, and timely**. With Kinvoled's support, Miami-Dade is becoming an even stronger leader in family engagement, which is **more urgent than ever before.**"

- Sara Walkup, Director — Family Engagement, Office of Communications and Community Engagement

5. Wayne County Schools, Georgia

Dr. Jay Brinson, Superintendent

Dr. Pamela Shuman, Student Data and Services Supervisor

Wayne County Schools (enrollment: 5,256) has been a Kinvoled partner since fall 2018. A highlight of KiNVO's impact occurred in July when the school and district administrative teams used KiNVO to launch a campaign to increase enrollment in a particular early childhood program funded by the state. The district was expecting to shut down the program sites in the community due to anticipated failure to meet state enrollment requirements. Instead, by engaging families using KiNVO, they were able to meet enrollment standards and remain open for the 2019—20 school year.

According to an email from Teresa Mosley, Title I/Pre-K Programs, to Dr. Brinson, "I just stopped long enough to get a tally on MRSE [the early childhood program], and I believe by Thursday MRSE will have enough for 3 funded classes. I am at 58 for JEB [site] now, which will fund 3 classrooms already. KINVO did the job!"

Having discontinued its contract with SchoolMessenger, its previous enterprise communications program for the district, Wayne County School District now uses KiNVO as it's primary teacher, school, and district communication product.

Appendices

Appendix A: KiNVO Integration, Implementation, and Sustainability Planning

Appendix B: KiNVO Pricing Proposal for Ector County ISD

Appendix C: Kinolved's Quality Assurance/Test and Acceptance Plan

Appendix D: Kinolved's Privacy Policy/Cyber Security (Incident Response Plan/Policy) Plan

Appendix E: Examples of Kinolved's Training Materials

Appendix F: Kinolved's Supporting and Legal Documents

Appendix A: KiNVO Integration, Implementation, and Sustainability Planning Draft

The purpose of this document is to outline a realistic plan for integration, implementation sustainability, and research. Please note that this is a draft and provided as an example. Kinvoled will customize all plans and processes.

Research and Evaluation: OPTIONAL

1. Kinvoled is committed to researching the efficacy of KiNVO. Kinvoled favors a quasi-experimental design study.
2. Kinvoled will work in partnership with the district to analyze attendance and communication metrics.

Integration Strategy:

1. An integration with the district's Student Information System (SIS) is required. Kinvoled can integrate with the SIS via Clever, Class Link, or One Roster's API.
2. The integration timeline will vary dependent on the response time from the district's technology team to Kinvoled's data and integration team. Integrations typically take three to four weeks to be completed.
3. Minimal maintenance is required on the district's end post-integration.

District Strategy:

1. Kinvoled will complete an audit of the district's current attendance management and family engagement practices. Kinvoled will also understand local and state level policy to ensure recommendations are in alignment with policies.
2. Kinvoled will provide change management recommendations and work with the district to implement KiNVO in a strategic capacity. Kinvoled will build a customized roll out plan.
3. Kinvoled will work with the district throughout the pilot and subsequent school years to build capacity and ensure utilization of KiNVO.

School Implementation Strategy:

1. Kinvoled will train all schools on how to use KiNVO effectively and with empathy and intention. Utilization of KiNVO will be in alignment with district policies and procedures.
2. Schools will have access to ongoing in-person and virtual professional development and support.
3. Kinvoled will collect feedback bi-annually.

	Integration and District Strategic Plans (Occur concurrently)						
	Phase I	Phase II		Phase III		Phase IV	Phase V
	Week 1	Weeks 2 & 3	Week 4	Week 5	Week 6	Weeks 6 - 7	Week 8
<u>Integration</u>	Data discovery	Integration foundation work; account set up	Schedule set up	Attendance integration	Historical attendance integration	Custom feature development	District demo and feedback
<u>District</u>	Policy analysis	Goal alignment	School analysis	School analysis	School roll out plan	Finalize goals and plan	Publish plan

Implementation Plan (Post Integration)							
Phase I	Phase II		Phase III			Phase IV	Phase V
Week 1	Week 2-4	Week 4	Week 5	Weeks 6-8	Week 8	Weeks 9-12	Ongoing
Principals preview KiNVO with District Team via virtual demo	School Leadership Teams and (Kinbassadors*) receive KiNVO Training	District sends letter home	District sends the first message to all parents	Testing and Validation phase** for school leadership teams	School admins (ONLY) begin to use KiNVO to positively engage families	Teachers attend KiNVO workshops	Each school leadership team determines when teachers use KiNVO

*Kinbassador: A Kinbassador is your school's KiNVO leader and is there to support you. Kinbassadors are usually school leaders like administrators, grade-level leads, or technology gurus. Your school selects its own Kinbassador.

**Testing and Validation Phase: Over two weeks, each school's pilot team will log into KiNVO and validate the attendance, contact, and student information data KiNVO receives from the district.

Sustainability Plan									
Spring Pilot	Pilot Evaluation		2019-2020 School Year					School Year Evaluation	
Spring 2019	Summer 2019		August 2019	Sept - Nov 2019	Dec 2019	Jan - April 2020	May - June 2020	Summer 2020	
Pilot software	Qualitative research and analysis	Quantitative analysis	Roll out and implementation	PD and strategy sessions	2019 wrap up and mid-year data review Feedback loop sessions	Ongoing use of software and access to support resources	Wrap up and feedback loop sessions	Qualitative research and analysis	Quantitative analysis

During the school year: Quarterly check ins are conducted with district and school-level leadership to review utilization metrics and offer areas to improve performance.

District-level planning check list:

- ☐ Understand state-level attendance and family engagement policies
- ☐ Align KiNVO use and impact reporting with policies
- ☐ Establish norms for communication, meeting structure, and data reporting

District-level alignment	
What the district can expect from Kinvoled	What Kinvoled requires from the district to ensure success
● Alignment on state-level attendance and family engagement policies ● Change management support to maximize use of KiNVO ● District leadership training ● Implementation plan and SMART goal ● Feedback loop (We value and respect your feedback) ● Quarterly data reports to understand utilization and impact	● Ability to share district-level goals and policies to ensure KiNVO-alignment ● Alignment on Kinvoled recommendations for change management strategies across schools ● Maintain regular and open communications ● Point person at district-level to roll out KiNVO across schools ● Clear communications with all schools to ensure buy-in across school leaders

School-level planning check list:

- ☐ Timeline for pilot roll out
- ☐ Additional customized materials needed to educate staff, families, community on KiNVO
- ☐ School-level training model appropriate for district needs and in alignment with district-wide goals

School-level alignment	
What schools can expect from Kinvoled	What Kinvoled requires from schools to ensure success
● Professional development (In-person and virtual) ● Implementation plan and SMART goal ● Feedback loop (We value and respect your feedback) ● Sample language for communicating via text and sharing of best practices for receiving a response ● Partnership with central office support teams to problem solve, share feedback and support schools	● Maintain regular attendance taking and data entry ● Point person who is in an administrative or attendance team position ● Kinbassador, a leader to train others on KiNVO ● Focus on positive messages, instead of challenging ● Respond to professional development/scheduling emails

Phase	Objectives	Activities
I	Receive initial demo/training on KiNVO functionality Ask questions and receive clarification about pilot program	Group training/demo Follow up questions, answers either in-person or virtually
II	Roll out messaging (KiNVO) to parents Review communications metrics Become familiar with general KiNVO functionality	Suggested for District: District send home letter about KiNVO & appropriate communications Suggested for School: Download KiNVO reports to understand family contact quality, reply rate Review training videos
III	Catalyze positive engagement across parents Continue familiarity with KiNVO	Send positive message to selected parents Send specific positive messages to subset of students based on

	Launch feedback loop	attendance Submit feedback to Kinvoled
IV	Continue to catalyze positive engagement across parents Attendance engagement to parents Continue feedback loop	Send positive message to all families Send positive attendance message to select parents Submit feedback to Kinvoled

DRAFT: Implementation activities (EXAMPLE)				
	Activity	Role	Status	Date
Press/com ms	Provide KiNVO social media materials	Kinvoled	Done	
	Update social media with information about Kinvoled	District	Done	
	Update district website	District	Done	
	Provide sample parent letter content	Kinvoled	Done	
	Send parent letter policy home via mail / backpack	District	Done	
KiNVO	Confirm content of initial message from district	Kinvoled/District	In motion	
	Send welcome message from district	District	Not started	
	Training for Kinbassadors	Kinvoled	Not started	
	Training for additional staff	School leader (Kinbassador)	Not started	
	Distribute flyers about KiNVO	School leader (Kinbassador)	Not started	
	Send attendance messages	School leader (Kinbassador)	Not started	

Appendix B: Kinolved Preliminary Pricing Proposal Options for Ector ISD



Ector County ISD, Texas: SY 2021-2022 (KiNVO Complete)

Ector County Independent
School District
802 North Sam Houston Avenue
Odessa, TX 79761
United States

Reference: 20210302-103700676

Quote created: March 2, 2021

Quote expires: May 31, 2021

Quote created by: Miriam Altman

CEO

miriam@kinvolved.com

Comments from Miriam Altman

This proposal is for a use case in which teachers, school support staff and administrators, and district administrators have access to KiNVO and benefit from PD.

A research study of KiNVO by the Lab @ DC found that KiNVO implementations including teachers resulted in 10% lower chronic absenteeism than implementations for administrators, only.

Products & Services

Item & Description	Quantity	Unit Price	Total
KiNVO Complete - Unlimited school and district administrator, school support staff and teacher access to web, tablet, and mobile apps - Administrator MMS - Unlimited, two-way messaging - Unlimited two-way language translations - Automated attendance notifications, reminders - Attendance data reports and dashboards - Communication data reports and dashboards	33268	\$6.00 / year	\$199,608.00 / year for 1 year
KiNVO Digital Attendance Postcards Research from Harvard proves that physical postcards with individualized attendance data and messaging can reduce absenteeism by 8%, based on a 2019 study. KiNVO's digital attendance postcards modernize this intervention, allowing districts to	33268	\$2.00 / year	\$66,536.00 / year for 1 year

send customized postcards via SMS or email, accompanied with translated messaging, and including instant deliverability and trackability, as well as two-way parent/guardian/student response.

The district may set up an automated frequency of outreach, or to send manually at the district, school, or classroom level.

Direct-to-student messaging Direct-to-student messaging: Two-way text messaging and emailing between administrators/educators and students (age 13+)	33268	\$1.00 / year	\$33,268.00 / year for 1 year
District-Level Strategic Consultation Monthly meetings with designated district leadership to establish goals and implementation at the school level, evaluate progress toward goals using qualitative and quantitative reports produced by Kinvoled	1	\$12,000.00	\$9,000.00 after 25% discount for 1 year
KiNVO Professional Learning Two sessions per month; on-site or virtual training and strategic planning for school-based staff (administrators, support staff, educators) to ensure adoption and deepen KiNVO usage and success in reaching district attendance and engagement goals	1	\$24,000.00	\$24,000.00 for 1 year
Attendance Awareness Campaigns Digital Attendance Awareness Month campaign, integrating the use of KiNVO, social media, websites, district newsletter, and other tools to promote mutually-crafted messaging, highlighting research-based strategies	1	\$5,000.00	\$2,500.00 after 50% discount for 1 year
Custom Attendance Videos - On-demand videos with customized, accessible content promote research-based strategies using and supplementing/supporting KiNVO - Three videos for: administrators, educators, parents/guardians, all hosted on district site or Kinvoled-provided resource page	3	\$10,000.00	\$15,000.00 after 50% discount for 1 year
Software Integration ONE-TIME fee: Daily and period attendance integration w/iTCCS	1	\$5,500.00	\$5,500.00 for 1 month
Dedicated Help Desk Dedicated support staff and help desk	33268	\$1.00 / year	\$33,268.00 / year for 1 year

Subtotals

Annual subtotal	\$332,680.00
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One-time subtotal	\$56,000.00
	after \$20,500.00 discount

Total	\$388,680.00
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Purchase Terms

We're happy to offer Ector County ISD a 50% discount on our custom videos and Attendance Awareness Month campaign, as well as a 25% discount on District-Level Strategic Consulting.

Additionally, should the district be interested in piloting with a subset of schools this spring, we are happy to offer this at NO COST.

Questions? Contact me



Miriam Altman
CEO
miriam@kinvolved.com

Kinvolved
25 Broadway, 11th Floor
New York, NY 10004
USA



Ector County ISD, Texas: SY 2021-2022 (KiNVO Contact)

Ector County Independent
School District
802 North Sam Houston Avenue
Odessa, TX 79761
United States

Reference: 20210302-103700676

Quote created: March 2, 2021

Quote expires: May 31, 2021

Quote created by: Miriam Altman

CEO

miriam@kinvolved.com

Comments from Miriam Altman

This proposal is for a use case in which school and district administrators have access to KiNVO (NO TEACHER ACCESS OR PD).

A research study of KiNVO by the Lab @ DC found that KiNVO implementations including teachers resulted in 10% lower chronic absenteeism than implementations for administrators, only.

Products & Services

Item & Description	Quantity	Unit Price	Total
KiNVO Contact - Unlimited school and district administrator access to web, tablet, and mobile apps - Administrator MMS - Unlimited, two-way messaging - Unlimited two-way language translations - Automated attendance notifications, reminders - Attendance data reports and dashboards - Communication data reports and dashboards	33268	\$2.75 / year	\$91,487.00 / year for 1 year
KiNVO Digital Attendance Postcards Research from Harvard proves that physical postcards with individualized attendance data and messaging can reduce absenteeism by 8%, based on a 2019 study. KiNVO's digital attendance postcards modernize this intervention, allowing districts to send customized postcards via SMS or email,	33268	\$2.00 / year	\$66,536.00 / year for 1 year

accompanied with translated messaging, and including instant deliverability and trackability, as well as two-way parent/guardian/student response.

The district may set up an automated frequency of outreach, or to send manually at the district, school, or classroom level.

Direct-to-student messaging Direct-to-student messaging: Two-way text messaging and emailing between administrators/educators and students (age 13+)	8550	\$1.00 / year	\$8,550.00 / year for 1 year
KiNVO Professional Learning One sessions per month; on-site or virtual training and strategic planning for school-based administrators to ensure adoption and deepen KiNVO usage and success in reaching district attendance and engagement goals	1	\$12,000.00	\$12,000.00 for 1 year
District-Level Strategic Consultation Monthly meetings with designated district leadership to establish goals and implementation at the school level, evaluate progress toward goals using qualitative and quantitative reports produced by Kinvoled	1	\$12,000.00	\$9,000.00 after 25% discount for 1 year
Attendance Awareness Campaigns Digital Attendance Awareness Month campaign, integrating the use of KiNVO, social media, websites, district newsletter, and other tools to promote mutually-crafted messaging, highlighting research-based strategies	1	\$5,000.00	\$2,500.00 after 50% discount for 1 year
Custom Attendance Videos - On-demand videos with customized, accessible content promote research-based strategies using and supplementing/supporting KINVO - Two videos for: administrators and parents/guardians, all hosted on district site or Kinvoled-provided resource page	2	\$10,000.00	\$10,000.00 after 50% discount for 1 year
Software Integration ONE-TIME fee: Daily and period attendance integration w/iTCCS	1	\$5,000.00	\$5,000.00 for 1 year
Dedicated Help Desk Dedicated support staff and help desk	33268	\$1.00 / year	\$33,268.00 / year for 1 year

Subtotals

Annual subtotal	\$199,841.00
One-time subtotal	\$38,500.00
	after \$15,500.00 discount
Total	\$238,341.00

Purchase Terms

We're happy to offer Ector County ISD a 50% discount on our custom videos and Attendance Awareness Month campaign, as well as a 25% discount on District-Level Strategic Consulting.

Additionally, should the district be interested in piloting with a subset of schools this spring, we are happy to offer this at NO COST.

Questions? Contact me



Miriam Altman

CEO

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Appendix C: Kinvoled's Quality Assurance/Test and Acceptance Plan

Overview

This document is the Quality Assurance / Acceptance Test Plan (ATP) for Kinvoled's software, KiNVO, as it will be implemented. The acceptance test verifies that the system works as required and validates that the correct functionality has been delivered. It describes the scope of the work performed and the approach taken to execute the tests created to validate that the system performs as required. The details of the ATP are developed according to the requirements and show traceability back to those specifications.

To verify that the system works as required and that the correct functionality has been delivered, Kinvoled reviews and signs off on District data (users, courses) and Attendance Records. Kinvoled ensures that data and records have been properly delivered in a readable format.

Testing and Integration Process

	Data or Feature	Testing Action
1.0	Users	Run import on UAT environment for all users; verify that data is accurate and appears in KiNVO as it is available in the district's database or Student Information System. Notes: Kinvoled verifies import handles primary, secondary, and alternative teachers are properly linked with courses. This ensures that teachers have access to only courses that they are allowed to access.
1.1	Administrator rosters	
1.2	Teacher rosters	
1.3	Student rosters	
1.4	Student contact rosters	
1.4.1	Contact roles	
2.0	Courses	Run import on UAT environment for all courses; verify that data is accurate and appears in KiNVO as it is available in the District's database or Student Information System. Notes: Kinvoled works with the District to ensure that all course schedules are handled and imported properly. For example, there is variance in the
2.1	Course rosters	
2.2	Course schedules	
2.3	Naming convention for course	

		following capacities, and schedules must be properly handled to trigger appropriate attendance messages: A/B day schedule, # of day: 4,5,6,10 day schedules. Kinvolved works with the District to ensure that all course naming conventions are imported properly. For example, there is variance in how a course is named: period, section, unit. Displays are tested to ensure accuracy.
3.0	Attendance	Review attendance records to verify that all components are available in file produced by District; run import of attendance records to match against student and course rosters.
3.1	Attendance records	
3.2	Absenteeism reason codes	
3.3	Tardy reason codes	
3.4	Tardy minutes	
4.0	Access Controls	Review system-wide, school-level access controls to ensure proper permissions are set and customized across users, report access, and front end editability of various text fields.
4.1	User roles	
4.2	Report access	
4.3	Front end editability	

The following items will be included in a QA/Test and Acceptance Plan:

- 6.9.1 Test identification number
- 6.9.2 Test name, description, time and date of execution
- 6.9.3 Description of the setup procedures
- 6.9.4 Description of the action procedure broken down into logical steps
- 6.9.5 Description of system response verifying the completion of each logical step
- 6.9.6 Description of expected results
- 6.9.7 Description of actual results
- 6.9.8 Space for recording the approval signatures or initials of both the District and the Vendor
- 6.9.9 Space for variance reporting

Network Security

Penetration Testing

A manual penetration test is conducted by a third party on an annual basis.

Penetration testing shall be performed on all custom applications using Detectify on a weekly schedule. Issues shall be addressed according to the following schedule:

Priority	Time to Resolution
High, Critical	3 Business Days
Medium Priority	7 Business Days
Low Priority	1 Calendar Month

Exceptions

Changes on production systems (e.g. servers and enterprise applications) may require complex testing and installation procedures. In certain cases, risk mitigation rather than addressing may be preferable. The risk mitigation alternative selected should be determined through an outage risk to exposure comparison. The reason for any departure from the above standard and alternative protection measures taken shall be documented in writing. Deviations from normal resolution schedules shall require authorization from the Chief Product Officer.

Application Development

Secure Development Standards

All custom software shall be written in accordance with the OWASP secure coding guidelines. All developers and code reviewers must be familiar with these practices.

General requirements are here:

https://www.owasp.org/images/5/53/OWASP_Code_Review_Guide_v2.pdf

And specific tips for Ruby on Rails are here:

https://github.com/OWASP/CheatSheetSeries/blob/master/cheatsheets/Ruby_on_Rails_Cheatsheet.md

Elastic Beanstalk for Application Hosting

Use Elastic Beanstalk for Application hosting in order to provide:

- Straightforward updating of underlying system images
- Limit need for manual administration of servers

Workflow

All changes are made through a standard workflow consisting of the following steps.

- Changes are pushed to a branch in Github
- The CI system builds the changes and runs the test suite
- A pull request is created and sent to at least 2 reviewers to review
- Reviewer review the changes and add feedback (see below)
- Additionally Code Climate static analysis is run
- Changes are incorporated into the pull request
- Changes are merged into the master branch
- Releases are made through the automated CodePipeline deployment processes

Code Review

All code added to production applications will be reviewed by at least two developers who didn't participate in the development of the features.

Password Storage

When storing passwords, they must be salted and encrypted using bcrypt2 algorithm.

Disaster Recovery

Database Backups

All databases containing data used in the operations of the business shall be backed up at least every 24 hours and stored for 25 days. All backups containing confidential data must be encrypted at rest. In addition, database backups must be replicated to a different region nightly.

System Redundancy

All systems that perform critical business functions must be hosted within Amazon AWS, and be redundant across multiple availability zones within an Amazon AWS region.

This includes:

- The production RDS instance must be configured in a Multi-AZ configuration
- Web-servers must be distributed across multiple availability zones
- Job-servers must be distributed across multiple availability zones
- Redis server must be configured in a Multi-AZ configuration

Location Independence

All systems that perform critical business functions must be accessible from outside locations using secure remote access to facilitate continued business operations in the event of Kinolved offices being inaccessible.

Appendix D: Kinolved's Privacy Policy/Cyber Security (Incident Response Plan/Policy) Plan

Kinolved offers an online and mobile application (collectively, the “Services”) and a website (www.kinolved.com or “website”), owned and operated by Kinolved, Inc. (“we,” “us” or “Kinolved”). The website provides general information about Kinolved, and the Services support communication between educational institutions (“Customers”) and the students, students’ parents, legal guardians and other authorized family members (“Users”) through SMS, MMS, email, and automated calls.

At Kinolved, we take seriously your trust in us to maintain the privacy of your information. This Privacy Policy explains the types of information we collect through the Services and website, how we will use, disclose and protect this information, and how you can opt out of some of our uses and disclosures of information. The Privacy Policy must be read together with the Terms of Use. By using or accessing the Services or website, you agree to the terms in this Privacy Policy.

Information You Provide:

In order to access the Services, Customers must set up an account by providing their school or program name and address.

Customers must then provide the following information to enable use of the Services: student names and ID numbers, course rosters, course schedules, course names, first names, last names, email addresses and/or phone numbers of the authorized parent and family contacts, student email addresses and/or phone numbers if using student messaging Service, and first and last name of staff members and email addresses. Customers use the Services to send messages to parents, legal guardians, students and other authorized family members. Kinolved stores these messages, but only to make them available to Customers while they are using the Services.

Individuals who wish to sign up for general updates via www.kinolved.com, will also need to provide their email address in order to receive the updates.

A Note About Students Under the Age of 13:

Kinolved operates in compliance with the Children’s Online Privacy Protection Act (COPPA). If Customers use Kinolved to facilitate communicate between their staff members and students, responses from students will be stored by Kinolved. These messages are only available to the authorized Customer staff, and are used only for their school purposes.

We rely on our Customers to provide consent for collection of that information on behalf of the parents or legal guardians, as agreed to in our Terms of Use.

Customers may make messages provided by students under the age of 13 available to parents and legal guardians to review through each Customer’s platform dashboard.

Usage Information:

When a Customer accesses our Services or when an individual accesses our website, we automatically collect IP address, the type of browser and/or device used, and the page or feature requested. We also collect mobile device IDs, as discussed further below.

To collect this information we use Cookies. Cookies are small data files sent by a Web site or application and stored on a computer or device at the request of that site or app. A cookie stores information related to a browser and allows us to recognize a browser or device and tell us how and when pages and features are visited and by how many people. You may be able to change the preferences on your browser or device to prevent or limit a device's acceptance of cookies, but this may limit the availability of some of our features. To learn more about browser cookies, including how to manage or delete them, visit allaboutcookies.org.

We use mobile device IDs to provide and improve the Services. For example, we combine the mobile device ID with your account record in order to send notifications to your device with reminders about taking attendance, to alert you when you have a message or to provide you with tips for using our Services. We may also use mobile device IDs for analytics purposes.

Third-Party Tracking, Ad Servers and Networks

For the website (but not for the Services), third parties, such as ad networks, web analytics companies and social networking platforms may collect information about your online activities over time and across our and other third party websites. This information may be used to provide advertisements for products and services that may interest you, and those companies may use cookies, clear GIFs and other tracking technologies.

For more information about third-party advertisers and how to prevent them from using your information, visit the NAI's consumer Web site at <http://www.networkadvertising.org/choices> or <http://www.aboutads.info/choices/>.

We do not honor "do not track" signals transmitted by web browsers, so we encourage you to visit these links if you would like to opt out of certain tracking. If you do want to opt out using these tools, you need to opt out separately for each of your devices and for each Web browser (such as Internet Explorer, Firefox or Safari) that you use on each device.

How We Use and Disclose Information:

We do not sell or rent information, and we do not share information except as otherwise stated in this Privacy Policy.

We use or disclose the information you provide:

- to deliver and facilitate your use of the Services as directed by Customer, including to authenticate Users
- to maintain and administer your account and respond to your requests
- to diagnose and resolve problems you may have using the Services, to maintain our systems and Services, and to improve the Services
- with our third party partners, who deliver features of the Services to you on our behalf (see below)
- to investigate a suspected violation of and/or to enforce the Terms of Use

- as may be required by law, in which case we shall attempt to notify the Customer in advance of any such disclosure, where permitted by law
- in the event of a threat to safety or to prevent bodily injury or damage to property
- in the event of a reorganization, merger, sale, assignment, bankruptcy or other disposition of our business, in which case the transferred information will remain subject to the terms of this Privacy Policy

We may create and use aggregated and de-identified data:

- to demonstrate the effectiveness of the Services, including in our marketing of the Services
- to improve our Services, such as by creating reports and recommendations that we believe will be effective in driving improvements in attendance and other Customer goals
- to develop and improve additional educational products or services

Third Parties:

We use third parties to perform tasks on our behalf. At times, some of these parties may require access to Customer and User information in order to deliver certain features of the Services on our behalf. Third parties use information they receive to provide the Services.

How You Can Access Your Information:

Customers may access their information at any time via a dashboard provided within the Services. In addition, Customers may respond to requests from Users to access, amend or correct their information via the dashboard or by contacting us for assistance at support@kinvolved.com. We will work directly with Customers to facilitate their response to any such requests from their Users.

If parents, guardians, or students have questions about Kinvolved's information practices, they should contact their school or educational institution.

Opt-Out:

We do not share information with third parties for marketing purposes.

If you have signed up to receive email updates from us, you may opt-out of receiving those updates at any time by clicking the "unsubscribe" link found in each email. You may also send us a request to opt-out of future updates by writing to us at support@kinvolved.com.

Links:

Our website may contain links to third-party websites. These links are provided solely for your convenience. We have no control over, do not review, and are not responsible for third-party websites, their content, or any goods or services available through these websites. Our Privacy Policy does not apply to these third-party websites. We encourage you to read those third parties' privacy policies, which govern the collection and use of your information there.

Security:

We use physical, technical and administrative safeguards to protect the security, integrity and confidentiality of Customer and User information.

The Internet, however, is not 100% secure, and we cannot fully eliminate security risks associated with the storage and transmission of Customer and User information. We encourage you to support our security efforts by keeping your account information confidential. Should you have reason to believe that your account has been compromised, please notify us immediately at support@kinvolved.com so that we may take steps to secure your account.

Data Retention:

We retain data only for Customers who have active accounts for our Services unless otherwise required by law. If a Customer terminates their relationship with us, we will delete the account information provided to us within 45 days or as otherwise required by law. In addition, at any time during the term of the agreement, upon written request by a Customer, we will delete all data of the Customer as permitted by law.

Notwithstanding the above, we do retain aggregated, deidentified data for the purposes listed under “How We Use and Disclose Information.”

How to Request Access to, or the Correction of, Your Personal Information:

Except in limited circumstances governed by law, you may obtain access to and have information about you in our records corrected. A request for access or correction must be made in writing to 25 Broadway, New York, New York 10004 or support@kinvolved.com.

Updates to this Privacy Policy:

We may occasionally update this Privacy Policy. We always include the date of the policy at the top of this page, next “Last Updated.” Non-material changes will become effective when we post the Privacy Policy within the Services. Should we make material changes to this Privacy Policy, we will notify you via the email address we have on file and request that you agree to the changes before you continue your use of the Services.

Contact Us:

If you have questions or concerns with anything in this policy, or about our data practices generally, please contact us at 25 Broadway, New York, New York 10004 or support@kinvolved.com.

Kinvolved: Incident Response Plan

General information

This plan was developed for Kinvolved herein referred to as Kinvolved and it is classified as the confidential property of that entity. Due to the sensitive nature of the information contained herein, this manual is available only to those persons who have been designated as members of one or more management teams, or who otherwise play a direct role in the incident response and recovery processes.

Unless otherwise instructed, each plan recipient will receive and maintain two copies of the plan, stored as follows:

- One copy at the plan recipient's office
- One copy on the plan recipient's company Google Drive

For additional copies, contact alexandra@kinvolved.com.

Overview and Objectives

This incident management plan establishes the recommended organization, actions, and procedures needed to

- Recognize and respond to an incident;
- Assess the situation quickly and effectively;
- Notify the appropriate individuals and organizations about the incident;
- Organize the company's response activities, including activating a command center;
- Escalate the company's response efforts based on the severity of the incident; and
- Support the business recovery efforts being made in the aftermath of the incident.

This plan is designed to minimize operational and financial impacts of such a disaster, and will be activated when a designated Kinvolved employee (or, in his/her absence, one of his/her alternates) determines that a disaster has occurred.

This plan was developed to respond to an incident that could render the KINVOLVED (NYC) out of service or inaccessible. In addition, it is designed to respond to situations other than the above scenarios, e.g., an avian flu outbreak. The plan is designed to respond to scenarios such as the following:

1. No access to buildings or floors at the specific NYC
2. Loss of data communications and the network infrastructure

3. Loss of technology
4. Loss of professional staff (e.g., via a flu outbreak, other emergency)

Any incident that disables or destroys the entire computer room facility or its processing capacity located at KINVOLVED (NYC), with a potentially disruptive effect on business operations.

This scenario could produce one or more of the following impacts:

- Loss of use of the company office
- Loss of voice/data communications services
- Incident is declared and incident recovery actions are implemented
- Business shutdown
- Need for new facilities/equipment

The following high-level checklist describes the recommended emergency response:

INITIAL INCIDENT RESPONSE CHECKLIST

Incident occurs.	
First person to observe incident at NYC follows local emergency procedures and notifies the co-founders and/or building security of incident.	
The local team assembles, investigates the incident using a checklist. If it is necessary, public authorities are notified.	
If needed, a co-founder will communicate the emergency with the entire company. The POC launches a notification process.	
If life and safety are at immediate risk - the POC and his/her staff shall act first to ensure their own survival as well as the survival of all staff, and then communicate when feasible.	
As soon as possible, the POC notifies the Chief Product Officer (914.861.5787) of the incident.	
The CPO establishes local incident coordination with the POC, assesses the incident; and notifies senior management of the incident.	
The Chief Product Officer notifies the authorized parties of the incident.	
POC determines if the situation requires escalation, based on inputs from the team.	

Assuming the situation warrants escalation, the co-founder reviews all information, and initiates the disaster declaration process.	
If a disaster is not declared, this information is communicated.	
If a disaster is declared, the local POC 1. Notifies the team and any affiliated parties 2. Launches emergency response procedures	
The Chief Product Officer consults with the POC on the incident.	
All KINVOLVED staff is notified of the incident and of operational status.	
The incident management and business continuity plans continue until the incident has been resolved.	

Notification, Escalation, and Declaration

During any business interruption, personnel safety is the primary concern. Managers should periodically review emergency response and evacuation procedures with their staff to ensure familiarity with safety procedures.

Employees should notify their manager of any operational disruption or emergency situation. In the event of an emergency, **KINVOLVED** managers **Miriam Altman and Alexandra Meis** are authorized to declare a disaster on behalf of the **NYC** office.

Initial notification

Telephone notification process:

During normal business hours, contact personnel at the following numbers in the order listed:

- Office telephone (If unavailable, leave a voicemail message)
- Cellular
- Home telephone
- Any other number the person has listed in the employee's list

During non-business hours, contact personnel at the following numbers in the order listed until someone is reached:

- Office telephone (If unavailable, leave a voicemail message)
- Cellular
- Home telephone
- Any other number the person has listed in the employee's list

Kinvolved Procedure for Incident Response Policy

A privacy breach occurs when there is unauthorized access to or collection, use, disclosure or disposal of personal information.

The recommended incident response policy has five steps.

Step one is the responsibility of the individual or individuals who first become aware of the potential breach. The second through fifth steps are the responsibility of Kinvolved Inc.

Step I: Reporting the Breach

Any Kinvolved employee who becomes aware of a possible breach of privacy involving personal in the control of Kinvolved will immediately inform his or her immediate supervisor. The supervisor will inform the Chief Product Officer who will immediately contact Kinvolved's Head of Engineering via direct message between the hours of 6am EST and 6pm EST. Alternatively, if breach occurs outside of those hours, the Chief Product Officer will contact Kinvolved's Head of Engineering via an emergency pager system (kinvolved-emergency@u2illc.pagerduty.com). The Chief Product Officer will also verify the circumstances of the alleged breach.

As soon as the alleged breach has been confirmed or not confirmed to have occurred, the Chief Product Officer will inform appropriate Kinvolved employees. This confirmation will occur within 24 hours of the initial report.

The Chief Product Officer in consultation with the Head of Engineering will decide whether or not to notify the Chief Executive Officer of a confirmed breach by taking into consideration the seriousness and scope of the breach.

When a breach has been confirmed, the Head of Engineering will implement the remaining four steps of the breach incident protocol.

Step II: Containing the Breach

The Head of Engineering will take the following steps to limit the scope and effect of the breach. These steps will include:

- 1) Work with development team to immediately contain the breach by, for example, stopping the unauthorized practice, recovering the records, shutting down the system that was breached, or correcting weaknesses in security, and
- 2) In consultation with the Chief Product Officer, notify the police if the breach involves, or may involve, any criminal activity.

Step III: Evaluating the Risks Associated with the Breach

To determine what other steps are immediately necessary, the Chief Product Officer, working with other Kinolved staff as necessary, will assess the risks associated with the breach. The following factors will be among those considered in assessing the risks:

1) Personal Information Involved

- a) What data elements have been breached? Generally, the more sensitive the data, the higher the risk.
- b) What possible use is there for the personal information? Can the information be used for fraudulent or otherwise harmful purposes?

2) Cause and Extent of the Breach

- a) What is the cause of the breach?
- b) Is there a risk of ongoing or further exposure of the information?
- c) What was the extent of the unauthorized collection, use or disclosure, including the number of likely recipients and the risk of further access, use or disclosure, including in mass media or online?
- d) Is the information encrypted or otherwise not readily accessible?
- e) What steps have already been taken to minimize the harm?

3) Individuals Affected by the Breach

- a) How many individuals are affected by the breach?
- b) Who was affected by the breach: students, parent contacts, teachers, administrators, schools, districts, or other individuals/organizations?

4) Foreseeable Harm from the Breach

- a) Is there any relationship between the unauthorized recipients and the data subject?
- b) What harm to the individuals may result from the breach? Harm that may occur includes:
 - i) Security risk
 - ii) Identity theft or fraud
 - iii) Loss of business or employment opportunities
 - iv) Hurt, humiliation, damage to reputation or relationships
- c) What harm could result to Kinolved as a result of the breach? For example:
 - i) Loss of trust in the Company
 - ii) Exposure of student information

Step IV: Notification

Notification can be an important mitigation strategy in the right circumstances. The key consideration in deciding whether to notify will be whether notification is necessary in order to avoid or mitigate harm to an individual whose personal information has been inappropriately collected, used or disclosed. The Chief Product Officer will work with appropriate Kininvolved employees and the Head of Engineering to determine the best approach regarding notification.

1) Notifying Affected Individuals

Considerations in determining whether to notify individuals affected by the breach include:

- a) Whether contractual obligations require notification
- b) Whether there is a risk of identity theft or fraud
- c) Whether there is a risk of physical harm (e.g., if the loss puts an individual at risk of stalking or harassment)
- d) Whether there is a risk of hurt, humiliation or damage to reputation

2) When and How to Notify

- a) When: Notification of individuals affected by the breach will occur as soon as possible following the breach. However, if law enforcement authorities have been contacted, those authorities will assist in determining whether notification will be delayed in order not to impede a criminal investigation.
- b) How: The preferred method of notification is direct--by phone, email--to affected individuals. Indirect notification--website information, posted notices, media--will generally occur only where direct notification could cause further harm, is prohibitive in cost or contact information is lacking. Using multiple methods of notification in certain cases may be the most effective approach.

3) What will be Included in the Notification?

Notifications will include the following pieces of information:

- a) Date of the breach.
- b) Description of the breach.
- c) Description of the information inappropriately accessed, collected, used or disclosed.
- d) The steps taken to mitigate the harm.
- e) Next steps planned and any long term plans to prevent future breaches.
- f) Steps the individual can take to further mitigate the risk of harm.
- g) Contact information for the Chief Product Officer.

4) Others to Contact

Regardless of what obligations are identified with respect to notifying individuals, notifying the following authorities or organizations will also be considered:

- a) Police: if theft or other crime is suspected.
- b) Insurers or others: if required by contractual obligations.
- c) Professional or other regulatory bodies: if professional or regulatory standards require notification of these bodies.

Step V: Prevention

Once the immediate steps are taken to mitigate the risks associated with the breach, the Chief Product Officer and engineering department will investigate the cause of the breach.

If necessary, this will include a security audit of organizational and technological measures. Kinolved will hire a professional third-party incident response team if in-house resources do not have sufficient skill or availability.

The affected party shall have the right to view all incident response evidence, reports, communications and related materials upon request.

As a result of this evaluation, the Chief Product Officer will assist the responsible employees and/or developers to put into effect adequate long term safeguards against further breach.

Policies will be reviewed and updated on a regular basis, and also after any breach.

Appendix E: Kinvolved's Sample Training Materials



Intention, Empathy, and Engagement

Kinvolved's Guide to Family Partnerships



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INTRODUCTION

Whenever I meet an educator for the first time, I wonder where they are from, what they wanted to be when they grew up, why they entered the profession, and what inspires them to stay.



ALEXANDRA MEIS
Chief Product Officer & Co-Founder

In high-need communities, the stakes are so high, and there is so much on the line for the students—what motivates educators who teach in these communities to get up each morning and get themselves to school?

As Kinvoled's Chief Product Officer, it's my job to empathize with the teachers, leaders, parents, and students we serve. Being driven by empathy, I'm incentivized to build and maintain strong relationships with our users, listen to their excitement and frustrations, celebrate their successes, and synthesize their feedback into innovation and action.

Empathy requires vulnerability; it forces us to admit we don't have all the answers. I see that as a good thing, because it means our technology will always evolve to meet our community's changing needs. Underlying every click of a button, every data point reviewed, and every message sent is a heartbeat—I listen for those heartbeats when designing features because I know how important they are, and I use that information to build better products and services for school systems.

This e-book showcases the voices, and heartbeats, of our educators, who share how they use our software and services to build relationships, have tough conversations, and celebrate bright spots. The teachers and leaders featured here face real challenges and save real lives every day, and the ability to see things from their perspective drives our work.

For chronically absent students, the more qualified hands on deck—those with watchful eyes, listening ears, and open hearts—the better the chance they have to succeed. We are proud to share through this e-book our educators' stories of innovation, dedication, and love, and we know you'll come away with tangible, realistic, and actionable ideas for using KiNVO with intention, empathy, and success.

THE POWER OF POSITIVITY



“

I like the connection with parents; it makes me feel I'm not alone and they're on my side with regard to their child's education.

ASHLEY WILLIAMS
English Teacher,
Frederick Douglas Academy II

Educators agree: positive communications between and among teachers, leaders, students, and parents have game-changing effects on student success, both inside and outside the classroom. However, adults and children alike often juggle busy days and competing demands, which can derail even the best-laid plans; rich, engaging, conversations quickly devolve into one-sided status reports.

We spoke with 55 KiNVO users leveraging our software to amplify their positive outreach efforts—read on to learn about their creative, time-efficient, and effective communications strategies.

1 ENCOURAGE WITH EFFICIENCY

The Problem

“So many students, so little time,” sums up Bronx high school teacher Ms. B. “I have only one day each week to do parent outreach; I can make some phone calls, but not nearly enough to reach my 150 students’ parents.”

Proactive, encouraging words from a teacher make students feel valued and elevate parents to the role of partners, and the strength of these relationships can be critical to resolving any issues that arise throughout the school year. With long rosters and limited hours, though, it’s tough for educators to stay in regular contact with students and their families.

How Kinvoled Helps

Ms. F., an afterschool program coordinator in Harlem, shares that she only offered positive feedback if she happened to see a parent during dismissal: “I rarely used email, and never used text messaging. Kinvo makes it easy and casual to send positive messages.”

For Bronx teacher Ms. S., having Kinvo technology at her fingertips helps positive communication flow naturally: “Sometimes I’ll be at home in my apartment and think, let me send these three kids’ parents messages to let them know their kids are doing a great job.”

Harlem Community Schools Director Ms. A. appreciates that now teachers connect with each other about student performance from class to class: “I can send a message to my colleague about a student we share, something like, ‘Aaron had a really good day in math. He completed all his questions. Keep it up.’”

Teachers also use Kinvo’s direct-to-student messaging to send quick, uplifting texts that show they care, and many teachers embrace the mass messaging feature to reach many students at the touch of a button. “I’ll text my students in the morning with something like, ‘It’s a beautiful day to come to school,’ or a motivational message,” says Ms. N. in the Bronx. “My students feel more connected than before; they know they can text me anytime and I will respond as soon as I see it. When they have that sense of belonging, I think it motivates them to come to school.”

PUTTING IT INTO PRACTICE

- Set a positive tone for the day by sending a positive or motivational message to students who need extra support.

 **Pro tip:** Choose the “Recurring” option to automate messages and reminders.

- Develop a set of differentiated mass messages, separate students and/or parents into groups, then alternate which groups receive which message each week. This adds a sense of personalization to your communications.

 **Pro tip:** Set up a customized template with student names—like “{{Student}} did an awesome job in Spanish today!”—to easily show you care without an extra lift.

- Choose one student per class, per week and send to him or her a unique, non-mass message with a positive tone (e.g., highlighting an insightful comment made during discussion or wishing good luck on an extracurricular activity).

 **Pro tip:** To keep track, simply move down your roster in alphabetical order and mark in “notes” after you sent the individualized message.

2 REACH OUT WHEN IT COUNTS

The Problem

“Normally I wait until a Friday to call, but if things are going well for a student, I only reach out every other Friday,” says Ms. P., a Bronx middle school teacher.

An encouraging message, sent at the right moment, can make a world of difference. Unfortunately, positive messages are often the first item to get bumped lower on a teacher’s priority list, and for good reason: hectic schedules make it hard to prioritize authentic, of-the-moment outreach to

any but the neediest students. Positive communication becomes an activity reserved for teachers' "free time," and potentially falls through the cracks.

How Kinvoled Helps

KiNVO allows teachers to quickly and easily send multiple messages, which means positive communication can become part of a teacher's daily routine.

"We spend lot of time focusing on not-so-great things that kids are doing, so great kids in great moments get looked over," says Ms. S., a high school teacher. With KiNVO's help, Ms. S. set a goal to be "equally communicative when students are doing right thing," and it made a big difference for parents. She recalls, "One mother said, 'Wow, this made my day.'"

Teachers also use KiNVO's real-time messaging to reinforce positive behavior. Bronx teacher Ms. E. says, "If I have a student who is doing extremely well, right there in middle of class I will text their parents. That sort of communication is more meaningful than calling a few days later."

Other teachers, like Mr. K., use KiNVO to keep students invested: "I tell them, if you maintain your focus, we'll send a text together right now." He describes this as "another tool in my toolbox to keep students motivated."

PUTTING IT INTO PRACTICE

- Schedule for students timely reminder messages for regularly occurring events, like weekly quizzes, to keep relevant ideas fresh in their minds.

 **Pro tip:** Send an encouraging message to parents the night before an event, offering a positive reminder for students and parents to prepare: "I can't wait for {{student}} to rock out his math test tomorrow."



3 PUT YOUR BEST FOOT FORWARD

The Problem

If schools only reach out to discuss problems, it's easy for parents and students to feel frustrated, powerless, and disengaged.

How Kinvoled Helps

Positive messages provide a welcome bright spot that helps build trust and engagement in schools.

Mr. K. recalls that one student's mother was surprised to receive through KiNVO a text from him that commended her student's effort: "She told me that, in the past, when she received a phone call from class, it was never positive."

Research on positive/negative interactions reveals that educators who lead with the positive and continually send encouraging messages—rather than first reaching out about a problem or only initiating contact when something is wrong—have the best chance at building strong relationships.

For Ms. C., a Community Schools Director in Brooklyn, her team instructs teachers to be "very strategic around what we're communicating with parents," which is easy to track and evaluate through KiNVO's reporting tools. She explains: "There is always something positive you can share with a parent. Send as many positive messages upfront as you can. When you do have to send a negative message, parents and students will better receive it because they're used to you saying something kind and genuine—they understand you're communicating because you need their support addressing an issue."



You can't just say, "Your kid was absent 27 times"—that doesn't really stick. Parents need something visual.

MRS. D.,
Elementary teacher

PUTTING IT INTO PRACTICE

- Apply the "Magic Relationship Ratio"—initiating five positive interactions for every negative interaction—to build and sustain a strong relationship.

 **Pro tip:** Use KiNVO's Parent Communication report to compare how many Positive versus Needs Improvement messages you send—grade-level and content teams can set specific communications goals and check their progress each week.

- Be conscious about the tone and timing of your messages, and keep your content simple and pleasant. Remember that texts can be easily misinterpreted, so if you have to discuss a sensitive matter, use text messages to coordinate a phone call at a mutually convenient time.

 **Pro tip:** Start and end on a positive note, sandwiching in the middle any issues that need to be addressed.

- Designate time periods where you send only positive messages. This helps establish an encouraging environment, build family and student buy-in, and create a two-way communications channel for collaborating and problem-solving.

 **Pro-tip:** Schedule positive-only periods at the beginning of the year and after long breaks.

SPARKING CONVERSATION



Kinvolved coaching has helped us build an attendance culture. Parents and teachers talk more about attendance than ever before—the conversation is no longer, “your student performed poorly,” it’s “he missed five days this month; he has missed a lot of course material. How can I help?”

HABIB BANGURA
Community School Director, Wadleigh
Secondary School for the Performing Arts

Communication gaps among school staff, students, and parents can be hard to bridge:

- Parents are hard to reach due to irregular schedules, work commitments, language barriers, and other unavoidable impediments.
- Students have busy schedules before, during, and after school, and many teachers only see students for one period a day.
- Non-teaching school staff rarely have opportunities for engagement, even though some staff members are deeply aware of attendance, tardiness, and performance issues.

We asked KiNVO users to share their recommendations on how to use the software to facilitate new connections and conversations—here’s what they had to say.

1 REMOVE COMMUNICATIONS BARRIERS

The Problem

While Ms. B.'s office is the first one visitors see as they enter Harlem Community School, proximity doesn't matter if parents don't bring their child to school. "I'm not able to speak to them because I simply don't see them," she notes.

It's tough for working parents to stay in the loop about their child's progress that day—or to even know whether their child shows up to school each day. Compounding the problem, evening work and activity schedules often conflict with parent-teacher conferences and other school events.

Even if school staff are able to reach parents and guardians, language barriers often mean that traditional forms of communication—like phone calls, in-person meetings, and letters home—may be inaccessible to families that don't speak English. Ms. M., a Bronx high school teacher, shares the complications of working with students and families whose languages she does not speak: "I have to ask another staff member who spoke the student's home language to make phone calls for me, and since I want to be respectful of my colleagues' time, I don't use that option very often."

How Kinvoled Helps

"KiNVO helps to break down typical communication barriers between staff and parents, and the text function makes it feel more effortless," says Ms. F., an afterschool program coordinator in Harlem.

With automatic two-way language translation, pre-scheduling functions, and mass-sending capabilities, KiNVO's text messaging tool opens communications channels with families who have traditionally been left out of the conversation, all without adding time or stress to teachers' busy days.

Using KiNVO messaging, Ms. B. cultivates relationships with parents who don't pass by her office: "It feels good to be able to talk to those parents you weren't able to reach before."

Brooklyn Community Schools director Ms. C. shares, "Some parents at work can't talk on cell phone but texting works for them." Her colleague Ms. H. agrees, finding KiNVO messaging more effective than phone calls when scheduling home visits: "Some parents don't have cell phone plans with enough minutes to talk, but are able to text."

Harlem elementary school teacher Ms. D. texts parents to keep them in the loop on behavior and homework—information she used to send home in student backpacks. "It's great for those parents who are so busy they don't have the time to go home and look through the folder," she says.

Communicating with families, regardless of their chosen language, helps strengthen the bonds between educators and families, raise awareness of attendance issues before they become unmanageable, and can even lead to improved performance. According to Ms. G., a high school teacher in the Bronx, the ability to send messages to parents and guardians in their language of choice led to "massive improvement" in student attendance—students who attended school one or two days a month were showing up multiple times per week.

"The ease of sending messages in languages other than English has been amazing," says Bronx middle school teacher Ms. S. "I am able to write one message and reach all parents instead of using Google Translate and sending multiple renditions of a message."

Users select within KiNVO the appropriate language(s) for each contact associated with a student, so every message is delivered in a readable language. When a parent writes back in their chosen language, KiNVO automatically translates that back into English.

PUTTING IT INTO PRACTICE

- Send messages at a consistent time each evening so parents know when to expect them.

 **Pro tip:** Use KiNVO's scheduling feature to pre-plan and automate message delivery.

- Set language preferences for every contact in a student's account.

 **Pro tip:** Clearly communicate to parents that the system will automatically translate the messages they send into English.

2 REACH OUT WHEN IT COUNTS

The Problem

Teachers have many students, and students have many teachers. When teachers only see students for one period a day, it can be hard to have interactions outside of class time; it can be even harder to forge bonds built on trust, accountability, and support.

How Kinvoled Helps

KiNVO lets teachers connect with students via their cell phones. Educators find that students are more likely to respond to text messages over all other forms of contact. "It's less invasive," says Ms. W. "Even if you ask, 'Hey, are you planning coming to school today?' and the student says no, that's more feedback than calling the student and not hearing back."

Mr. G., a Brooklyn attendance coordinator, notes that his staff appreciates getting "more of a definite response" rather than waiting for students to "retrieve a voice message off their phone when they get home or read an email at an address they possibly don't check."

PUTTING IT INTO PRACTICE

- Use message scheduling to engage students, without extra effort on your end.
- If a student is not in school, reach out as early as possible—the act of demonstrating you care is sometimes enough to motivate students to show up.

How Kinvoled Helps

Because KiNVO allows multiple contacts per student, teachers can loop in multiple relatives and guardians who may have substantial influence over the child.

Ms. N., a Brooklyn high school teacher, worked with one student's grandmother to add more family members to her contact list. "If that student is out, it's clear she's cutting class—now, any available family member can help deal with it," she explains. The expanded circle brought drastic results: "I sent two text messages, and suddenly she was getting to school before the first-period bell!"

For Ms. S., a high school teacher in Harlem, when she learned that a parent who was supposed to be receiving automated phone calls was deaf, she switched to text messaging and added another contact to the student's account. Just by adding another family member, "the child's attendance went from 38% to 68% in four weeks."

PUTTING IT INTO PRACTICE

- Add as many contacts as you need per student, then customize which contacts receive which messages in which format.

 **Pro tip:** Be sure to customize the language settings for each individual.

- As you get to know your students, ask where they spend their evenings and mornings so you learn which family members are closest when students are doing homework assignments or waking up.

4 ENGAGE PARENTS WITH NON-CORE TEACHERS

The Problem

When parents do get the chance to chat with teachers, they typically prioritize those who teach core academic subjects with high-stakes tests. As a result, specialists often miss the chance to connect with families. Says Ms. A. at a Brooklyn high school: "Being the music teacher, I'm not the first teacher parents visit at conferences. They're usually more worried about Regents exams and performance in other classes."



How KinVO Helps

Centralized contact info and instant accessibility enables communication with a broader circle of school staff who might not otherwise build relationships with their students' families.

For Ms. A., KinVO established a new communications pathway: "I'm able to have more contact with parents, to say, 'You have wonderful kids,' and to have more of a conversation."

Harlem Community associate Ms. B. was thrilled when the physical education teacher requested KinVO access. "Parents barely hear from the specialists," she notes. "He uses KinVO as way to send positive messages and reminders about trips or tryouts."

PUTTING IT INTO PRACTICE

- Send to families an introductory message before open houses and parent-teacher conferences inviting them to visit your classroom.

 **Pro tip:** Remind families they can stay in touch with you through KinVO simply by responding to your text—no login required!

- Send personalized shoutouts when a student excels in an elective course or extracurricular activity.

 **Pro tip:** Review "The Power of Positivity" for more tips on positive communication.

5

ENGAGE ON THE GO

The Problem

"If you call my desk, you'd never reach me," says Harlem dean Mr. W., who is constantly away from his office and walking around the building providing student support.

When parents try to contact a teacher or administrator over the phone, they'll likely reach a phone ringing at an empty desk or have to leave a message that won't be received until after dismissal. The resulting games of phone tag cause frustration and can undermine important relationships.



Using KiNVO data to inform personalized conversations is much better than having the same scripted conversations.

**MS. D.,
Elementary teacher**

How Kinvoled Helps

KiNVO makes it easier for parents to reach school staff during their hectic days. For Mr. W., this close connection strengthens relationship: "Through text, I'll get it and be able to text back. You're not waiting until the end of the day to get what you need."

Educators can also reach parents in real time, without being intrusive, via KiNVO text message. Parents get the information they need no matter where they are. Mr. G., a guidance counselor in the Bronx, described being able to get in touch with a mother as soon as he realized their child was cutting class. When the parent saw the text, she called Mr. G. "from her cell phone, while standing on a street corner"—solving the problem did not have to wait "until she got home and saw a missed call."

With KiNVO, Ms. S. at a Brooklyn high school appreciates that she can ping parents when a tardy

student shows up. "As soon as they come in, I take out my phone and send a quick message: 'Just walking in.' It takes ten seconds and it's something I wasn't able to do before."

Teacher Ms. F. found KiNVO especially useful when leading a spring break field trip: "I was able to send updates to parents throughout the week about the students' progress, and parents were able to let me know if they were running late to drop off or pick up students."

PUTTING IT INTO PRACTICE

- At the end of each day, sort your KiNVO inbox (Kinbox) by unread messages to be sure you reply to anything that may have slipped through the cracks.

 **Pro tip:** To save time, sign up for daily notifications of unread messages.

- Create in KiNVO a template bank of your commonly used messages, then simply customize your notes with the student's name before sending.
- Perform and narrate your KiNVO activities, such as swiping to take attendance or texting a positive message to parents, in front of your class. This will help you develop a routine while also building student investment in what you're doing.

BUILDING AN ATTENDANCE CULTURE



As educators can attest, edtech tools are neither a cure-all nor a replacement for exceptional teachers and leaders. When used to supplement or complement instruction, however, edtech can supercharge the teaching and learning experience.

That's why Kinvolved takes a holistic approach to boosting attendance and tackling chronic absenteeism, combining KiNVO software with educator coaching and community-wide events to give educators, kids, families, and communities research-based strategies to prevent student disengagement.

To ensure success, our team works closely with school systems to design, launch, and evaluate policies that build an attendance culture and ensure more students show up to school each day.

“

When you work in education you go through life thinking, 'What else can I do?' Kinvolved gives me hope that I can do something big and make a positive change. It's an exciting feeling.

JESSENIA BORGES
Community Associate, Adam Clayton
Powell Jr. Elementary School

1 UNDERSTAND KINVO'S CAPACITY

The Problem

Educators enter the classroom with varied levels of comfort with technology. While many are software natives, those who feel less confident in their digital skills may experience hesitation or frustration when starting with a new system.

While a beginning-of-year kickoff professional development session can serve as a good crash course in the basics of a software tool, without ongoing support from a true partner it's hard for teachers to find the time to explore any system's full capabilities.

How Kinvoled Helps

Kinvoled coaching sessions expose teachers and leaders to KiNVO's most powerful aspects, helping educators leverage the software to its fullest potential. "We want to make sure we're using all the features—we don't want to be using supercomputer as a word processor," says Mr. D., the dean of a Bronx high school.

Brooklyn Community Schools director, Ms. S. attended a follow-up Kinvoled coaching session that invited teachers to "ask specific questions that led to purposeful feedback," she said. As a result, utilization rates skyrocketed—teachers had learned new ways to use KiNVO to achieve the results they were looking for.

Kinvoled coaching also helps build an attendance culture by underscoring the importance of taking attendance. "Before, teachers knew how to take attendance, but now they know impact it has on our students' achievement," Ms. S. reflected. Through coaching, her team could better express how accurate attendance data helps form more effective interventions for at-risk students.

PUTTING IT INTO PRACTICE

- **Leaders:** Schedule ongoing coaching sessions with Kinvoled's support team.
- **Teachers:** Reach out to your school's point person if you and your colleagues could use a refresher with our team.
- **All KiNVO users:** Get in touch! Email support@kinvoled.com with questions big or small and a team member will get back to you ASAP.

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2 MESSAGES THAT TURN PARENTS INTO PARTNERS

The Problem

There is a risk that some parents, after receiving the same daily attendance notifications, may become desensitized and tune out new messages.

How Kinvoled Helps

Once teachers become accustomed to taking attendance each period, coaching them to customize their parent messages can amplify impact and maintain an enthusiastic spirit of partnership. Varying the content of KiNVO messages helps parents view texts from school as an important information source.

Ms. S. realized that, although her staff was sending messages regularly, they were mostly attendance notifications. She and her coach brainstormed new topics for messages: "We started to think about what kinds of blasts we can send out—the PTA, parent-teacher conferences, snow days, Regents exams—things we want parents to know."

Harlem Community associate Ms. B. worked with Kinvoled's client success coordinator to design strategies that boost family engagement. Now she sends a personalized absence message each day—for example, "I saw Johnny was out today, is everything okay?"—which helps her build authentic connections. "It's not like a robot speaking," she says. "It's an individual."

PUTTING IT INTO PRACTICE

- Work with a Kinvoled coach to learn time-saving personalization tips, craft tailored messages, and expand your outreach beyond attendance.

3 BOOST TEACHER USAGE

The Problem

When staff doesn't use KiNVO take attendance daily in every period, student attendance data is not as accurate as it could be. In some instances, teachers and leaders need training on proper KiNVO use, but



more importantly, staff can benefit from learning the benefits of taking attendance on a consistent basis.

How Kininvolved Helps

The Kininvolved team partners with school systems to strategize ways to boost utilization rates and make attendance data more accurate.

Ms. S. worked with her Kininvolved coach to send weekly emails to her teachers that include attendance rates, the effect of KiNVO usage on attendance, students who are improving their attendance, and teachers who take attendance in 100% of their classes each week.

As the result of a Kininvolved coaching session, Ms. B. now sends out monthly attendance newsletters: "I spotlight teachers with high utilization, and once other teachers see it, they think 'OK, I want to use it too.'"

PUTTING IT INTO PRACTICE

- **Teachers:** Participate in Kininvolved coaching sessions to increase comfort with KiNVO, learn its full feature set, use the software with fidelity, and increase your usage.
- **Leaders:** Work with a Kininvolved coach to understand the barriers that prevent teachers from taking attendance daily and hear tailored suggestions about how to boost teacher utilization.

PURPOSEFUL MESSAGING



“

Our goal is to help families support students at home as we try to support them at school. We want them to reach their ultimate goals. Kinvoled has been very effective for us in that regard.

AUGUSTUS GRISSETT JR.
Attendance Coordinator, Research and
Service High School

Teachers using KiNVO love the fact that they can easily touch base with parents and students via text message without giving out their personal cell phone number. But effective communication and engagement is about more than sending messages—it's about sending the right messages at the right times to the right people.

We spoke with KiNVO users who successfully use text messaging to build parent buy-in and motivate students to show up to class—check out their recommendations for effective messaging.

1 PERSONALIZE TO BUILD RELATIONSHIPS

The Problem

While mass messages are a time-saver, sending too many can erode parent engagement. On the other hand, personalized outreach is proven to build trust and open communications pathways, but crafting parent-specific messages can drain teachers' already limited time.

How Kinvoled Helps

KiNVO lets teachers create text message templates that auto-populate student names, making it easy to deliver individualized reminders and notes of encouragement that make students and families feel valued.

Mr. K., a high school teacher on the Upper West Side, uses templates to save time when sending student progress updates: "I saves me time and makes each text more personal."

Harlem community associate Ms. B. sends a text each morning to absent students' parents: "I created a general message template and I make minor tweaks to it every day. Parents know it's not a robo-message because it's a bit more individual, and the response rates have been great."

PUTTING IT INTO PRACTICE

- Create KiNVO templates for recurring messaging like quiz reminders and a weekly motivational message (Messaging > Access Templates > General Templates > +).

 **Pro tip:** Even slight template tweaks help outreach feel fresh—include a different study tip each time; switch up the weekly message—and use "{{student}}" to automatically personalize your message with the student's name.

- Be specific to show you notice and appreciate your students and to reinforce behaviors you want to see again. Rather than "Trina did well today!" share that "Trina impressed me by double-checking her algebra calculations!"

- Label your messages for easy access to specific message types, for example, "Great job on spelling quiz—send after period 3," or "Core value shoutout—send when student shows responsibility."

 **Pro tip:** Set up on your phone or calendar an automated reminder to send a few messages each day.

2 HARNESS THE POWER OF POSITIVITY

The Problem

"We spend lot of time focusing on not-so-great things kids are doing, so great moments get overlooked," says Bronx teacher Ms. S.

Proactive and encouraging outreach makes students feel valued while signaling that parents are key partners. However, without a way for teachers to track the type of messages they send, it's easy to lose track of the ratio between positive and neutral/negative outreach.

How Kinvoled Helps

KiNVO provides an automatic log of the type and volume of messages teachers send, helping them keep tabs on their outreach and make plans to improve engagement.

By analyzing the types of messages her staff sends, Brooklyn Community Schools director Ms. S. can spot patterns—for example, texts that express parent appreciation garner the greatest parent response. She leverages these insights into her school's attendance outreach strategy.

- For students with 95%+ attendance, teachers send "thank you" messages to acknowledge parents' support.
- For students with lower attendance, teachers frame the need for improvement positively. "We say 'your child currently has 85% attendance and has the chance to win our competition by raising it,'" shares Ms. S.

PUTTING IT INTO PRACTICE

- Use the Parent Communication report to look at the response rates to messages categorized as “Positive” versus “Needs Improvement.” If you notice “Positive” messages are more likely to get parents to write back, step up how many you send.

- Keep in mind the 5:1 “Magic Relationship Ratio.”

 **Pro tip:** Use the Parent Communication report (“Parent communication rate of receiving and replying to text messages”) to track the ratio of positive to improvement-oriented messages.

- When you reach out to motivate improvement, frame it in a positive light. Instead of telling a parent, “Calvin was present only 80% last month,” set up a fun challenge that shows you believe in the outcome. For example: “If Calvin gets to school 1 more day per week, he’ll be in our 90% club and get a special lunch!”

- Make it competitive: Compete against your colleagues to see which grade level or subject team can have the highest Positive-to-Needs Improvement message ratio each week.

parents understand how they are getting texts and recognize there is a person behind the messages.

Queens high school teacher Ms. L. says that when she sends an assignment reminder, parents respond and even reach out for more ways to provide support: “They say ‘I will make sure it’s done’ or ‘I will make sure they study.’ Sometimes they ask me the specific topic so they can work with their child.”

As the assistant program director for a Bronx community-based organization, Ms. W. reviews message transcripts with her staff to coach them on stronger communication practices: “Someone might come to me and say, ‘I’m not really getting anywhere with this student.’ We can look at what they’re saying to find out if the tone isn’t quite coming across the right away. Then they can then revise the content and language to better encourage a response.”

PUTTING IT INTO PRACTICE

- Help parents embrace Kinvoled—start off the year strong with an introductory text from each teacher and a hard copy welcome letter (available in multiple languages) that introduces the software and answers key questions about using it.

 **Pro tip:** Set the expectation for parents to engage, and commit to reciprocating in a timely manner.

Get a second opinion: because you can write and save drafts, KiNVO makes it easy to run your message by a colleague and get their feedback before sending.

3 PAVE A TWO-WAY COMMUNICATIONS ROAD

The Problem

Outbound communication is great for sending students and parents reminders and important notifications, but without an invitation to respond, teachers miss opportunities to establish stronger connections that encourage conversation.

How Kinvoled helps

At the beginning of the school year, Harlem Community Schools director Ms. W. encourages teachers to send a text message introduction: “Hi, I’m your child’s teacher and this is a free way to communicate with me.” This helps 140

4 KEEP IN TOUCH, EARN TRUST

The Problem

Even though teachers are eager to message parents when they first start using KiNVO, some feel frustrated when the response rate isn’t as high as expected.

Communication breakdowns can happen when

teachers don't establish routines around content and timing. While the content of each message is important, when you send them also counts.

How Kinvoled helps

In addition to saving time, KiNVO allows teachers to schedule message delivery at a convenient time for parents—even if that's not when teachers have time to craft them. This helps teachers capitalize on prime engagement opportunities.

In addition to sending messages at high-impact times (like a morning wake-up reminder), teachers using KiNVO attribute high parent response rates with consistent outreach. Mr. K., a Manhattan high school teacher, says that once parents trust him to send messages about upcoming exams or projects, they are more likely to write back: "They respect and expect it from me."

At back-to-school night, Harlem teacher Ms. A. sends a message, then asks parents to send her a quick acknowledgement in response, and she follows up if she doesn't hear back. This persistence gets parents in the habit of responding—she now has a 95% parent reply rate.

PUTTING IT INTO PRACTICE

- Create a culture of consistent communication by sending messages on the same topics at the same time each week. If a parent knows you'll send a reading log reminder at 6 p.m., they can carve out time to read with their child before bed.

 **Pro tip:** Use the recurring message feature to pre-set message delivery.

- Keep your Kinbox organized, and click on "unread" to review messages that need your reply.

 **Pro tip:** Sign up for a daily notification of your new and unread messages (Settings > Email Notifications > Receive daily digest of new or unread messages once per day > Save)

- To help parents feel heard, reply to your unread messages before settling in for the night.



5 USE GOAL-SETTING TO STAY ON TRACK

The Problem

Without systems for setting goals and tracking communications, even teachers with the best intentions for effective outreach can get derailed by unexpected challenges.



**I don't want to know on Friday
that a child hasn't been in
school all week. KiNVO informs
me right away.**

**MS. S.,
Elementary principal**

How Kinvoled Helps

Robust parent outreach analytics help teachers and leaders quantify their communications goals and stay on track. Rather than setting vague objectives like “talk to parents more,” KiNVO reports let educators hold themselves accountable to specific metrics like “send 10 positive messages each week” or “get 50% of parents to respond to my testing reminder.”

After rolling out KiNVO, school leader Ms. C. started tracking the ratio of strengths-oriented messages to needs-oriented messages: “Teachers sent 75% negative messages and 25% positive messages, and that’s not going to bode well for the rest of the school year.” To restore parent relationships, her team began sending more positive messages. Armed with data, her entire team is now “very strategic around what we’re communicating with parents.”

PUTTING IT INTO PRACTICE

- Use the Parent Communication report to track which parents are responsive and which may need a different approach.

 **Pro tip:** Non-responsive parents may not understand KiNVO or know how to respond to messages—send an individual message to re-introduce KiNVO and invite them to contact you through text.

- Assign in KiNVO a role for the contacts associated with each student—contacts can be tagged to receive attendance notifications, message notifications, or both. This ensures you’re reaching the right person at the right time.

- If you catch yourself frequently sending positive notes to a few students’ families and skipping the rest, set a goal of connecting with the families you reach out to the least.

 **Pro tip:** Find something positive to share, no matter how small—parents not used to hearing good news will embrace the pleasant surprise.



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SMART Goals Worksheet

SMART is an acronym you can use to guide your interviewing and problem-solving activities, ensuring the goal of your work is clear and reachable. To create a SMART goal, ask yourself these questions:

Specific: What will my goal accomplish? How will I accomplish it? Why do I want to accomplish it?

Measurable: How will I determine if I accomplished my goal?

Achievable: Is my goal possible? Do I have the time and resources? What might get in my way?

Relevant: Is my goal reasonable? Is this the right time to focus on this goal?

Time-bound: What is my established completion date? Is this date reasonable?

Extra credit:

Add an "S" to the end for "Staff": Who can help me accomplish my goal? Do I feel comfortable asking for help?



Sample SMART Goal

Specific:

I am concerned about students who skip the last two periods of school. I would like to understand why students leave school early. I will download a report that identifies such students. I will then request that our guidance counselors spend time speaking with (i.e. interviewing) ten students to learn more about this attendance behavior.

Measurable:

On Monday, I will download a report that identifies students who skip 7th and 8th period. I will request that our guidance counselors review this list, then create sub-list of ten students. I will check in with the guidance counselors on Friday to confirm they've identified the students, and guidance counselors will aim to speak with the ten students by the end of the following week.

Achievable:

Yes, I think my goal is possible. I have two guidance counselors I trust to support me with this project [there's the extra-credit "S"!]. The interviews will last 20 minutes, and I am worried that if conversations last longer, we might run out of time this week; then again, running long may be a good thing because we stand to learn a lot!

Relevant:

This is the right time to focus on this group because it is the end of the marking quarter and I would like to start the fourth quarter fresh.

Time-bound:

This project will take two weeks to complete. I will check in twice with the guidance counselors, and we will schedule an hour-long meeting at the conclusion of the interviews to review their findings.



Final Thoughts:

SMART goals allow us to track our process and progress in a systematic and objective way. They also increase the probability of a project's success. Teams that use SMART goals in their daily practice:

- Exhibit heightened focus, motivation, and cohesion.
- Know exactly what is expected of them, and when.
- Are clear about their priorities, reducing stress and anxiety and yielding better outcomes.



Writing, implementing, and measuring SMART goals takes practice—our Teacher & Leader Coaching can help. Visit www.kinvolved.com or email hello@kinvolved.com to learn more.

THE BASICS

The who, what, where, when, and why of forming a successful team

Getting every student to every class, every day is a collaborative effort. An attendance team is a group of staff members focused on monitoring and improving student attendance. The team's job is to create school- or district-wide attendance goals and strategies, and to ensure the school has the appropriate resources to support those goals and address any challenges that arise.

SCHEDULING MEETINGS

Consistency is key. Some teams meet weekly or bi-weekly, whereas others meet quarterly—we suggest that attendance teams meet at a cadence that is realistic for your school culture. While meeting in-person is best, virtual meetings via video call (e.g., Skype, Zoom, Google Hangout) are effective alternatives.

ASSEMBLING THE TEAM

Attendance teams come in all shapes and sizes, so there's no "right way" to build one. There are, however, some key roles you'll need to fill:

- **Leader:** Someone to guide your team and set its intention; typically a principal, assistant principal, or district leader.
- **Data guru:** Someone with a deep understanding of your attendance data.
- **Social worker** or counselor: Someone who understands your students' socio-emotional needs.
- **Teacher:** Someone who represents the classroom perspective. You can call upon more teachers as-needed throughout the year to address specific challenges or highlight bright spots.
- **Parent and student:** It's important to keep students and parents at the heart of the matter. Invite parents and students as appropriate, primarily to listen to their perspectives and challenges.
- **Nurse:** Health conditions account for a large number of absences, particularly in the winter months; nurses offer a unique perspective.
- **School secretary or attendance clerk:** The first person a student who is absent or late encounters.
- **Nonprofit or community organization leader:** Wraparound and support service providers bring to the table an outsider's point of view.

RUNNING YOUR MEETINGS

Attendance team meetings are unique to your school or district culture—here are some recommended recurring activities and questions for your agenda:

- **Data review:** Which students have the highest number of days absent and/or tardy? Which students have improved their attendance week-over-week?
- **Intervention brainstorming and review:** How can we best support students who have attendance challenges? What interventions has your team tried? Which are successful?
- **Attendance culture development:** How can we better build a strong culture of attendance at our school or district? How can we effectively communicate attendance information to students, parents, and staff? What strategies have we tried? Which strategies have proven successful?
- **Bright spots:** Where has your team succeeded? How will we celebrate our wins?

PLANNING AND LEADING MEETINGS

Attendance team leaders—usually a principal, assistant principal, or district leader—is responsible for setting the team's intention and goals, determining the meeting cadence, building meeting agendas, communicating with team members and other stakeholders, and keeping people accountable for their respective roles in improving student attendance.

This is an important and multi-faceted role that requires preparation and discipline, but by following a few simple guidelines, team leaders can be successful without feeling overwhelmed.

THREE STEPS TO LEADING SUCCESSFUL ATTENDANCE TEAM MEETINGS

1. Email your team the agenda at least 48 hours prior to your meeting. Include the specific purpose of the meeting and list any required pre-meeting activities.
2. Ensure that all necessary data has been downloaded and analyzed prior to the meeting. This will save you time and help your team stay on track.
3. Request that staff email you questions ahead of time so that you are prepared to respond to them during the meeting.

SAMPLE AGENDA FOR A 45-MINUTE ATTENDANCE TEAM MEETING

Minutes	What?	Who?
:0--:05	Meeting kickoff: Greetings; team check-in; restatement of team intention; reminder of meeting purpose; review of SMART goals.	Leader
:05--:15	Weekly data review: School-wide trends; students with challenges; students who've shown improvement.	Data guru
:15--:30	Intervention discussion: What interventions have staff tried in the past week?; What worked and what didn't?; What additional resources are needed?	Social worker or counselor
:30--:40	Culture-building: Status update on activities the school has implemented to work toward a culture of attendance improvement.	Attendance clerk
:40--:45	Next steps: Capture and review action steps for the week ahead; align those next steps to SMART goal(s).	Leader

EMAIL TEMPLATE

Greetings, team!

Please see the attached agenda for our weekly attendance team meeting. As a reminder, here is this month's SMART goal: **We will decrease first-period tardiness by 5% during the month of November.**

We will do this by:

- Sending home to parents weekly reminders about the importance of punctuality.
- Notifying parents via KiNVO about student lateness.
- Having each first-period teacher consistently remind students why it's important to show up on time.

Teachers have been instructed to report trends or problems to their grade-level leads; grade-level leads will share an update via email to social worker Mrs. McKee 24 hours prior to our meeting.

Action items:

- **Mr. Smith [data guru]:** Download attendance trends and lateness reports prior to our meeting.
- **Mrs. McKee [social worker]:** Review the grade-level leads' reports and share a summary of observed lateness trends (e.g., Have teachers recommended any interventions?; Has lateness improved?)
- **Mr. Barber [attendance clerk]:** Be prepared to provide an update on this week's parent newsletter (e.g., Have any parents replied with questions?; What is the update on the Thanksgiving attendance party?)

Please email me prior to the meeting with questions or concerns. See you in Room 104 at 10:00 a.m.—I encourage you to arrive five minutes early if possible.

Thank you,
Principal Ludlow

Appendix F: Kinvolved's Supporting and Legal Documents

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BID OFFER FORM

I, or we, the duly authorized, having carefully read the Bid Information, Bid Attributes and, Bid Line Items, do hereby agree to enter into a contract with Ector County Independent School District by tendering this offer to perform the work required/or provide the product(s) specified in this solicitation. I, or we, will deliver the product(s) per specifications found in this document for the prices indicated.

I, or we, also certify to the accuracy of the certifications required (including, but not limited to, Felony Conviction Notice) which accompany this offer.

The prices in this offer have been determined independently, without consultation, communication, or agreement for purpose of restricting competition, as to any matter related to such prices, with any other offeror or with any competitor. I, or we, are authorized, to submit this offer and have not been a party to any collusion among offer/offers in restraint of freedom of competition by agreement to offer at a fixed price or to refrain from offering; or with any Ector County Independent School District employee, Board Trustee, or consultant as to quantity, quality or price in the prospective contract, or in any terms of the prospective contract except in any authorized discussion(s) with ECISD Purchasing personnel; or any discussion(s) or action(s) between offer/offers and any ECISD employee, Board Trustee, or consultant concerning exchange of money or other things of value for special consideration in the award of this contract.

"The undersigned affirms that they are duly authorized to execute this contract, that this company, corporation, firm, partnership or individual has not prepared this bid in collusion with any other bidder, and that the contents of this bid as to prices, terms or conditions of said bid have not been communicated by the undersigned nor by any employee or agent to any other person engaged in this type of business prior to the official opening of this bid."

Note: Signature of the authorized representative **MUST** be of an individual who legally may bind his/her organization by entering into a formal contract with the Ector County Independent School District

Vendor Name Kinvolved

DBA

Address 25 Broadway, 12th Floor

City/State/Zip New York, NY 10004

Email hello@kinvolved.com

Phone # 1-800-409-1442

Bidder (Signature) 

Bidder (Print Name) Miriam Altman

BIDDER RESIDENCY CERTIFICATION

I hereby certify the following information to be true and correct:

In accordance with paragraph 11, of the Standard Terms and Conditions of the bid, I certify the following: (Check applicable statements(s))

- ☐ Proposal is from a State of Texas resident bidder.
- ☒ Proposal is from a non-resident bidder.

The following is further certified by non-certified bidder:

- ☒ Copy of non-resident current state statute is attached which specifies the amount that a Texas resident bidder would be required to under bid a non-resident bidder to obtain a comparable contract in the non-resident state in which principal place of business is located.
- ☐ No such statute exists in non-resident state.



Signature

Miriam Altman, Chief Executive Officer
Name and Title

Kinolved
Company

NEW YORK RESIDENT BIDDER PREFERENCE

Revised September 10, 2020

PBA – Public Authorities

Article 9: General Provisions

Title 4: Contracts of Public Authorities

Section 2879: Procurement Contracts

1. Every public authority and public benefit corporation, a majority of the members of which consist of persons either appointed by the governor or who serve as members by virtue of holding a civil office of the state, or a combination thereof, (such entities to be hereinafter in this section referred to as "corporation") shall adopt by resolution comprehensive guidelines which detail the corporation's operative policy and instructions regarding the use, awarding, monitoring and reporting of procurement contracts. Guidelines approved by the corporation shall be annually reviewed and approved by the corporation

3. The guidelines approved by the corporation shall include, but not be limited to the following:

- (n) Policies to promote the participation by New York state business enterprises and New York state residents in procurement contracts, including, but not limited to:
 - (i) providing for the corporation to collect and to consult the specifications of New York state business enterprises in developing specifications for any procurement contract for the purchase of goods where possible, practicable, feasible and consistent with open bidding, except for

procurement contracts for which the corporation would be expending funds received from another state. The corporation shall, where feasible, make use of the stock item specification forms prepared by the commissioner of general services, and where necessary, consult with the commissioner of the office of general services, in developing such specifications and make such determinations; and

- (ii) with the cooperation of the department of economic development and through cooperative efforts with contractors, providing for the notification of New York state business enterprises of opportunities to participate as subcontractors and suppliers on procurement contracts let by the corporation in an amount estimated to be equal to or greater than one million dollars and promulgating procedures which will assure compliance by contractors with such notification. Once awarded the contract such contractors shall document their efforts to encourage the participation of New York state business enterprises as suppliers and subcontractors on procurement contracts equal to or greater than one million dollars.

Documented efforts by a successful contractor shall consist of and be limited to showing that such contractor has

- (a) solicited bids, in a timely and adequate manner, from New York state business enterprises including certified minority and women-owned business, or
 - (b) contacted the New York state department of economic development to obtain listings of New York state business enterprises, or
 - (c) placed notices for subcontractors and suppliers in newspapers, journals and other trade publications distributed in New York state, or
 - (d) participated in bidder outreach conferences.
- If the contractor determines that New York state business enterprises are not available to participate on the contract as subcontractors or suppliers, the contractor shall provide a statement indicating the method by which such determination was made. If the contractor does not intend to use

subcontractors on the contract, the contractor shall provide a statement verifying such intent; and

- (o) For the purposes of this section, a "New York state business enterprise" means a business enterprise, including a sole proprietorship, partnership, or corporation, which offers for sale or lease or other form of exchange, goods which are sought by the corporation and which are substantially manufactured, produced or assembled in New York state, or services which are sought by the corporation and which are substantially performed within New York state.
- (p) For the purposes of this section, a "New York resident" means a natural person who maintains a fixed, permanent and principal home located within New York state and to which such person, whenever temporarily located, always intends to return.

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- (c) In including any additional business enterprises on invitations to bid for the procurement of goods or services, the chief executive officer of the corporation shall not include any foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to subdivision six of section one hundred sixty-five of the state finance law, except, however, business enterprises which are New York state business enterprises as defined by this section. The corporation may waive the application of the provisions of this section whenever the chief executive officer of the corporation determines in writing that it is in the best interests of the state to do so. The chief executive officer of the corporation shall deliver each such waiver to the commissioner of economic development.
- (d) A corporation shall not enter into a contract with a foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to subdivision six of section one hundred sixty-five of the state finance law. The provisions of this section may be waived by the chief executive officer of the corporation if the chief executive officer of the corporation determines in writing that it is in the best interests of the state to do so. The chief executive

officer of the corporation shall deliver each such waiver to the commissioner of economic development.

STF- State Finance

Article 11: State Purchasing

Section 163: Purchasing services and commodities

3. General provisions for purchasing commodities.

- b. The commissioner shall:
 - (vii) assist the department of agriculture and markets and the department of economic development in providing a training program once per year, in each economic development region, established in article eleven of the economic development law, to encourage and increase participation in the procurement process, pursuant to this article, by small businesses, as defined in section one hundred thirty-one of the economic development law, including farms, selling food or food products grown, produced, harvested, or processed in New York state and assist such businesses in identifying such food or food products which may help to meet state agencies' needs

6. Discretionary buying thresholds. Pursuant to guidelines established by the state procurement council: the commissioner may purchase services and commodities in an amount not exceeding eighty-five thousand dollars without a formal competitive process; state agencies may purchase services and commodities in an amount not exceeding fifty thousand dollars without a formal competitive process; and state agencies may purchase commodities or services from small business concerns or those certified pursuant to articles fifteen-A and seventeen-B of the executive law, or commodities or technology that are recycled or remanufactured in an amount not exceeding five hundred thousand dollars without a formal competitive process and for commodities that are food, including milk and milk products, grown, produced or

harvested in New York state in an amount not to exceed two hundred thousand dollars, without a formal competitive process.

STF- State Finance

Article 11: State Purchasing

Section 165: Purchasing restrictions

6. Special provisions relating to retaliating against other jurisdictions which discriminate against New York state enterprises in their procurement of products and services.

- a. As used in this subdivision, the following terms shall have the following meanings unless a different meaning appears from the context:
 - (i) "Discriminatory jurisdiction" shall mean any other country, nation, province, state or political subdivision thereof which employs a preference or price distorting mechanism to the detriment of or otherwise discriminates against a New York state business enterprise in the procurement of commodities and services by the same or a non-governmental entity influenced by the same. Such discrimination may include, but is not limited to, any law, regulation, procedure or practice, terms of license, authorization, or funding or bidding rights which requires or encourages any agency or instrumentality of the state or political subdivision thereof or nongovernmental entity influenced by the same to discriminate against a New York state business enterprise.
- c. In including any additional business enterprises on solicitations for the procurement of commodities or services, the commissioner and all state agencies shall not include any foreign business enterprise which has its principal place of business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to paragraph b of this subdivision, except, however, business enterprises which are New York state business enterprises as defined by this subdivision.
- d. A state agency shall not enter into a contract with a foreign business enterprise, as defined by this subdivision, which has its principal place of

business located in a discriminatory jurisdiction contained on the list prepared by the commissioner of economic development pursuant to paragraph b of this subdivision. The provisions of this paragraph and paragraph c of this subdivision may be waived by the head of the state agency if the head of the state agency determines in writing that it is in the best interests of the state to do so. The head of the state agency shall deliver each such waiver to the commissioner of economic development.

Source: <https://comptroller.texas.gov/purchasing/bidder-preference/new-york.php>

Certification of No Boycott of Israel Form

If Contractor/Vendor is a "Company", as that term is defined in Section 808.051 of the Texas Government Code and is not a sole proprietorship, then Contractor/Vendor certifies and verifies that it: (i) does not boycott Israel and (ii) will not boycott Israel during the Term of this Agreement; or (iii) that it meets the requirements of an exception listed below.

Form requirements:

- **This certification is required by Texas Government Code § 2270.002.**
- This form is required to be attached to all Purchase Orders (goods) and Contracts (services) with a value of \$100,000 or more that is paid in whole or in part with state funds with a company with 10 or more full time employees. The campus department making the purchase of goods or contracting for services is responsible for obtaining the form from the Vendor or Contractor.

Texas Government Code §808.051 states that "Boycott Israel" means "refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes". Furthermore, Texas Government Code §808.051 states that the term "Company" means a "for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations that exists to make a profit", provided however that Texas Government Code §2271.001(2) excludes sole proprietorships from this definition of "Company".

Vendor/Contractor Name or Company Name	Kinvolved
Street Address	25 Broadway, 12th Floor
City	New York
State	NY
Zip Code	10004
Phone Number	1-800-409-1442
Email	hello@kinvolved.com
Print Name of Authorized Representative	Miriam Altman
Title of Authorized Representative	CEO
Signature of Authorized Representative	
Date	March 1, 2021

ONLY COMPLETE THIS SECTION IF YOU BELIEVE YOU ARE NOT REQUIRED TO PROVIDE THE CERTIFICATION LISTED ABOVE FOR THE REASONS CITED BELOW

My business is not required to provide the certification listed above because (select one):

- ☐ My business is not a for-profit "Company" as defined above, pursuant to Texas Government Code §808.051 and §2271.002(2).
- ☐ My Company has less than 10 full-time employees, pursuant to Texas Government Code §2271.002(1).
- ☐ This is not an agreement for goods or services to be provided to the District unless the contract contains a written verification from the company that it:
 - (1) does not boycott Israel; and
 - (2) will not boycott Israel during the term of the contract, pursuant to Texas Government Code §2271.002(2b).

Miriam Altman

Name

Signature

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March 1, 2021

Date

FELONY CONVICTION NOTIFICATION

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Sec. 44.034. NOTIFICATION OF CRIMINAL HISTORY OF CONTRACTOR. (a) A person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

Subsection (b) states "A school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

(c) This section does not apply to a publicly held corporation.

CRIMINAL HISTORY REVIEW OF CONTRACTOR EMPLOYEES

Bidder shall review §22.0834, Texas Education Code and 19 Texas Administrative Code §153.1101 and §153.1117 regarding criminal history checks of school contractor employees. The rules define continuing duties related to contracted services, direct contact with students, covered contract employee and other relevant terms within the statute.

Except as otherwise provided herein, the contractor will obtain and certify in writing, before work begins, and at least annually, that the contractor has received all criminal history record information that relates to an employee, applicant, agent or subcontractor of the contractor or a subcontractor, if the person has or will have continuing duties related to the contracted services, and the duties are or will be performed on Ector County ISD's property where students are regularly present or at another location where students are regularly present. Contractor shall assume all expenses associated with the background checks and shall immediately remove any employee or agent who was convicted of, received probation for, or received deferred adjudication for any felony as outline below or any misdemeanor involving moral turpitude, from Ector County ISD's property or other location where students are regularly present. Ector County ISD shall determine what constitutes "moral turpitude" or "a location where students are regularly present."

Contractor or subcontractors may not work on Ector County ISD's property where students are present when they have been convicted, received probation or deferred adjudication for the following felony offenses:

1. Any offense against a person who was, at the time the offense occurred, under 18 years of age or enrolled at a public school;
2. Any sex offense;
3. Any crimes against persons involving:
 - a. Controlled substances; or
 - b. Property; or
4. Any other offense Ector County ISD believes might compromise the safety of students, employees or property.

Please complete the information below:

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions and criminal history checks for the company employees, agents, or subcontractors that will be on the Ector County ISD campus have been reviewed by me, shall be complied with, and the following information furnished is true to the best of my knowledge.

Vendor's Name: Kinvolved

Authorized Company Official's Name (please print or type): Kinvolved, Inc

A. My firm is not owned nor operated by anyone who has been convicted of a felony.

Signature of Company official:  Date: March 1, 2021

B. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s): _____

Details of Conviction(s): _____

Signature of Company Official: _____ Date: _____

C. My firm is a publicly held corporation, therefore, this reporting requirement is not applicable.

Signature of Company Official: _____ Date: _____

CERTIFICATE OF INTERESTED PARTIES**FORM 1295**

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Kinvolved, 25 Broadway, 12th Floor, New York, 10004

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Ector County Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the goods or services to be provided under the contract.

School (Student) Attendance Improvement Platform RFP #21-15

4 Name of Interested Party	City, State, Country (place of business)	Nature of Interest (check applicable)	
		Controlling	Intermediary
Miriam Altman	New York, NY, USA	X	
Alexandra Meis	New York, NY, USA	X	

5 Check only if there is NO Interested Party.

☐**6 AFFIDAVIT**

I swear, or affirm, under penalty of perjury, that the above disclosure is true and correct.

BOGUMILA T. ROSEBURG
NOTARY PUBLIC - STATE OF NEW YORK
NO. 01RO5071459
QUALIFIED IN QUEENS COUNTY
COMMISSION EXPIRES JANUARY 13, 2023

Signature of authorized agent of contracting business entity

AFFIX NOTARY STAMP / SEAL ABOVE

Sworn to and subscribed before me, by the said Miriam Helen Altman, this the 1ST day of March, 2021, to certify which, witness my hand and seal of office.

Signature of officer administering oath

Printed name of officer administering oath

Title of officer administering oath

ADD ADDITIONAL PAGES AS NECESSARY

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY

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Ector County Independent School District

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Signature of officer administering oath

Printed name of officer administering oath

Title of officer administering oath

ADD ADDITIONAL PAGES AS NECESSARY

Alicia Syverson

Assistant Superintendent, Student and School Support
(432) 456.0008

alicia.syverson@ectorcountysd.org



RFP #21-31 – ALTERNATIVE DROPOUT PREVENTION/RECOVERY PROGRAM

Purpose: Partnership with an organization or agency that will provide a high quality and high impact community-based education program that targets dropout prevention and dropout recovery of students who are under 21 years of age and have not graduated from High School. It is the District expectation that eligible students receive academic services sufficient to re-engage them in regular learning which will support students to meet District graduation requirements. This partnership will also allow the District to recover a percentage of lost ADA generated through dropout recovery efforts.

Background Info: ECISD will partner with Acceleration Academies to recover students who have dropped out of school and provide an alternative for students who need credit recovery and are at risk of dropping out of school.

Cost: Revenue Sharing opportunity for ADA funding derived from recovered drop out students

Recommended Service Provider: Acceleration Academies

OUR students ¹⁶²THE future

Ector County ISD Request for Proposals: Cover Letter

Name: **ACCELERATION ACADEMIES**

Mailing Address: 910 W. Van Buren St Suite 315 Chicago, IL 60607

Website: www.accelerationacademy.org

Contact Person: Mark A. Graves, President
mgraves@accelerationacademy.org
(312) 919-8445

Federal I.D. # 47-1906410

RFP Name: Alternative Dropout Prevention/Recovery School

RFP Number: 21-31

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Background

Acceleration Academies was founded in July 2014 by Dr. Joseph Wise, a long-time educator and former superintendent after extensive research into America's high school dropout epidemic. In 2013, 1.9 million young adults over the age of 18 lived in this country without a high school diploma, not enrolled in any kind of educational programming and yet were young enough to return to their local school districts to work toward a standard HS diploma. So, Wise and his colleagues at the time set out to learn more about this growing segment of society to gain a deep understanding of the challenges facing young adults who left high school without obtaining their high school diploma. After conducting surveys and focus groups of over 2,100 former high school dropouts who had re-engaged in local programs across 6 states in 2013, our team was able to identify the triggers to dropping out of high school as well as the support structures students identified as necessary for them to be successful during their re-entry into an alternative learning environment.

We responded by partnering with school districts to offer young people a personalized alternative pathway, one that blends flexible online coursework, intensive one-on-one academic coaching and wraparound social/emotional support delivered both in-person and remotely. Our network of school programs has grown to 11 Acceleration Academies nationwide, a list that will soon grow to 12 as we open our new Charleston, South Carolina, charter school this summer. Nationally, our network recently celebrated its 1,000th graduate, a single mother and daughter of Mexican immigrants who will join a group of young people who once thought a diploma beyond their grasp. As of June, 2021, that number has grown to over 1,200.

We are eager to join forces with you to re-engage such youths, help get them back on track for diplomas that will guarantee them an average wage of at least \$400/week higher than people with a GED, reduce the risk of them ending up on government assistance or in jail, and — most important of all — give them a chance to build futures that will make them, their families and communities proud.

Since opening the first academy in July 2014, Acceleration Academies has partnered with school districts across the nation, including large, urban districts with enrollments over 300,000 students as well as smaller school districts that include more rural areas. These districts include:

- Bethel School District (WA)

- Berkeley County School District (SC)
- Charleston County School District (SC)
- Clark County School District (NV)
- Dorchester School District 2 (SC)
- Escambia County School District (FL)
- Miami-Dade County Public Schools (FL)
- Sarasota County Schools (FL)
- South Carolina Public Charter School District (SC)
- St. Lucie County Public Schools (FL)

Acceleration Academies has a deep understanding of the challenges facing the students we serve. Additionally, Acceleration Academies understands that without an educated community of bright, eager, capable young men and women, our communities will not be prepared to meet the needs of a society increasingly dependent upon technology and specialized skills. Every student in America should have the same educational opportunities as their peers, regardless of their skin color or the zip code. This program aims to spread access to traditionally disenfranchised populations in an attempt to level the playing field for all young men and women. With our commitment to post-secondary opportunities, graduates of Acceleration Academies will not only walk away with a standard diploma, but they will also have doors of opportunity opened to them that were previously closed. To do this, we rely heavily on local educational and business leaders to lead our program, and we are committed to hiring individuals with a proven track record of positive outcomes for at-risk students in Ector County. The network level experience of opening academies across the country demonstrates Acceleration Academies is primed to build capacity with new Ector County staff members in order to build on our 7 years of lessons learned and best practices, including the need for our academies to be open year round, for student recruitment and enrollment to be ongoing throughout the year, and to ensure students have the necessary ancillary supports required for them to make their education a priority in life while fulfilling responsibilities to part- or full-time employment as well as familial obligations (child care, assisting sick parents, etc.).

The Acceleration Academies network team supports regional teams with the following staff members: a Chief Executive Officer, Chief Education Officer, Chief Academic Officer, Chief of Academy

Operations, Chief Financial Officer, Director of Student Enrollment, Manager of Operations, Manager of Systems and Supports, Marketing Coordinator, and 3 Communications Team (call center) representatives. Network team members have dedicated most of their professional careers to public education and many of its staff members have been a part of the organization since inception — honing practices to meet the needs of students we call Graduation Candidates (GCs) to remind them of why they are working so hard.

Scope of Work

Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional high school setting. Like Ector County Independent School District, the educators at Acceleration Academies believe that all students — regardless of past academic performance or personal obstacles — are capable of graduating from high school and going on to success in college, trade school, the military and the workplace. And like you, we are committed to making that opportunity available to students of color who have too often found themselves left behind.

The Ector County Acceleration Academy will propose the following outcomes for the 2021-2022 school year: (1) Enroll 200 students in its first year of operation, to be served at one location; (2) maintain an average weekly attendance rate of 80% or higher; (3) expect each GC to complete one course for a half credit every 3-4 weeks; and (4) graduate approximately 30 or more students. These milestones are built upon the recent increases we have seen nationally across these key performance indicators.

Revenue Sharing Financial Model

Acceleration Academies enters into public-private partnerships to support school districts in their re-engagement efforts and revenue shares on the total, weighted funding (including supplemental funding for ESE and ELL students) generated by the students who are re-enrolled into the District's Acceleration Academy program. Acceleration Academies shall bill for and receive solely 90% of those funds available to the District from State, Federal and Local Units of Government for the education of District students served by Acceleration Academies; the District shall retain the remaining 10% of those funds for administrative oversight. Initial payments prior to the student survey period will be made on an agreed upon good faith estimate of the number of students to be served in the first semester of the program. True-up language within the contract will remedy any over- or under-payment scenarios.

There is no upfront cost for operational build-out of a facility, supplies, technology, personnel costs, etc. Instead, we simply share the full-time equivalent (FTE) generated by the students being served through our partnership.

Program Design

The Acceleration Academies educational program is based on our Model Fidelity Framework which is grounded in research conducted in 2014. The framework consists of 7 standards: (1) recruitment, registration, enrollment, and orientation; (2) engagement; (3) social emotional learning; (4) collection, analysis and use of data to achieve results; (5) learning environments and facilities; (6) communication and collaboration; and (7) leadership. Each standard includes sub-standards and specific objectives detailing program expectations and aligned to intended program outcomes.

Acceleration Academies' educational model is rooted in an understanding that the at-risk population we serve will be most successful with a nontraditional approach to educational programming. Every aspect of our program provides a structure distinct from that of a traditional comprehensive high school program.

Ector County Acceleration Academy will offer a blended learning program using an online learning platform, Edmentum, that GCs can access both on and off campus. As part of the blended learning environment, each GC will build a flexible, individual schedule that includes being on-site and working remotely throughout each week. Each GC is expected to complete a minimum of 25 hours of work each week, with a combination of on-site and off-site learning opportunities. Our school days extend throughout the year, for a total of approximately 230 days. GCs will be able to access their courses remotely but must attend on-site weekly to work with certified teachers (referred to as Content Coaches), school counselors (referred to as Career Coaches), and/or social workers, (referred to as Life Coaches). GCs are encouraged to participate in the full range of the school's educational and experiential activities including community circles, field trips, community service events, and career and college planning activities. Each GC is enrolled in one course at a time and has weekly sessions (on-site or remote) with the Content Coach for that course. When on-site, GCs work with the Content Coach in small groups or individually. When working remotely, GCs communicate with Content Coaches via email, text, and video conferencing.

Our research-based educational model possesses unique methodologies and features designed to serve our target population — students who have not met with success in a traditional school setting. These unique features include:

- **Nontraditional School Year** | The academy will be open year-round to serve GCs approximately 230 school days per year.
- **Extended School Day** | Extended hours of operation for both on-site and remote learning allow for flexible scheduling based upon each GC's personal commitments. Ector County Acceleration Academy will be open approximately 60 hours per week allowing maximum flexibility in allowing our GCs on-site access to face-to-face support from their content coach, GCA or other members of our support team. An academy's precise hours of operation are informed by the attendance patterns of our GCs. If significant numbers of GCs wish to begin work as early as 7 am, we may open earlier than our traditional 8 am start time and will operate into the evening so that GCs with employment and family obligations have the opportunity to meet in off-peak hours to ensure academic progress takes place.
- **Student Recruitment** | The Acceleration Academies' team will work closely with district leaders to identify students from previous cohorts who have withdrawn from ECISD prior to earning a standard high school diploma and yet remain young enough to re-enroll, generate funding and earn credits toward their degree. Once these students have been identified, our local engagement coaches and representatives from our Communications team will begin both door-to-door as well as telephone outreach efforts to invite eligible students to return to the school district, in our more flexible program, to work one course at a time toward their ECISD high school diploma. Each prospective Graduation Candidate will be approved by a member of the ECISD team to ensure best placement for the student. Our team will also meet with high school principals and guidance counselors to present our program as a tool in the district's continuum of services so that active students who are not progressing and in need of a new learning environment or simply more flexibility can be invited to transition into the Ector County

Acceleration Academy to achieve a more focused path toward earning their final high school credits.

- **Course Recovery Plan** | GCs will have the opportunity to retake failed courses for credit recovery via Edmentum. This will allow staff to focus on what students need at the exact moment they need it – making on-site time more efficient, saving time, and ensuring all GCs reach their full potential.
- **Key Partner Organizations** | The academy partners with several key community organizations to provide wraparound services to GCs. Examples of these partnerships include, but are not limited to, the American Red Cross, YMCA, Goodwill, and Boys and Girls Club. Community organizations that can assist with vaccines and other medical requirements for graduation will also be sought. We will also partner with community organizations that may also serve members of the same population we are targeting for services as a referral source.
- **Proximity to Public Transportation** | The academy will be located on or near public transportation routes to support GCs in getting to and from the academy. Free bus passes will be provided to graduation candidates who meet daily goals.
- **School Culture** | The academy's nontraditional approach includes the establishment of a strong school culture with clear expectations for all GCs. This begins upon a GC's enrollment in the academy by participation in an extended orientation process. Additionally, Acceleration Academies' Compassionate Schools Framework focuses on the Collaborative for Academic and Social Emotional Learning (CASEL) Standards. The culture we will build at the academy will include the use of restorative practices such as community circles, restorative conferences and positive language frameworks. In addition, career and college planning workshops are offered to GCs on a weekly basis focused on such things as resume writing, apprenticeship opportunities, career exploration, etc. Special school spirit events and activities are planned throughout the year to promote a positive school climate and culture.
- **Unique Proprietary Protocols** | Acceleration Academies has developed a suite of proprietary processes/protocols in alignment with the model to ensure GC success. Several examples include:

- **GC Orientation** | The orientation of GCs is a critical component of Acceleration Academies' comprehensive system for introducing GCs to the educational model and obtaining relevant personal, academic and social/emotional information about each young adult. Orientation is the first step in establishing culture, articulating expectations, and starting GCs on the path to success. Once a GC is enrolled in the school, the GC attends a series of orientation sessions that continue until the GC has completed his/her first course.
- **GC Engagement Protocol** | Acceleration Academies' GC Engagement Protocol is designed to provide a process for monitoring GC attendance and course progress. Each GC is assigned to a GC Advocate (GCA), or mentor, who serves as the GC's case manager and monitors attendance in accordance with the individualized commitment schedule. Specific steps/actions are outlined in the protocol to ensure that GCs are meeting attendance standards. All engagement efforts are documented in Atlas (Acceleration Academies' proprietary service management system) daily.
- **Data Dialogue Protocol** | Acceleration Academies' Data Dialogue Protocol features two distinct components that promote the analysis of data, determining strengths and weaknesses, and identifying action plans to improve results. Weekly data meetings are held at the site level and provide an opportunity for staff to review student performance and progress and develop specific action steps to improve outcomes. A weekly performance management call occurs every Monday, providing an opportunity for the Acceleration Academies network leadership team and site-level leadership to review progress on key performance indicators and collaborate to improve GC and program outcomes.
- **Unique Proprietary Tools** | Acceleration Academies has developed a suite of proprietary systems/tools to ensure GC success. A few examples include:
 - **Atlas** | This system serves as the hub for all GC information (i.e. recruitment, registration, enrollment, GC profile, personalized learning plan, real-time academic progress monitoring across LMS's, case management notes, etc.).
 - **GC Navigator** | This app is designed to increase attendance and engagement, allowing GCs to track their attendance, coursework and graduation progress.

- **Grad Calculator** | This tool is used to calculate the daily/weekly course completion rate necessary for a GC to hit their projected graduation date.
- **Graduation Persistence Scale (GPS)** | This online survey is designed to assess non-academic factors that may keep a GC from persisting in the program to graduation.

Target Population

We will recruit youths and young adults who have already dropped out of high school, are falling behind in their studies or are otherwise at-risk. These students may have withdrawn due to non-attendance, for medical reasons, due to court action, pregnancy or home school. Their whereabouts may be unknown, they may have withdrawn to attend a private school or may have another eligible lever code that would identify them as potentially eligible for our program. These will be the students we begin immediate door to door recruitment efforts on once a contract has been executed. We will also work closely with district leaders to identify active students with poor course performance or a lack of course completions, students lacking progress in their graduation plan and students with chronic absenteeism who are at-risk of dropping out. We will serve any student up until their 21st birthday (22nd birthday for students with an Individual Education Plan) who has been promoted to 9th grade but has not fulfilled the district's graduation requirements. Nationally, our students are, on average, about 18.5 years of age.

Staffing

Acceleration Academy will begin the process for recruiting and hiring staff once a contract has been awarded. Acceleration Academies uses a multi-step process to recruit, select, and retain a racially, linguistically, and gender-diversified staff that mirrors the student/family population served in the academies. Acceleration Academies' Director of Human Resources, working collaboratively with the Chief Education Officer, Chief Academic Officer, and Chief of Academy Operations will lead the selection of the Academy Director. The Director will be the primary intermediary between the Academy and the Ector County ISD. S/he will work closely with the Acceleration Academies Chief Academic Officer and Chief of Academy Operations to efficiently set up the opening of the Academy. This includes the recruitment, hiring, training, and evaluation of the academy staff members.

Acceleration Academies' Director of Human Resources will be responsible for posting open positions for administrative, instructional, and non-instructional personnel on multiple job boards for the Ector County Acceleration Academy. A concerted effort will be made to employ instructional staff who are familiar with, from, or express a commitment to serve GCs in the communities where the Academy is located. The Academy will achieve this by advertising the position for skilled educators, recruiting from local colleges or universities, forging partnerships with Teach For America or similar service-oriented nonprofit organizations, and by identifying potential Content Coaches who are going through Oregon's alternative credentialing process.

The first step in the application process will be the submission of a resume and cover letter. Candidates who possess the background, experience, and credentials required by the position will be contacted for a phone interview by Acceleration Academies' Director of Human Resources. The Director of Human Resources will interview the candidate to validate experience and determine if the candidate is aligned with the Academy's mission. After the screening interview is complete, the names, resumes, and cover letters of qualified candidates will be forwarded to the Academy's Director. The Director will then select candidates for an in-person (or virtual) interview. For teaching candidates, this in-person interview may include a sample lesson as well as a writing sample. Other positions will require a writing sample. The Academy's Director may bring in candidates for multiple interviews throughout the hiring process. Once the Academy's Director has selected a finalist, the job candidate will interview with a member of the Acceleration Academies network leadership team. Offers are extended by the Director of Human Resources, and remain conditional until a state/federal background check has been completed.

Professional Development

The Academy's unique educational model requires extensive professional development and training for staff. Acceleration Academies' Chief Academic Officer provides oversight for professional development and training in alignment with Acceleration Academies' national model. Acceleration Academies' national network team provides professional development and training as needed to ensure local alignment with the national model. Acceleration Academies employs a Model Fidelity Coach (MFC) who supports training and development at the local level and works in conjunction with the academy's Director to plan and implement professional development and training for staff.

Outcomes Data

Our organization is built on continuous improvement for the success of our Graduation Candidates. Acceleration Academies' proprietary service management system, Atlas, is used to collect, store, and organize student data as well as key performance metrics related to student and program outcomes. The following is a list of student and staff accountability metrics as well as the typical cadence for disaggregation of the data, data analysis and subsequent goal setting:

GC Enrollment. GCs who are interested in or referred to Acceleration Academy enter the registration pipeline and are scheduled immediately for orientation. Atlas tracks the registration pipeline with daily updates on the dashboard display that reflect both "Approved" registrations as well as "Pending" registrations. GCs with special needs are monitored closely through the registration process to ensure that all Individual Education Plans are properly supported.

Graduates and Withdrawals. GCs who either complete their academic requirements or who fail to make adequate progress despite the full range of support are tracked carefully and reported at both the network and the site level on a weekly basis. Both of these metrics are an important part of Acceleration Academies' accountability systems and key performance indicators, and can be found in the quarterly report from at each site.

GC Attendance. Both on-site and online attendance is monitored on a daily and a weekly basis, and is disaggregated by sub-groups (i.e. special programs, etc.) to better understand emerging trends. GC attendance is seen as a leading indicator for program health and is therefore closely studied and used to update local strategy.

GC Time on Task. The amount of time that GCs are engaged in learning is another leading indicator that closely follows attendance for guiding local strategy. Therefore, this metric is monitored both daily and weekly, and is disaggregated by sub-groups for refined analysis. Edmentum's *Courseware* ports Time on Task data into Atlas via an application programming interface (API) that offers rich analysis of each GC's academic experience.

GC Course Completion. As the key component of a GC's high school transcript, each course completion brings the GC one step closer to a high school diploma. Therefore, the most important of the available lagging indicators is course completion data. Course completions are reviewed at the local level prior to approval by the Director or designee, and are displayed on the Atlas dashboard as a key performance metric. Each week, course completions are disaggregated to gain insight into academic performance at both the network and the site level, analyzed to identify emerging trends.

GC Cohort Data. In an effort to have as many GCs as possible graduate in-cohort, at the end of each month, GC progress is compared to their cohort year to ensure they are on-track for course completion and graduation. This data is shared at the network and site level to determine strategy for any GC lagging in progress, as well as continuing to monitor GCs who are close to graduation. Because our academies operate year-round, students are enrolling every week of the year. Some students enroll needing only a half credit to graduate while others may have only a couple of credits under their belt. Because of this, calculating a cohort graduation rate is a challenging metric to identify and report. Instead of calling our students Seniors, Juniors, Sophomores and Freshmen, we tier our Graduation Candidates based upon the number of credits needed to graduate.

Site-Level Academic Progress. At the site level, staff (content coaches, graduation candidate advocates, and special education coaches) report weekly on course completions, GC progress, and GC case management for the individual GCs on their caseload. These local huddles occur two or three times each week and typically include attention to daily strategies for engagement and academic success. Frontline team members use course completion data as a guide for caseload management in an effort to ensure that all GCs are on track for graduation and that all frontline team members are making adequate progress with their assigned caseload.

Site-Level Enrollment. Enrollment goals are set at the network and site level, and Directors closely monitor efforts to meet enrollment goals on a daily and weekly basis. Once a month, each Director meets with the Chief Operations Officer to discuss progress toward enrollment goals based on strategy that is addressed in weekly meetings. When negative trends persist in the area of enrollment, the Chief Operations Officer may recommend a variety of interventions or may introduce additional resources to support local recruitment efforts.

Quarterly Performance Goals. Each Director works closely with the Network’s Executive Team to establish quarterly enrollment, engagement, and course completion goals that demonstrate academic and programmatic health at the local and network levels. All daily and weekly strategy is based on these quarterly goals and align with performance incentives for site leaders. These goals are updated on a monthly basis.

To ensure adherence to all accountability and compliance protocols, Acceleration Academies’ site directors (academy leaders) participate in all partner-district hosted alternative program collaboration meetings. Acceleration Academies currently produces quarterly accountability reports for all district partners and meets with the district’s designated liaison along with other identified district leaders on a quarterly basis. Leadership from the Acceleration Academies national team participate in these meetings as well as the site director.

Acceleration Academy is a data-driven organization, meaning that all decisions are made based on the careful analysis of student achievement data. Each week, site leaders meet to study the recruitment, enrollment, and academic results from the prior week compared against expected outcomes. The table below represents a selection of our key performance indicators since January 2019.

NETWORK DATA SUMMARY – AS OF 5/31/21*					
Category	Metric	2019	2020	2021*	Projected 2021
ENGAGEMENT	Average Monthly Enrollment	1,514	1,457	1,745	1,745
	Number of New Students Re-engaged	2,854	2,560	715	3,000**
	Average 5-day attendance	63%	67%	70%	80%
ACADEMIC	Total Course Completions	4,997	5,167	2,972	6,094
	Credits Earned at AA	2,499	2,584	1,486	3,067

	Math Course Completions	639	670	620	1,488
	ELA Course Completions	1,223	1,467	704	1,690
GRADUATION	Number of Graduates	201	371	206	454

** New academies opening in Summer and Fall 2021

Site Selection and Build-Out

When we surveyed former high school dropouts who re-enrolled in an alternative setting, one theme was resounding: the population of students we aim to serve have significant psychological scars resulting from past educational experiences and would prefer not to return to a district building on a campus where they had found frustration. For this reason, our organization will lease its own commercial space for a 36 or 60 month term at no expense to Ector County ISD.

Once Acceleration Academies has been notified of the contract award, we plan to lease commercial space and build it out to meet the specifications described below. Our start-up plan includes site selection — it’s vital that the ops team have the time to search for sites which will include targeted areas so that recruitment may flourish.

The Ector County Acceleration Academy will be strategically located in a highly visible and functional place. By collecting and analyzing school district and geographical data, we will locate the facility in an area where there is a steep dropout rate so that canvassing recruitment efforts may be most effective. An important variable is transportation; the facility will be situated near public transportation stops, since prospective students often have challenges getting to and from school. Another important component of our facility selection process is the specifications of the interior and exterior space. The academy will be approximately 5,000 square feet with an open floor plan. We will have small conference rooms, a kitchenette and comfortable seating to provide a low-key but studios “coffee shop” feel. From a design standpoint, the exterior business front will have branded signage with LED illumination so that day or night, when traffic passes by, the academy will be highly visible. The facility will meet all applicable healthy, safety, and zoning requirements, and be approved by the local city planning and zoning

departments. The applicable business and occupancy permits will be acquired during the buildout timeline. While the majority of the GC learning occurs in one room, the other spaces in the facility have clearly-defined uses:

Reception/Registration Area - situated so that each person (i.e. student, parent, staff member, etc.) is able to check-in with a staff member the moment they walk in our door, an arrangement that ensures safety for all persons present in the site. This allows for conversations to occur with parents and/or graduation candidates about filling out registration forms.

Testing Area - designated areas where students will be tested and monitored; this can include national, state or local assessments.

Orientation Room - collaborative sessions, restorative circles, and guest speakers will engage with staff/students here.

Furniture - there will be multiple work tables set-up for students so that they may collaborate with the staff. A CAD drawing will be drafted by the operations department so that the model floor plan may be produced and executed.

The facility will also be handicapped-accessible and accommodate the needs of all Graduation Candidates. Acceleration Academies' Operations Department will work with designers, architects, and contractors to ensure the facility meets all applicable site and ADA requirements. All learning locations are on the ground floor so there is no need for stairs and/or elevators.

Extended Hours of Operation

Our academy's hours of operation will be determined by the attendance patterns of our Graduation Candidates; we want to be available to them when it's most convenient for them. We typically pilot 7 am-7 pm hours Monday-Thursday with a shorter, 8-hour day offered on Fridays. We also want to be available to students with full-time jobs or childcare obligations on the weekends. We will pilot weekend hours and make each staff member available via Zoom and other remote platforms to support our GC's progress every day of the week.

During orientation, each Graduation Candidate will complete a commitment contract that includes the days and hours of the week the staff will expect to see each student. Our expectation is for each GC to be on-site a minimum of 12 hours per week and working off-site for an additional 12 hours for a total minimum engagement each week of ~25 hours. As soon as a GC misses a scheduled day on-site, our retention protocol will be initiated and contact will be made with that GC to determine why the student was not present and to help them overcome any existing barriers to onsite attendance.

Ensuring Safe Learning Environments

Acceleration Academies prides itself in operating welcoming, inclusive and safe learning environments for our Graduation Candidates, many of whom have experienced multiple traumas in their lives that make it difficult to trust. We will continue to rely upon our research to inform our build-out and operational activities to ensure our facility in Ector County not only meets all local inspection protocols but also meets Americans with Disabilities Act (ADA) requirements. Our academies are located in ground-level storefront properties allowing for easy access to students, staff and visitors who use wheelchairs. We partner with outside surveillance software vendors to supply security equipment and monitoring services. Vendors provide necessary video security cameras and access control accessories. The cameras will be installed in the new facility so that complete visibility of the site is captured for monitoring purposes. Acceleration Academies' network staff and the Director at the site will collaborate to ensure safety at the site.

Ector County Acceleration Academy's Emergency Management plan will be developed once the physical site has been identified. Once a site location has been confirmed, staff will be trained on policies and procedures for emergency drills and actual emergencies including, but not limited to, active shooter and hostage situations, bomb threats, fires, and natural disasters.

The academy has the right to deny any person access to the building if the situation appears suspicious. Additionally, only pre-approved personnel will be permitted to gain access to the school site. The academy will have only one entrance and exit and the door will be locked, even during business hours, to ensure prudence in allowing individuals into the site.

Ector County Acceleration Academy will adopt the ECISD Code of Conduct and follow the practices outlined within the policy. All GCs must sign and adhere to the Code of Conduct. Restorative Practices and student-centered behavior conferences will be used to maintain a safe and orderly school environment which promotes Acceleration Academies' philosophy of providing a college preparatory education for all of its GCs. The academy will hire and train an Engagement Coach to assume the responsibilities of a safe-school officer. The Engagement Coach will oversee the safety and security of the school utilizing the Compassionate Schools Framework and a Restorative Practices approach to behavioral intervention. When appropriate, the academy will coordinate with local law enforcement and probation services to address emergent issues. Additional staff members will be trained as safe-school officers to ensure there is a safe-school officer on-site whenever the facility is open.

If there are safety issues associated with an employee, the Academy's Director will ensure proper action is taken. If there problems arise with GCs, the Career Life Coaches and GCAs will escalate the situation to the Director, who will in-turn, inform the Network for a larger assessment so that safety standards and the facility environment is safe for all personnel.

Acceleration Academies' ethos is grounded in the *Compassionate Schools* philosophy that embraces the following three ideals: (1) schools should promote intellectual development while instilling positive attitudes and requiring acceptance and respect for all students; (2) learning environments are organized for collaborative learning with students of varying abilities working together to accomplish learning goals; and (3) schools, families and communities must work together to educate all students. Ector County Acceleration Academy will be a place where staff and GCs learn to be aware of the challenges faced by others. The staff will respond to the physical, emotional, and social challenges faced by GCs and families by offering support to remove barriers to learning with compassion.

Acceleration Academies' *Compassionate Schools Framework* is grounded in the CASEL (Collaborative for Academic, Social and Emotional Learning) standards. These standards are infused in day-to-day life at the Academy. The Life Coach (licensed social worker) will conduct both individual and small group workshops focused on fostering the standards.

The Academy's nontraditional approach includes the establishment of a strong school culture with clear expectations for all GCs. This begins upon a GC's enrollment in the Academy by participation in an extended orientation process. The orientation of GCs is a critical component of Acceleration Academies' comprehensive system for introducing GCs to the educational model and obtaining relevant personal, academic and social/emotional information about each young adult. Orientation is the first step in establishing culture, articulating expectations, and starting GCs on the path to success. Once a GC is enrolled in the school, the GC attends a series of orientation sessions. During orientation, each GC takes the Graduation Persistence Scale (GPS), a proprietary tool designed to measure a GC's social-emotional well-being and the potential for a GC to persist in the program to earn a standard high school diploma. During the orientation process, the Life Coach reviews the data and meets with the GC to develop a social-emotional learning plan that is part of the personal learning plan (PLP). Plans are reviewed with the student monthly and by team members weekly to ensure the GC is finding success, and identify any needed additional resources or services. Each GC is assigned to a Graduation Candidate Advocate (GCA) who serves as a case manager, supporting GCs with a trauma-informed case management model.

Acceleration Academies values the power of intentional, proactive behavior support. Because of this, Acceleration Academies is committed to using the *Compassionate Schools Framework* and a restorative practices approach for the majority of issues requiring intervention and redirection. Acceleration Academies knows that building strong relationships is the backbone of developing safe learning environments, and that many discipline issues in traditional schools stem from power struggles between staff and students. The Acceleration Academy model is grounded in the belief that a restorative practices approach to almost all minor, and many moderate infractions is the most effective way to support the continued growth of young people, and so will include regular community circles to enhance relationships among all GCs and staff. Restorative conferences will be used when mild or moderate infractions result in a loss of trust. These conferences include the use of restorative, proactive language grounded in positive presuppositions. Ector County Acceleration Academy will use incentives to promote positive behaviors of GCs. A few examples of incentives include positive feedback, recognition for academic progress and performance, and awards for outstanding behavior and citizenship. In addition, Acceleration Academies has developed a proprietary app called GC Navigator that allows GCs to track their progress in their courses and progress toward a high school diploma. GC Navigator

includes specific challenges that encourage GCs to stay engaged in making academic progress, built around a reward system.

The Ector County Acceleration Academy team will be trained in restorative practices to serve as a foundation for all staff and GC interactions. The team will conduct regular community circles that include an icebreaker and a central topic question, thus providing an opportunity to build relationships among GCs and staff and the school community. In addition, staff will lead restorative conferences using the Restorative Conference Script which serves as the primary method of resolving conflict between and among GCs and staff members.

The Ector County Acceleration Academy learning environment will be student-centered and provide equitable opportunities for all enrolled students. The academy will foster high expectations for academic performance for all GCs as they progress towards earning their high school diploma and plan for their next steps in the world of work or schooling.

Organizational Plan

Acceleration Academies is fortunate to be led by a group of veteran educators who have built their careers on the pursuit of equity for underserved and historically marginalized student populations. Our leaders have been former school district superintendents, assistant superintendents and Chief Academic Officers. Each academic member of our leadership team has been with the organization for at least four years and has helped to build upon the learnings of years past to continuously improve our model for the betterment of our Graduation Candidates. Multiple members of our team have been responsible for the execution of professional development and evaluation of teachers, design of non-traditional programming and Positive Behavioral Interventions and Supports that make their contributions to our blended learning model essential. The research done by members of our team in 2013 led to the design of our blended learning model and the wrap-around support framework used in our academies today. Bios of our CEO, CFO and Educational Program team provided below and copies of appropriate certifications are provided as attachments to this proposal.

Dr. Joseph Wise – *CEO and Co-Founder / Former Superintendent*

Joseph Wise has a proven record of helping school districts, school boards, and school leaders make rapid improvements to support student achievement. He has successfully led major public and private sector organizations throughout North America to set ambitious goals and achieve impressive results. Dr. Wise has successfully bridged academic, business, and governmental interests to build — and sustain — powerful organizational reforms.

Dr. Wise formerly served as Superintendent of Schools for the nation's 15th largest public school district (Duval County Public Schools, Jacksonville, Florida) and the State of Delaware's largest public school district (Christina School District, Wilmington, Delaware), earning a reputation as a visionary leader who brought about measurable improvements in both student achievement and operational management. He is the co-founder and Chairman of the Board of Distinctive Schools, a high-performing charter management organization serving Chicago and Detroit. Dr. Wise is also the co-founder of Acceleration Academies, an organization focused on providing teens and young adults who had abandoned education an opportunity to re-engage and ultimately earn their high school diploma. He has served on the board of NWEA for over 16 years and is the past CEO, current Board Chairman, of the Education Research & Development Institute (ERDI). In 2013, Dr. Wise led the research that ultimately led to the design of our blended learning model that we use today in each of our academies.

Dr. Margie Sharp – *Chief Education Officer*

Dr. Sharp currently serves as the Chief Education Officer for Acceleration Academies and has a longstanding career in public education that spans well over three decades. Throughout her career, Dr. Sharp established a record of leading school and district reform efforts in rural, urban and suburban public school districts in the mid-Atlantic region. As an educator, Dr. Sharp has consistently focused on ensuring that *EVERY* child has access to high-quality educational opportunities. Prior to joining Acceleration Academies, Dr. Sharp served as the Assistant Superintendent in the Avon Grove School District in Pennsylvania, where she was responsible for curriculum and instruction, professional development, strategic planning, leadership development, grant writing and oversight, and supervision of elementary and secondary education programs. She previously served as executive director of curriculum and instruction (K-12), director of elementary education, and principal in the largest school district in Delaware. She also served as an adjunct faculty member for the Educational Leadership

Doctoral Program at the University of Delaware. Dr. Sharp's areas of expertise include district-wide strategic planning, curriculum development and audits, assessment systems, leadership development, and professional development.

Mr. Eric Schneider – *Chief Academic Officer*

With over 30 years focused on increasing student achievement as a high school English teacher, high school principal and K-12 district administrator, Acceleration Academies' Chief Academic Officer, Eric Schneider, has a deep appreciation for the value of a well-constructed and well-managed academic program. Furthermore, he understands the value of working closely with frontline educators to co-design a program that fundamentally increases the commitment that teachers bring to their work every day.

Ms. Holly Lane – *Chief Financial Officer*

Holly Lane serves as the Chief Financial Officer for Acceleration Academies. Prior to this role, she was the Chief Financial Officer of Prairie Capital Funds. Prior to joining Prairie Capital in 1999, Holly was involved in the purchase of the Affy Tapple Company in 1995, a Midwest Caramel Apple institution. As an owner, Holly was responsible for building the organization, including leading most functional areas within the company.

Action Plan

Providing a high quality, whole-student-focused, research-based model is of the utmost importance to Acceleration Academies. It is the reason why we limit new district partnerships to 2-3 each year so that we can ensure a high level of adherence to our blended learning model and training and support to new district-based academy teams. Acceleration Academies has earmarked one of those three expansion slots for Ector County ISD because of this RFP process; we will lean on our experienced team to provide all of the necessary support required to launch a highly successful partnership and program in the city of Odessa this summer. Acceleration Academies will source for a District Director as soon as a contract has been executed with ECISD. We will build an experienced team of educators who have a track record of successfully serving at-risk students. Seasonal employees on our Communications team may be offered additional hours to make recruitment calls to eligible students in ECISD.

Transient Population. Acceleration Academies supports Graduation Candidates living in large urban areas like Miami and Las Vegas as well as more rural settings like Spanaway, Washington and St Lucie County, Florida. While these geographic areas may present their own unique challenges to recruiting and supporting GCs, one thing we know is true with our target population of students: they can be highly mobile. This may be due to unstable living arrangements or financial predicaments that make stability and regular attendance and progress a challenge. For this reason, our retention protocols are activated within 24 hours of non-attendance or an unexcused absence. Regular communication with our GCs is critical to their success. Therefore, telephonic outreach or a home visit are actions we take early and often as we begin to see a GC disengage. We also rely on our GC's network of supports as well as fellow GCs who may know how to find GCs who have disengaged or been on the move due to aforementioned obstacles.

ELL Services. Ector County Acceleration Academy will employ a certified ESL Coach to serve as case manager for all English language learners (ELL) GCs. The ESL Coach will be responsible for administering assessments, monitoring progress, and providing direct instruction and support to the GC based upon the GC's LEP level. The progress of ELLs will be reviewed during weekly data meetings in which each GC's attendance, engagement and course progression are scrutinized. If an ELL GC is struggling with the content, there are multiple avenues to provide intervention and support that include Edmentum accommodations and one-to-one support from our certified ESL coach. Initially, the ESL coach reviews data to identify the concept/skill the GC is struggling with and other potential issues that may be impacting learning. If the issue is content-related, the Content Coach provides intervention individually or in a small group. If the issue is related to social-emotional learning, the Content Coach would engage the Life Coach and the Graduation Candidate Advocate (GCA) in accessing appropriate support and services.

All GCs are evaluated through the WIDA Access test each school year. Services are adjusted according to the GC's LEP levels. Additionally, the ESL teacher and/or the GC can initiate consideration of changes in services and supports based on GC performance and needs. Such changes would be made in compliance with applicable laws and regulations.

Edmentum, the online content provider, features several instructional adaptations and options for supporting an ELL GC with coursework. For example, Edmentum offers language translations so a GC can access text material and video content in their native language. GCs not needing full translation can also utilize a translation dictionary while keeping the curriculum content in English.

ESE Services. Acceleration Academies is committed to providing students with disabilities a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Ector County Acceleration Academy will hire a Special Education Coach (certified special education teacher) who will be responsible for overseeing and providing services to GCs with disabilities. The Ector County Acceleration Academy Director and the Special Education Coach will work collaboratively with the Ector County ISD Special Education staff to support students with IEPs.

Ector County Acceleration Academy will serve special education GCs based on IEP goals that are written for students with mild to moderate disabilities under IDEA. This classification would include GCs who are able to receive instruction with their nondisabled peers during 40% to 100% of the school day. The Ector County Acceleration Academy team will utilize the Individual Education Plan (IEP) process to ensure FAPE criteria are met for disabled and nondisabled GCs alike. A GC identified as eligible for special education services has these services described in the identified GC's IEP. The IEP identifies a GC's academic and behavioral goals, determines the appropriate levels of direct engagement necessary for the GC to make adequate progress toward these goals, and coordinates the delivery of services (e.g., accommodations, interventions, supports and services, outside supports) delineated in the GC's IEP. Student progress is monitored by the Special Education Coach and Content Coach (certified teachers). Content Coaches on the GC's IEP team communicate on a weekly basis to plan additional interventions and discuss achievements.

Ector County Acceleration Academy will monitor GC progress toward IEP goals by charting, observations, and by using progress monitoring methods on curricular formative and summative assessments, as well as on national assessments. GC progress toward IEP goals will be shared with parent(s) or guardian(s) (if the GC is under 18 or has provided consent) on a quarterly basis or as specified by the IEP. If a special education GC is not making adequate progress toward IEP goals, an

IEP meeting will be held to identify additional interventions, supports, and related services to assist the GC.

Ector County Acceleration Academy will provide all services and instruction for GCs with disabilities in conformity with each GC's IEP and in compliance with IDEA and all applicable laws and regulations. If a GC requires a service that is not readily accessible through the Academy's existing staffing or support services, the academy will coordinate services with the district and/or subcontract with a third-party special education provider.

Ector County Acceleration Academy will use its multi-tiered system of supports (MTSS) regular review of all individual student data to determine if there is a student with a potential disability who has yet to be identified. Progress monitoring occurs in cycles throughout the year over a period of 6-8 weeks to determine how the GC is responding to instruction.

Ector County Acceleration Academy's Multi-Tiered Systems of Support includes three tiers of support:

- **Tier I | Core Instruction.** All GCs are engaged in courses identified on their personalized learning plan (PLP), in a blended learning environment with instruction provided by the Content Coach (certified teacher). GCs are provided with both individual and small group instruction based upon how they are responding to instruction. Tier 1 support interventions may include a quieter work space, a tangible incentive for positive behavior, and/or something else that would represent a minor change to the GC's overall day.
- **Tier II | Small Group Intervention.** Based upon the initial universal screening and review of a GCs academic and school records, GCs may be placed in a small group intervention to support a specific need. This small group intervention is in addition to the instruction all GCs receive in Tier 1. For example, GCs can participate in an anger management group led by the Life Coach if they are having difficulty with peer conflict. A GC struggling academically may be given the opportunity to work in a separate room with a small (3-5) group of GCs and a Content Coach to go over the content in more

depth. Manipulatives and consumable materials may be used to enrich the instruction provided in an online course.

- **Tier III | Intensive, Individualized Support.** The small number of GCs who move up to this most intensive level of support continue with Tier 1 instruction but also participate in a higher intensity of intervention. These sessions typically last longer and are more narrowly focused. For example, if the Tier II anger management group was not successful, specific designated attendance days and times may be given to the GC to prevent additional conflict. For a GC struggling with Algebra, a Tier III intervention may include providing extra one-to-one time with the Content Coach, a look at a history of math concerns for a potential IEP referral, and/or the addition of remediation.

The first Tier II plan is implemented for 6-8 weeks and is followed by an MTSS team meeting to review GC data for achievement and growth. If growth is made, the same plan is continued for another 6–8 weeks; but if the GC does not make progress, a new Tier II plan is created. If after three Tier II plans have been implemented and not found successful, the GC will move to Tier III. Progress monitoring will be done every other week during the Tier II process. Factors that will be analyzed include peer relationships, academic progress in course, course completion pace, attendance, and/or behavior while on site. If a GC does not make growth academically or behaviorally during Tier III, a referral for further specialized testing or evaluation for special education services may be needed. A parent may request an initial special education evaluation at any time. If a GC is not eligible for special education services through IDEA, the GC may be eligible for appropriate educational services through Section 504 of the Rehabilitation Act of 1973.

The IEP team reviews and analyzes each special education GC's academic progress multiple times throughout the year. This review includes an evaluation of the special education GC's credit attainment rate, attendance, grades, standardized test scores, and other performance and behavioral data. The decision to transition a GC receiving services out of special education is made with input from all members of the GC's IEP team. If a GC is transitioned out of special education, the GC's Content Coach monitors progress closely and ensures that the GC is making sufficient progress in his or her coursework. GCs who transition out of special education but fail to make progress are reassessed and an initial IEP meeting is held. In addition, a GC over the age of 14 or a GC's parent(s) or guardian(s) may

request reinstatement of special education services. An assessment is then conducted and an initial IEP meeting conducted to review results and determine eligibility.

Acceleration Academies retains the services of a nationwide expert to provide oversight for the special education program in conjunction with its Chief Education Officer and Chief Academic Officer. The Special Education Consultant will conduct monthly meetings with the Director and Special Education Coach(es), and site visits on a quarterly basis, to provide support/consultation and to ensure compliance with federal and state requirements. Locally, the Academy's Director and Special Education Coach(es) are responsible for evaluating the special education program's success and identifying areas for improvement.

Flexible Instructional Model. Acceleration Academy provides a rigorous academic program for all GCs through the catalogue of courses made available in Edmentum's *Courseware* platform. Edmentum's *Courseware* is an effective digital course catalogue that includes courses aligned to all state and national standards. Edmentum includes rigorous, media-rich and interactive online content designed to meet students at their individual proficiency level. Edmentum courses can be customized to serve students who are falling behind, working at grade level or who have reached an advanced study level.

Edmentum's *Courseware* includes a range of core subjects, electives, global languages and honors classes, as well as educational experiences designed to cater to each student's individual style. Courses include integrated assessments along with pretests that allow learners to test out of content they have already mastered and focus on concepts that need additional work. To ensure concept mastery, course-level assessments also include tests for each course module. Furthermore, Edmentum includes twenty-seven courses designed to reinforce key skills and concepts and equip students for success on college entrance exams.

As noted in the document titled *Research Base and Instructional Design of Edmentum Digital Curriculum* (McLeod, 2017), a cornerstone of Edmentum Courseware is the principle of constructivist learning and student agency, a dynamic interaction between the learner and the subject matter. According to McLeod, constructivist learning theory states that learners must be active participants in

the process of constructing their own knowledge, thus creating essential space for student agency and cultural identity into the learning environment.

To ensure that all GCs are on track for graduation, a Personalized Learning Plan (PLP) will be developed for each GC upon entry to Ector County Acceleration Academy. The PLP becomes the roadmap for success, providing the necessary platform for tracking and discussing GC's academic progress and future course selection with the academy's Career Life Coach (CLC), Content Coach (CC) and Graduation Candidate Advocate (GCA). Within the PLP, each GC's individual learning goals are captured and actualized, including the academic needs of English Language Learners, students with disabilities, gifted and talented/advanced students, and those who may age out before attaining a high school diploma. These unique needs are fully integrated into the roadmap for academic success, ensuring access to programmatic resources when required and/or advisable.

Acceleration Academy is committed to providing much more than a basic academic program guiding GCs toward their high school diploma. In fact, GCs are best served - and are far more motivated to succeed - when there is ongoing support for their career aspirations. Based on this understanding, it is essential that all GCs have access to dual credit and career and technical education (CTE) opportunities that lead to high demand careers and industry-recognized certifications.

Starting at the registration phase, each GC's academic record is thoroughly reviewed by a Multi-tiered System of Support (MTSS) team, under the direction of the Director, to gauge the needs of each GC. These needs are additionally assessed during Orientation, when the newly enrolled GC completes our proprietary needs assessment survey, through the Graduation Persistence Survey (GPS). Results of the GPS are used to identify the tier of each GC and are reviewed weekly during MTSS team meetings; high level concerns are addressed with the GC as appropriate. The MTSS Team is responsible for the behavioral assessments of students as well as generating and implementing behavioral plans to remediate behavioral and social challenges for GCs in general education. The team is also available for consultation with school personnel and parents of these GCs. MTSS team responsibilities include the following: facilitating, recruit assessing, and supporting instructional programs for students in general education; providing training and working collaboratively with Content Coaches, Graduation Candidate Advocates (GCAs); and supporting staff to demonstrate best practices, strategies and techniques to

enhance instructions for GCs with social, communication, behavioral, and learning challenges. The MTSS Team will work with classroom and school personnel to design a behavioral intervention model appropriate for high school students.

Starting at orientation, GCs are taught our values of showing respect, taking responsibility, and strengthening relationships to build success. GCs are encouraged to attend regularly scheduled community building events, are empowered to make choices, and have opportunities to earn rewards for outstanding choices via a proprietary application called GC Navigator. We understand that actions (positive and negative) are nonverbal ways of communication. We educate individuals on how their actions impact the larger community and provide meaningful learning opportunities where most traditional schools would implement a punitive system of punishment.

Acceleration Academies tracks academic, attendance, social-emotional growth and engagement through a proprietary system called Atlas. The MTSS team uses the tools embedded within Atlas to track progress monitoring of each graduation candidate. Each GC is monitored by an assigned case manager (GCA) and all GCs are discussed during an all-staff meeting, the Friday Fidelity Forum. GCs who have not been responding as expected to interventions being used by the MTSS team and staff are reviewed and a new intervention is put in place. If all interventions put in place are seemingly unsuccessful, the graduation candidate and any member of their support system (parent, guardian, mentor, case worker, etc.) will meet with the MTSS team to discuss next steps.

Realizing that discipline issues in traditional schools often stem from power struggles between staff and students, staff at the school focus on clear expectations and de-escalation techniques that encourage positive interactions among all staff and students. In reviewing the discipline records of the bulk of our GCs, we find that small issues (cursing, cell phone use, and dress code violations) often escalated into power struggles and resulted in disproportionately harsh discipline measures, deteriorated relationships, and the marginalization of students within their school communities.

Staff believe that a Restorative Practices approach to low-level discipline infractions best supports the continued growth of our GCs, upholds existing relationships, and leads to lasting change in a close-knit community of learners.

Graduation candidates who have more serious discipline infractions need additional support. That is why we have trained Life Coaches who are integral members of the MTSS team. Life Coaches coordinate additional support services in collaboration with the case managers, community resources, family support systems, and mental health service providers. Transition services and the socio-educational plans are incorporated into students' Personalized Learning Plan which staff members may access. Plans are reviewed with the student monthly and by staff members weekly during the Friday Fidelity Forum. Each student has a Learning Portfolio which serves as a repository for artifacts so that students and staff may engage in ongoing conversations, using real-time data, to promote learning and engagement in coursework. Additional wrap-around services may include, but are not limited to; specialized schedules, daily check-ins, weekly support groups, food and housing support, human service referrals, and specialized case management services.

Acceleration Academy utilizes the College, Career and Life Readiness (CCLR) Framework in the Hobson's/Naviance platform. This framework provides a blueprint to prepare GCs for success after graduation. This web-based toolkit helps the team at Acceleration Academies define, measure, and track success as GCs graduate and move to college, careers, and life. Career coaches leverage the CCLR framework to drive long-term student engagement and better academic outcomes. The CCLR framework also supports conversations about local work-study options based on career-interest surveys. Naviance's research-backed framework is developmentally appropriate, outlining six competencies that GCs in grades 6-12 must achieve to become college-, career- and life-ready with discrete goals at each grade level in these areas: social-emotional learning, interpersonal skills, academic skills, career knowledge, college knowledge, and transition skills. Each competency outlines themes and objectives to further define success, as well as grade-specific activities to achieve each grade-level objective. The model provides guidance on key metrics related to each competency.

The Naviance CCLR framework provides a research-based needs assessment and a summative assessment that integrates with Acceleration Academies' Model Fidelity Framework. This framework helps the Acceleration Academy team focus on the "strategic why" of driving student outcomes and community engagement by establishing a consistent and research-based "how." The online aspect of the

CCLR framework helps Acceleration Academy use technology to its full potential and provides tools that GCs can apply in their daily lives.

Post-graduate planning starts during the multi-staged orientation; starting at day one GCs understand their personalized learning plan and graduation plan. GCs are tracked via graduation tiers (1-4).

Throughout each graduation tier, GCs complete tasks designed to prepare them for post-graduation success. Acceleration Academy opens all of its social-emotional learning services (groups, counselors, and coaches) and career services to current GCs and graduates.

Technology Integration. The academy will provide adequate technology for state and/or district mandated computer-based testing as well as ensure that each GC has access to a Chromebook and Wi-Fi for both onsite and remote learning. The operations department will distribute devices to staff and GCs. Each device is asset tagged with a label containing a QR code that corresponds with device ID in the Atlas IT Asset Inventory Portal. That technology inventory is stored in two main systems, BambooHR and Atlas IT Portal. By having the technology specification, it allows us to track activity and triage any issues that may arise with the device once a ticket is submitted to the Help Desk. When there are hardware issues, tickets may be submitted to Atlas IT Portal and support will be provided for: device connectivity issues, Chromebook OS, security issues, Microsoft Office suite and Windows OS related issues. The dedicated technicians will install unattended remote management software on all computers (Zoho Assist). Chrome Remote Desktop will additionally be used on all Chromebook devices for remote management. If a trouble ticket is submitted, the case will be assigned to a technician, and they will commence the Incident Management Processes (IMP) to identify, analyze and correct the problem affecting the user and restore normal functionality. The operations department will hold bimonthly meetings to evaluate ordering points and replenishment for the academy.

Acceleration Academies also is a proud district partner of T-Mobile Project 10 Million service. Through the program, T-Mobile grants Acceleration Academies a set number of free Wi-Fi hotspots for distribution at our local academies. Our GCs use these hotspots for coursework and academic-related activities while off-site. Data use is monitored at the Network level as well as with a predetermined Point of Contact at each academy to ensure GCs with devices are making continued academic progress. Another way we manage the devices is through our loaner program in the Atlas IT Portal. The

functionality will allow a site admin to check-in and check-out devices and the system will store and report on the student, device status, condition and timestamps. The academy will work in conjunction with a dedicated IT technology company staffed by technicians responsible for remotely monitoring and managing AA's information technology systems as identified: network firewall, ubiquiti Wi-Fi network and onsite network management.

Conclusion

Acceleration Academies would be honored to partner with the Ector County Independent School District to re-engage the district's disengaged high school population and serve as another option in the district's continuum of services for students in need of further flexibility and personalization as they work toward earning a standard high school diploma issued by the District. There is a clear moral and economic case to be made for continuing to serve the population of students we all hold close to our hearts. Let's make this commitment to their future by partnering this summer to provide new hope and the opportunity for these young women and men to reach their full potential.

References

We have built strong relationships with our district partners and encourage you to contact any of our liaisons, including the individuals listed below. It is noteworthy that the Bethel School District, Miami-Dade County Public Schools, Sarasota County Schools and St Lucie County Schools all had graduation rates in the high 80s when we began our partnership and now each has a district graduation rate over 90% thanks in part to our partnership and providing additional pathways to a high school diploma for their students.

Dr. Jennifer Bethman, Assistant Superintendent for Secondary Education (Bethel School District)
jbethman@bethelsd.org | (253) 468-0178 (c)

Mr. Eric Gant, Executive Director, Educational Services Division (Clark County School District)
ganted@nv.ccsd.net | (702) 799-8650 x5301 (w)

Mr. Arnold Montgomery, Region Administrative Director (Miami-Dade County Public Schools)
amontgomery@dadeschools.net | (305) 995-7582 (w)

Ms. Jane Goodwin, School Board Member (Sarasota County Schools)

jane.goodwin@sarasotacountyschools.net | (941) 786-4738 (c)

Dr. Sunny Booker, Director of Alternative Education (St Lucie County Public Schools)

sunny.booker@stlucieschools.org | (305) 810-9375 (c)

RFP #Bid number – College Board

- **Purpose:** To purchase materials for PSAT 8/9, PSAT/NMSQT 10/11, SAT SD 11/12.
- **Background Info:** ECISD contracts with the College Board Early Participation Program to support the initiative and involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing clients with access to additional savings when clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT. Shifting this financial obligation from student to Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.
- **Premium Renewal Cost:** \$219,255.00
- **Funding Source:** Local Funds
- **Recommended Supplier/Service Provider:** College Board



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF 2021-2022
BUDGET AMENDMENT #1

DATE: July 27, 2021

Attached is a summary of the recommended Budget Amendment #1 for the 2021-2022 budget.

The net result of the amendment is as follows:

Net decrease in Fund Balance – General Fund (\$15,976,658)

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

Administrative Recommendation:

Approval of 2021-2022 Budget Amendment #1.



**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2021 THRU JUNE 30, 2022
FISCAL YEAR 2021-2022**

		GENERAL FUND			SCHOOL NUTRITION FUNDS			DEBT SERVICE FUND		
		ORIGINAL BUDGET 7/1/2021	Additions (Deductions) #1	AMENDED BUDGET 07/31/2021	ORIGINAL BUDGET 7/1/2021	Additions (Deductions) #1	AMENDED BUDGET 7/31/2021	ORIGINAL BUDGET 7/1/2021	Additions (Deductions) #1	AMENDED BUDGET 7/31/2021
REVENUES										
5700	Local and Intermediate	\$ 165,700,000	\$ -	\$ 165,700,000	\$ 3,000	\$ -	\$ 3,000	\$ 19,018,741	\$ -	\$ 19,018,741
5800	State	144,985,610	-	144,985,610	413,000	-	413,000	231,925	-	231,925
5900	Federal	3,800,000	-	3,800,000	18,289,494	-	18,289,494	-	-	-
	Total - All Revenues	314,485,610	-	314,485,610	18,705,494	-	18,705,494	19,250,666	-	19,250,666
APPROPRIATIONS by FUNCTION										198
11	Instruction	188,222,263.00	360,100	188,582,363	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,334,270.00	-	2,334,270	-	-	-	-	-	-
13	Curriculum and Staff Development	6,192,063.00	-	6,192,063	-	-	-	-	-	-
21	Instructional Leadership	6,572,561.00	-	6,572,561	-	-	-	-	-	-
23	School Leadership	21,706,538.00	-	21,706,538	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	13,441,605.00	-	13,441,605	-	-	-	-	-	-
32	Social Work Services	1,339,176.00	-	1,339,176	-	-	-	-	-	-
33	Health Services	2,935,834.00	-	2,935,834	-	-	-	-	-	-
34	Student Transportation	7,746,553.00	1,655,000	9,401,553	-	-	-	-	-	-
35	Food Services	-	-	-	18,268,355	-	18,268,355	-	-	-
36	Co/Extra Curricular Activities	7,420,234.00	-	7,420,234	-	-	-	-	-	-
41	General Administration	9,503,593.00	100,000	9,603,593	-	-	-	-	-	-
51	Plant Maintenance and Operations	30,021,389.00	13,795,558	43,816,947	437,139.00	-	437,139	-	-	-
52	Security and Monitoring Services	2,545,870.00	-	2,545,870	-	-	-	-	-	-
53	Data Processing Services	10,577,409.00	66,000	10,643,409	-	-	-	-	-	-
61	Community Services	1,477,002.00	-	1,477,002	-	-	-	-	-	-
71	Debt Services	-	-	-	-	-	-	19,250,666.00	-	19,250,666
81	Facilities Acquisition and Construction	-	-	-	-	-	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	1,969,250.00	-	1,969,250	-	-	-	-	-	-
	Total - All Appropriations	314,005,610	15,976,658	329,982,268	18,705,494	-	18,705,494	19,250,666	-	19,250,666
OTHER FINANCING SOURCES/(USES)										
	Other Financing Sources (Uses)	(480,000)	-	(480,000)	-	-	-	-	-	-
7000	Total - Other Financing Sources (Uses)	(480,000)	-	(480,000)	-	-	-	-	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	(15,976,658)	(15,976,658)	-	-	-	-	-	-
	Fund Balance Beginning (July 1)	89,289,685	-	89,289,685	5,545,164	-	5,545,164	17,590,813	-	13,904,664
3000	Fund Balance Ending (Estimated)	\$ 89,289,685	\$ (15,976,658)	\$ 73,313,027	\$ 5,545,164	\$ -	\$ 5,545,164	\$ 17,590,813	\$ -	\$ 13,904,664
APPROPRIATIONS by OBJECT										
6100	Payroll Costs	\$ 248,895,852	\$ 2,518,516	\$ 251,414,368	\$ 8,300,492	\$ -	\$ 8,300,492	\$ -	\$ -	\$ -
6200	Purchased/Contracted Services	37,959,020	493,076	38,452,096	402,000	-	402,000	-	-	-
6300	Supplies and Materials	16,694,488	821,328	17,515,816	9,855,002	(166,485)	9,688,517	-	-	-
6400	Other Operating Expenses	10,436,250	106,575	10,542,825	148,000	16,485	164,485	-	-	-
6500	Debt Service	-	-	-	-	-	-	19,250,666	-	19,250,666
6600	Capital Outlay	20,000	12,037,163	12,057,163	-	150,000	150,000	-	-	-
	Total - All Appropriations	\$ 314,005,610	\$ 15,976,658	\$ 329,982,268	\$ 18,705,494	\$ -	\$ 18,705,494	\$ 19,250,666	\$ -	\$ 19,250,666

**Ector County ISD
Finance Department
Budget Amendment
Requests to be Appropriated
2021/2022**

**# 1
July**



Description	Requestor	Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Athletic improvements rollover		\$ 7,911,353
District improvements (contingencies, roofing, operations, etc.)		2,000,000
Vehicle replacement (transportation, maintenance, and technology)		1,516,000
HVAC replacement		1,500,000
Elevator modernization rollover		1,010,000
Landscaping project rollover		882,205
GPS attendance parent application		305,000
Electronic marquee signs for campuses rollover		242,000
Multi process welders for Career Tech		220,100
Furniture for pre-kindergarten		140,000
ECISD 100th birthday celebration		100,000
Printers for district wide ID cards		90,000
Badges for district wide ID cards		60,000
		\$ 15,976,658
The following will result in no change to fund balance.		
None		\$ -
		\$ -
The following will result in an increase to fund balance.		
None		\$ -
		\$ -
Net effect to fund balance		\$ (15,976,658)



TO: Board of Trustees

FROM: Robert Cedillo, Executive Director of Leadership

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2021-2022 STUDENT CODE OF CONDUCT AND REVISIONS TO THE STUDENT HANDBOOK FEES**

DATE: July 27, 2021

The Board of Trustees are asked to approve the ECISD 2021-2022 Student Code of Conduct.

Administrative Recommendation:

APPROVAL OF THE 2021-2022 STUDENT CODE OF CONDUCT AND REVISIONS TO THE STUDENT HANDBOOK FEES.



Student Code of Conduct

2021-2022 School Year

Dr. Scott Muri, Superintendent of Schools
802 N. Sam Houston
Odessa, Texas 79761
(432) 456-0000
www.ectorcounttyisd.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.ectorcountysd.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 boundaryline;
- 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 and [\(Click here for digital copy of Student Handbook\)](#). 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 jointlocks.
- 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.ectorcountysd.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.ectorcountysd.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 intent 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.



Student Code of Conduct

2021-2022 School Year

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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.ectorcountysd.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 boundaryline;
- 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 and [\(Click here for digital copy of Student Handbook\)](#). 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 ~~in violation of the district's Code~~ 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 ~~violation of the district's Code~~ 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 jointlocks.
- 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.ectorcountysd.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 hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review.~~ 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 ~~Texas~~ 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 intent 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.



Student Handbook

2021–22 School Year

Dr. Scott Muri, Superintendent of Schools

802 N. Sam Houston

Odessa, Texas 79761

(432) 456-0000

<http://www.ectorcountysd.org>

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 disability, please contact the ECISD Communications Department at 432-456-9019.

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EARLY EDUCATION CENTERS	#	Phone	Address	Principal	Asst. Principal	Secretary
Carver AM: 7:40-11:10 / PM: 11:50-3:20	106	456.1069	600 College 79761	Priscilla Aguilar		Maria Ellis
Lamar AM: 7:40-11:10 / PM: 11:50-3:20	115	456.1159	501 Lettie Lee 79761	Maryjane Hutchins	Marsha Bridges	Jeanette Hickey
ELEMENTARY						
Alamo (PK) 7:40-4:20	101	456.1019	801 E. 23rd 79761	Regina Lee	Elisha Moberly	Carrie Carrasco
Austin (PK/U) 7:40-3:20	102	456.1029	901 N. Lee 79761	Tania Hagood	Connie Conner	Nancy Cabral
Blackshear 7:40-3:20, 7:40-4:20 Magnet	127	456.1279	501 S. Dixie 79761	Valerie Rivera	Laura Melendez	Valerie Contreras
Blanton 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	125	456.1259	4101 Lynbrook 79762	Kamye Smith	Shelley Rash	June Ybarra
Buice 7:40-3:20	133	456.1339	1800 E. 87th 79765	Jessica Redman	Angela Pina	Cristina Velasquez
Burleson (U) 7:40-3:20	103	456.1039	3900 N. Golder 79764		Samantha Natividad	Aydee Martinez
Burnet 7:40-3:20	104	456.1049	3511 Maple 79762	Maria Serrano	Dorothy Ortiz	Vanessa Ramos
Cameron 7:40-3:20 (PK) 7:40-4:20	105	456.1059	2401 W. 8th 79763	Margarita Acosta		Regina Suchil
Cavazos 7:40-3:20	130	456.1309	9301 W. 16th 79763	Beatrice Martinez	Lalonne King	Katerina Aguirre
Dowling 7:40-3:20	107	456.1079	1510 E. 17th 79761	Julie Marshall	San Juana Gutierrez	Lupe Carreon
E. K. Downing 7:40-3:20	131	456.1319	1480 N. Knox 79763	Lindsey Lumpkin	Zealia Jenkins	Edith Lizalde
Fly 7:40 - 3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	126	456.1269	11688 W. Westview 79764	Sam Martinez	Josie Mata Jerry Mahana	Rebecca Carman
Goliad 7:40-3:20	110	456.1109	501 E. 52nd 79762	Cristabel Gonzales	Nora Gonzalez	Amy Jones
Gonzales 7:40-3:20	111	456.1119	2700 Disney 79761	Angie Moad	Kristen Roe	Angelica Ball
Hays (U) 7:40-4:20 (PK) 7:40-3:20	112	456.1129	1101 E. Monahans 79761	Paula Dannheim	Brandon Carter	Kathy Craighead
Ireland 7:40-3:20	114	456.1149	4301 Dawn 79762	Senovio Ortiz	Amanda Sierra	Sable Corrales
Johnson 7:40-3:20	128	456.1289	6401 Amber 79762	Dr. Zenovia Crier	Rosio Rico-Garcia	Anna McMeans
Jordan 7:40-3:20	129	456.1299	9400 Rainbow 79765	Tiffany Rickman	Dora Martinez Lola Brooks	Isela Samaniego
Milam 7:40-4:20 (PK) 7:40-3:20	116	456.1169	640 College 79761	Natalie Fitzgerald	Claudia Lopez	Lori Valencia
Noel 7:30-3:10	124	456.1249	2200 Newcomb 79764	Jennie Chavez	Raquel Rodriguez	Linda Hernandez
Pease 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	117	456.1179	1800 W. 22nd 79763	Micah Arrott	Dr. Tyra Williams	Delores Rodriguez
Reagan 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	118	456.1189	2321 E. 21st 79761	Jennifer Bizzell		Mary Servin
Ross 7:40-3:20	119	456.1199	4600 N. Everglade 79762	Susan Hendricks	Adonica Galindo	Billie Gamboa
Sam Houston 7:40-3:20	113	456.1139	300 E. 37th 79762	Crystal Marquez	Mary Fulton	Diane Crawford
San Jacinto 7:40-3:20	121	456.1219	1000 W. 19th 79763	Fallon McLane		Sylvia Clark
Travis 7:30-3:10, 7:30-4:10 Magnet	122	456.1229	1400 S. Lee 79761	Amy Russell	Alejandra Garcia	Fernanda Castaneda
West 7:40-3:20	132	456.1329	2225 Sycamore 79763	Giscela Davila		Prissilia Joe
Zavala 7:40-3:20, 7:40-4:20 Magnet (PK) AM: 7:40-11:10 / PM: 11:50-3:20	123	456.1239	1201 Clifford 79763	Tanya Galindo	Erin Reddell	Lynn Dodson
Elementary AEP		456.3176		Amanda Warber		

Ector County Independent School District Student Handbook

MIDDLE SCHOOL						
Bonham (U) 8:30-4:15	042	456.0429	2201 E. 21st 79761	Mareka Austin	Angel Rodriguez, 8th AP Anna Valdez William Iker, 7th AP	
Bowie (U) 8:35-4:20	043	456.0439	500 W. 21st 79761	Paul Fulce	Jason Watson, 6th AP Mark Crissinger, 8th AP	Sandra Dilger
Crockett 8:35-4:20	044	456.0449	2301 N. Conover 79763	Maribel Aranda	Tonya Houston, 6th AP , 7th AP Terrance Reece, 8th AP	Cynthia Avila
Ector College Prep Success Academy (U) Mon - Thurs: 8:35-5:20 Friday: 11:00-4:20	047	456.0479	809 W. Clements 79763	Mitch Gerig Bobby Bleisch	Robert Syner, Assoc. Jose Porras, 6th AP Norma Parra-Solano, 7th AP	Martha Almaguer
Nimitz (U) 8:35-4:20	046	456.0469	4900 Maple 79762	Teresa Willison	Alejandra Garcia, 8th AP Karime Briones, 8th AP Christian Pugh, 7th AP	Daphne Narrell
Wilson & Young (U) 8:30-4:15	045	456.0459	601 E. 38th 79762	Anthony Garcia	Ryan Jennische, 6th AP Jana Norman, 8th AP Abel Avila, 7th AP Welton Blaylock, 6 th AP	Cristina Dominguez
HIGH SCHOOL						
CTE Ag Farm			7651 W. Dunn 79763	Carla Byrne, Executive Director of CTE	Randy Gillum, Teacher	
CTE Frost Building & Greenhouse	698	456.6999	104 S. Grandview 79761	Carla Byrne, Executive Director of CTE	Sherman Haller, Campus Supervisor	Jessica Marichalar
CTE New Tech Odessa		456.6982	300 E. 29th 79762	Carla Byrne, Executive Director of CTE	Janet Flippin, CTE Coordinator	Chelsey Salgado
George H.W. Bush New Tech Odessa 8:30-4:20	011	456.6989	300 E. 29th 79762	Gerardo Ramirez	Christopher Hancock	Irene Nunez
OCTECHS 8:30-4:20	014	456-6409	201 W. University 79764 – Learning Resource Center at Odessa College	Karl Miller		Kisa Lee
Odessa Collegiate Academy Mon -Thurs: 8:00 - 3:50 (3:30 - 4:50 OC ONLY) Friday: 8:00-2:28	015	456-6429	201 W. University 79764 – Dedrick Hall at Odessa College	James Ramage		Magen Ramirez
Odessa 8:35-4:25	002	456.0029	1301 N. Dotsy 79763	Mauricio Marquez	Hector Limon Assoc. Prin. Rachel Gerig, Assoc. Prin. Debra Byrd, A-B Stephanie Moran, C-E Trisha Montalvo, F-Ha Abel Avila, He-L Vanant, M-N Vacant, O-Re Christopher Ortiz, Rh-So Tracie Chapa, Sp-Z	Monica Orona
Permian 8:35-4:25	003	456.0039	1800 E. 42nd 79762	Delesa Styles	Ysmael Lujan, Assoc. Prin. Johna Straw, Assoc. Prin. C&I Richard Ontiveroz, A-Car Sheryl Mahaffey, Cas-Fe Vacant, Fl-Ha Scot Straw, He-Luj Megan Watts, Lun-Now Mark Crissinger, Nun-Rio Joe Williamson, Ris-Tay Efrain Moreno, Tea-Z	V. J. Hornung
SPECIAL CAMPUSES						

Ector County Independent School District Student Handbook

Alternative Center 004 456.0049 1299 E.Yukon 79762 Adam Portillo Susana Lara, AP Elida Castaneda
8:40-4:15

Youth Center 005 362.6356 1299 E.Yukon 79762 Adam Portillo

Ector County Independent School District Student Handbook

Preface

To Students and Parents:

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 (ECISD) 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.ectorcountysd.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.ectorcountysd.org.

Ector County Independent School District Student Handbook

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 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 17 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the ECISD Communications Department at 432-456-9019.

Ector County Independent School District Student Handbook

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.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

For further information, see **Mental Health Support** on page 69.

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 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. 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:

Ector County Independent School District Student Handbook

- 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.

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.)

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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 21.

Commented [JD1]: Look at page 140 of 103. Do we need to add this?

Ector County Independent School District Student Handbook

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.

[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) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- 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 can 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.

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- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The Life Center's curriculum is entitled "Impact" (5th grade), "YWUDI" (6th, 7th, and 8th grades) and "No Gray" (9th and 10th grades). Texas Tech University's curriculum is entitled "Big Decisions."

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other

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The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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 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 78 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must 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.

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In accordance with state law and policy EC, without parental permission, districts are prohibited from 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.]

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.

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,

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- 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 15, 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 with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Commented [JD3]: This was missing so I just added it.

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.

Federal law requires that control of the records goes to the student as soon as the student:

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- 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

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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. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

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 records custodian 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.ectorcountysd.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.

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Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 81, **Complaints and Concerns** on page 42, 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.ectorcountysd.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 of 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.

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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](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., 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 34, 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 another district campus 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.

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The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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 46, **Course Credit** on page 45, and **A Student in Foster Care** on page 88.]

A Student Who Is Homeless

Children who are 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;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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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 46, **Course Credit** on page 45, and **Students who are Homeless** on page 88.]

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.

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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 29.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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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 86.]

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 27 and policy FB for more information.]

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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 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 the state assessment for his or her grade level and/or applicable subject area.

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.]

Exemptions to Compulsory Attendance

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:

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- 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;
- 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.

Secondary Grade Levels

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 this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- 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.

Failure to Comply with Compulsory Attendance

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.

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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.

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

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 use the following guidelines:

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- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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.

[See policy FEC(LOCAL) for more information.]

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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 is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

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.ectorcountysd.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](#) and the [TEA homepage](#).

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 (Grades 9-12)

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)

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;

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- 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.

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A student may anonymously report an alleged incident of bullying by letting a teacher, counselor or an administrator know.

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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 student may also be transferred 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 25.]

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 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46, **Hazing** on page 65, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture,
- Construction,
- Art,
- A/V Technology,
- Communications,
- Business,
- Education,
- Health Sciences,
- Hospitality and Tourism,
- Information Technology,
- Law and Public Safety,

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- Manufacturing,
- STEM,
- Human Services, and
- Transportation and Logistics.

Admission to these programs is open to all eligible students, except for some dual credit programs implemented in partnership with local colleges. In those cases, there are certain criteria which must be met per the college (SACS, Southern Association of Colleges & 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, and 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, or handicap 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 ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 71.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.ectorcountysd.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

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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 46.]

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, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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- 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.

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](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)

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- [National Center of Safe Supportive Learning Environments: 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 83 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent

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of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. 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 40 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 25 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 – Permian Basin, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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—Automated (All Grade Levels)

Emergency

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 81 for information regarding contact with parents during an emergency situation.]

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Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 81 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 FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.ectorcountysd.org. The complaint forms can be accessed *online* at www.ectorcountysd.org or at the principal's or superintendent's office.

- 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—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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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 can be obtained by contacting the appropriate campus principal.

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.

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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/Junior High 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;

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- 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.

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, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 37.]

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."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[See the school counselor and policy EHDB(LOCAL) for more information.]

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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.]

Kindergarten Acceleration

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.

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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, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office, or on the district's website at www.ectorcountysd.org. [See policy FFH for more information.]

Dating Violence

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.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, 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:

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- 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.

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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 34]

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 46.]

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

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alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities 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.

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 55.] 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, etc.

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 ten (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.]

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A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school 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 non-school 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 noncurricular-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, and minimizes safety hazards. 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.

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- 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 may be worn only with a full t-shirt (with sleeves) underneath.
- Undergarments may not be worn as outerwear.
- Pants, shorts, and slacks must be worn at the natural waist (no more than one size larger than natural waist size).
- Student must wear shoes at all times. Taps, metal plates, or cleats on shoes will not be permitted. Specifically prohibited footwear are bathroom slippers, footwear not intended for outdoor wear, and shoes equipped with roller blades/wheels. Flip flops are acceptable.
- Extremely torn clothing will not be permitted. All clothing must be hemmed.
- 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) ONLY:

- Beginning with the 2020-21 school year, all ECISD middle and high schools will allow only clear or mesh backpacks in the school.

At High School Campuses ONLY:

- 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).

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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. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated 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. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 88.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. 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 85 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).

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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](#), 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 86.]

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.

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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 86, 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 89.]

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 at [UIL Parent Information Manual](#). 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](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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- 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, etc.
- 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.

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- 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 89.]
- A fee not to exceed \$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 requirement. 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					
Class	Description	Grades 6 - 8		Grades 9 - 12	
		Per Year	Per Semester	Per Year	Per Semester
Cosmetology I	Cosmetology Kit Purchase			\$800	
Cosmetology II	Cosmetology Kit Purchase			\$600	
Welding @ Frost	Safety and Equipment/Uniform			\$80	
Culinary Arts	Uniform			\$80	
LVN I Fall	Uniform/Equipment/Name Tag			\$512	
LVN I Spring	Skills Equipment/ATI Subscription			\$495	
LVN I Summer	Tuition			\$192	
LVN I Summer	Clinical Liability Insurance			\$20	
LVN II Fall	ATI Subscription x 2 Courses			\$670	
LVN II Fall	Pinning Cost			\$110	
LVN II Spring	Jurisprudence & BON Application			\$125	
LVN II Spring	Clinical Liability Insurance			\$20	
LVN II Summer	Post Graduate Summer Tuition			\$540	
LVN II Summer	Post Graduate Clinical Liability			\$20	
LVN II Summer	Post Graduate NCLEX/Pearson Fees			\$200	
Fashion Design	Sewing Kits			\$30	
Welding @ OC	Safety and Equipment/Uniform/Supplies			\$350	
Fire Academy	Partial Tuition (3 semester)				\$150
Fire Academy	Uniform			\$50	
EMT	Partial Tuition (1 semester)				\$150
EMT	Uniform			\$250	

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CNA	CPR Training			\$12	
Art MS	Supplies	\$20			
Art 1	Supplies	\$25		\$25	
Art 2	Supplies			\$35	
Art 3	Supplies			\$35	
Art 4	Supplies			\$35	
AP Art 3	Supplies			\$35	
AP Studio Art	Supplies			\$35	
Summer Strength and Conditioning		\$50		\$50	
Description			Fine		
Torn Pages in Textbook or Library book			\$1 per page (>5 pages, replacement cost)		
Writing or erased Textbook or Library book pages			\$1 per page (>5 pages or text is illegible, replacement cost)		
Liquid Damage of Textbooks or Library book			Replacement Cost		
Vulgar Defacement of Textbook or Library book			Replacement Cost		
Lost Textbook or Library book			Replacement Cost		
Technology Use Fee			\$20		
Macbook NTO (graduate)			\$250 \$200		
Laptop purchase OCTECH and Odessa Collegiate Academy (graduate)			\$30		
Macbook Repair/Lost/Damaged/Unrepairable (NTO)			Market value of the device with depreciation \$400-\$1100		
P.E. Replacement Lock			\$6.00		
I.D. Cards/Temporary			\$2.00		
I.D. Cards/ Replacement			\$5.00		
Parking Permits			\$35.00		
AP Exam			\$40 (charge waived if on free or reduced lunch)		
SAT			\$54.50		

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)

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- Course average of 85 - 89 with no more than three absences (excused and unexcused)
- Course average of 80 - 84 with no more than two absences (excused and unexcused)
- Each course is independent. Attendance and grade requirements must be met for the course or courses for which a student is requesting an exemption.
- Students must be in attendance on the day of the final exam or they forfeit their exemption.
- Students must meet the campus requirements related to submission deadlines and verification procedures for securing their exemptions.
- Students are encouraged to monitor their attendance throughout the school year. Absences will be counted from August 11, 2020 – May 27, 2021.

The following types of absences do not counting 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 46.]

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Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, 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 (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- 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 81 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:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,

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- 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 norm-referenced 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 two or fewer 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 86.]

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 prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and 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

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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, including Economics	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Professional Communications	.5	.5
Electives	3.5	5.5
Total	22 credits	26 credits

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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 two 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.

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](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

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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

Upon the recommendation of the admission, review, and dismissal (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 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.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. 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.

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 will be allowed to participate in the graduation ceremony and related graduation activities, in accordance with the guidelines of the Student Code of Conduct.

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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.]

[For student speakers at other school events, see **Student Speakers** on page 88.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 56.]

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.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

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.

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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 34 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 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 Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS 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. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;

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- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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.

As noted at **Bacterial Meningitis** on page 71, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) 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.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and 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 their return.

The district will provide notice to parents of elementary school students in the 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](#).

[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. District employees will not give a student prescription medication, nonprescription medication, herbal substances,

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anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, 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.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 71.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

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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 or Provide a Mental Health Care Service** on page 14 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 44 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high 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](#) 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.

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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 www.ectorcountysd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 66.]

Diabetes

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

[See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with 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 website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.ectorcountysd.org.

[See **Celebrations** on page 37 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

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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 29 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, and 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, 221 N. Texas, Odessa, TX 79761 – Phone: 432-498-4141 - <http://www.co.ector.tx.us/page/ector.HealthDepartment>, and/or
- PermianCare, 401 E. Illinois Ave., Suite 403, Midland, TX 79701 – Crisis phone: 844-420-3964 – Main phone: 432-570-3333 – www.pbmhmr.com.

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 <https://pol.tasb.org/Home/Index/421>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAC
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB

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- 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.

Please contact the PE and Health Department at 432-456-0988 for further information regarding these procedures and access to the District Improvement Plan.

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 from the www.ectorcountyisd.org.

[See **Human Sexuality Instruction** on page 18 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. You are encouraged to contact the ECISD PE and Health Department with questions about the content or implementation of the district's wellness policy and plan.

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.

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- 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent 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 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 and Odessa High School 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 and OHS 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, OCTECHS, and Falcon ECHS are closed campuses 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.

Commented [JD6]: New this year

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Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 32.]

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

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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, disability, age, 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. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Director of Human Resources/Title IX Coordinator, 432-456-9349.
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Leslie Wilson, Executive Director of Special Education, 432-456-8719.
- All other concerns regarding discrimination: See the superintendent, Dr. Scott Muri, 432-456-9879.

[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 on a daily basis 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 44.]
- 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 usually 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 81.]

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- Becoming a school volunteer. [See **Volunteers** on page 94 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, PTO, 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. Contact 432-456-8769 and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 71 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 a regular or special meeting is posted no later than 72 hours before each meeting online at www.ectorcountysd.org. [See policies BE and BED for more information.]

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 tow cars that are parked in violation of these rules.

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 19.]

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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.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High 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.

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[See **Standardized Testing** on page 86.]

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

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 60.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 86.]

Release of Students from School

[See **Leaving Campus** on page 75.]

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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) 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 77 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 60 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 46.]

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.
- 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.

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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

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

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 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](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

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.

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: local news agencies, ParentLink, Facebook, Twitter, and at www.ectorcountyisd.org.

[See **Communications-Automated, Emergency** on page 41.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 86.]

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Schedule Changes (Middle/Junior High 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 ECISD Operations Office 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.

See the Cafeteria Manager at your child's school to apply for free or reduced-price meal services.

[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.

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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 campus principal or the district's IPM coordinator, at 432-580-6833.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to 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.

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The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 53 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, alcohol, and weapons. 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

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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.

Commented [JD7]: Drug Testing (Secondary Grade Levels Only) Do we need to add this? Page 79 of 102

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 46.]

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](#) 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 freshmen-level 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.

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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
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 79.]

Commented [JD8]: HB 4545?

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.

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

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required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 60.]

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).

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 **Students in the Conservatorship of the State** on page 25.]

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 26.]

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.]

Tardies (All Grade Levels)

At the elementary level, the 7:40 a.m. bell indicates the beginning of the school day (The bell for Noel & Travis is at 7:30 a.m.) 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)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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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.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 34, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 27, 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 84.]

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

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- 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.

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- 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.

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- 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. Please contact the ECISD Transportation Department for additional information.

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.]

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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, speak with the principal or the Executive Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

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 will not be permitted.

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.]

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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 Information

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.

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Glossary

Accelerated 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.

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.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are 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.

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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 perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or 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.

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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.

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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 [https://pol.tasb.org/Policy/Download/421?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/421?filename=FFI(LOCAL).pdf). 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:

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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:

Ector County Independent School District Student Handbook

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.



Student Handbook

2021–22 School Year

Dr. Scott Muri, Superintendent of Schools

802 N. Sam Houston

Odessa, Texas 79761

(432) 456-0000

<http://www.ectorcountysd.org>

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 disability, please contact the ECISD Communications Department at 432-456-9019.

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EARLY EDUCATION CENTERS	#	Phone	Address	Principal	Asst. Principal	Secretary
Carver AM: 7:40-11:10 / PM: 11:50-3:20	106	456.1069	600 College 79761	Priscilla Aguilar		Maria Ellis
Lamar AM: 7:40-11:10 / PM: 11:50-3:20	115	456.1159	501 Lettie Lee 79761	Maryjane Hutchins	Marsha Bridges	Jeanette Hickey
ELEMENTARY						
Alamo (PK) 7:40-4:20	101	456.1019	801 E. 23rd 79761	Regina Lee	Elisha Moberly	Carrie Carrasco
Austin (PK/U) 7:40-3:20	102	456.1029	901 N. Lee 79761	Tania Hagood	Connie Conner	Nancy Cabral
Blackshear 7:40-3:20, 7:40-4:20 Magnet	127	456.1279	501 S. Dixie 79761	Valerie Rivera	Laura Melendez	Valerie Contreras
Blanton 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	125	456.1259	4101 Lynbrook 79762	Kamye Smith	Shelley Rash	June Ybarra
Buice 7:40-3:20	133	456.1339	1800 E. 87th 79765	Jessica Redman	Angela Pina	Cristina Velasquez
Burleson (U) 7:40-3:20	103	456.1039	3900 N. Golder 79764		Samantha Natividad	Aydee Martinez
Burnet 7:40-3:20	104	456.1049	3511 Maple 79762	Maria Serrano	Dorothy Ortiz	Vanessa Ramos
Cameron 7:40-3:20 (PK) 7:40-4:20	105	456.1059	2401 W. 8th 79763	Margarita Acosta		Regina Suchil
Cavazos 7:40-3:20	130	456.1309	9301 W. 16th 79763	Beatrice Martinez	Lalonne King	Katerina Aguirre
Dowling 7:40-3:20	107	456.1079	1510 E. 17th 79761	Julie Marshall	San Juana Gutierrez	Lupe Carreon
E. K. Downing 7:40-3:20	131	456.1319	1480 N. Knox 79763	Lindsey Lumpkin	Zealia Jenkins	Edith Lizalde
Fly 7:40 - 3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	126	456.1269	11688 W. Westview 79764	Sam Martinez	Josie Mata Jerry Mahana	Rebecca Carman
Goliad 7:40-3:20	110	456.1109	501 E. 52nd 79762	Cristabel Gonzales	Nora Gonzalez	Amy Jones
Gonzales 7:40-3:20	111	456.1119	2700 Disney 79761	Angie Moad	Kristen Roe	Angelica Ball
Hays (U) 7:40-4:20 (PK) 7:40-3:20	112	456.1129	1101 E. Monahans 79761	Paula Dannheim	Brandon Carter	Kathy Craighead
Ireland 7:40-3:20	114	456.1149	4301 Dawn 79762	Senovio Ortiz	Amanda Sierra	Sable Corrales
Johnson 7:40-3:20	128	456.1289	6401 Amber 79762	Dr. Zenovia Crier	Rosio Rico-Garcia	Anna McMeans
Jordan 7:40-3:20	129	456.1299	9400 Rainbow 79765	Tiffany Rickman	Dora Martinez Lola Brooks	Isela Samaniego
Milam 7:40-4:20 (PK) 7:40-3:20	116	456.1169	640 College 79761	Natalie Fitzgerald	Claudia Lopez	Lori Valencia
Noel 7:30-3:10	124	456.1249	2200 Newcomb 79764	Jennie Chavez	Raquel Rodriguez	Linda Hernandez
Pease 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	117	456.1179	1800 W. 22nd 79763	Micah Arrott	Dr. Tyra Williams	Delores Rodriguez
Reagan 7:40-3:20 (PK) AM: 7:40-11:10 / PM: 11:50-3:20	118	456.1189	2321 E. 21st 79761	Jennifer Bizzell		Mary Servin
Ross 7:40-3:20	119	456.1199	4600 N. Everglade 79762	Susan Hendricks	Adonica Galindo	Billie Gamboa
Sam Houston 7:40-3:20	113	456.1139	300 E. 37th 79762	Crystal Marquez	Mary Fulton	Diane Crawford
San Jacinto 7:40-3:20	121	456.1219	1000 W. 19th 79763	Fallon McLane		Sylvia Clark
Travis 7:30-3:10, 7:30-4:10 Magnet	122	456.1229	1400 S. Lee 79761	Amy Russell	Alejandra Garcia	Fernanda Castaneda
West 7:40-3:20	132	456.1329	2225 Sycamore 79763	Giscela Davila		Prissilia Joe
Zavala 7:40-3:20, 7:40-4:20 Magnet (PK) AM: 7:40-11:10 / PM: 11:50-3:20	123	456.1239	1201 Clifford 79763	Tanya Galindo	Erin Reddell	Lynn Dodson
Elementary AEP		456.3176		Amanda Warber		

Ector County Independent School District Student Handbook

MIDDLE SCHOOL						
Bonham (U) 8:30-4:15	042	456.0429	2201 E. 21st 79761	Mareka Austin	Angel Rodriguez, 8th AP William Iker, 7th AP	Anna Valdez
Bowie (U) 8:35-4:20	043	456.0439	500 W. 21st 79761	Paul Fulce	Jason Watson, 6th AP Mark Crissinger, 8th AP	Sandra Dilger
Crockett 8:35-4:20	044	456.0449	2301 N. Conover 79763	Maribel Aranda	Tonya Houston, 6th AP , 7th AP Terrance Reece, 8th AP	Cynthia Avila
Ector College Prep Success Academy (U) Mon - Thurs: 8:35-5:20 Friday: 11:00-4:20	047	456.0479	809 W. Clements 79763	Mitch Gerig Bobby Bleisch	Robert Syner, Assoc. Jose Porras, 6th AP Norma Parra-Solano, 7th AP	Martha Almaguer
Nimitz (U) 8:35-4:20	046	456.0469	4900 Maple 79762	Teresa Willison	Alejandra Garcia, 8th AP Karime Briones, 8th AP Christian Pugh, 7th AP	Daphne Narrell
Wilson & Young (U) 8:30-4:15	045	456.0459	601 E. 38th 79762	Anthony Garcia	Ryan Jennische, 6th AP Jana Norman, 8th AP Abel Avila, 7th AP Welton Blaylock, 6 th AP	Cristina Dominguez
HIGH SCHOOL						
CTE Ag Farm			7651 W. Dunn 79763	Carla Byrne, Executive Director of CTE	Randy Gillum, Teacher	
CTE Frost Building & Greenhouse	698	456.6999	104 S. Grandview 79761	Carla Byrne, Executive Director of CTE	Sherman Haller, Campus Supervisor	Jessica Marichalar
CTE New Tech Odessa		456.6982	300 E. 29th 79762	Carla Byrne, Executive Director of CTE	Janet Flippin, CTE Coordinator	Chelsey Salgado
George H.W. Bush New Tech Odessa 8:30-4:20	011	456.6989	300 E. 29th 79762	Gerardo Ramirez	Christopher Hancock	Irene Nunez
OCTECHS 8:30-4:20	014	456-6409	201 W. University 79764 – Learning Resource Center at Odessa College	Karl Miller		Kisa Lee
Odessa Collegiate Academy Mon -Thurs: 8:00 - 3:50 (3:30 - 4:50 OC ONLY) Friday: 8:00-2:28	015	456-6429	201 W. University 79764 – Dedrick Hall at Odessa College	James Ramage		Magen Ramirez
Odessa 8:35-4:25	002	456.0029	1301 N. Dotsy 79763	Mauricio Marquez	Hector Limon Assoc. Prin. Rachel Gerig, Assoc. Prin. Debra Byrd, A-B Stephanie Moran, C-E Trisha Montalvo, F-Ha Abel Avila, He-L Vanant, M-N Vacant, O-Re Christopher Ortiz, Rh-So Tracie Chapa, Sp-Z	Monica Orona
Permian 8:35-4:25	003	456.0039	1800 E. 42nd 79762	Delesa Styles	Ysmael Lujan, Assoc. Prin. Johna Straw, Assoc. Prin. C&I Richard Ontiveroz, A-Car Sheryl Mahaffey, Cas-Fe Vacant, Fl-Ha Scot Straw, He-Luj Megan Watts, Lun-Now Mark Crissinger, Nun-Rio Joe Williamson, Ris-Tay Efrain Moreno, Tea-Z	V. J. Hornung
SPECIAL CAMPUSES						

Ector County Independent School District Student Handbook

Alternative Center 8:40-4:15	004	456.0049	1299 E.Yukon 79762	Adam Portillo	Susana Lara, AP	Elida Castaneda
Youth Center	005	362.6356	1299 E.Yukon 79762	Adam Portillo		

Ector County Independent School District Student Handbook

Preface

To Students and Parents:

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 (ECISD) 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.ectorcountysd.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.ectorcountysd.org.

Ector County Independent School District Student Handbook

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 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 17 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the ECISD Communications Department at 432-456-9019.

2021-22 School Year and the Coronavirus Pandemic

~~Students and parents shall review and adhere to the general information in the Information for Parents and Students on the Back-to-School website at <https://www.ectorcountysd.org/Domain/2103>, understand and screen for the symptoms and follow the screening protocols, review the exposure flow chart, the instructional delivery information, and the attendance and enrollment FAQ. As the health situation changes related to COVID-19, the website will be updated to reflect the most recent information.~~

Commented [JD1]: Not found in 2021-22

Ector County Independent School District Student Handbook

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 ~~or Provide a Mental Health Care Service~~

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, ~~screening~~, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

For further information, see **Mental Health Support** on page 69.

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 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. 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:

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- 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.

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.)

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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 21.

Commented [JD2]: Look at page 140 of 103. Do we need to add this?

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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.

[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, ~~Analysis, or Evaluation~~

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- 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, ~~physicians~~, 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 can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, ~~analysis, or evaluation~~. [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:

- ~~Any survey concerning protected information, regardless of funding.~~
- 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.

Commented [JD3]: This is no longer in TASB model not found in policy

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- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The Life Center's curriculum is entitled "Impact" (5th grade), "YWUDI" (6th, 7th, and 8th grades) and "No Gray" (9th and 10th grades). Texas Tech University's curriculum is entitled "Big Decisions."

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other

Commented [JD4]:

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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 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 78 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must 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.

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In accordance with state law and policy EC, without parental permission, districts are prohibited from 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.]

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.

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,

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- 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 15, 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 with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. ~~The office that administers FERPA is:~~

~~Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202~~

- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Commented [JD5]: This was missing so I just added it.

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

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parent—~~whether married, separated, or divorced~~—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student:

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- 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

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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. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 15.]

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 records custodian 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.ectorcountysd.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.

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Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page 81, **Complaints and Concerns** on page 42, 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.ectorcountysd.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 of 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.

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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](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., 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 34, 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 another district campus 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.

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The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

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 46, **Course Credit** on page 45, and **A Student in Foster Care** on page 88.]

A Student Who Is Homeless

Children who are 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;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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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 46, **Course Credit** on page 45, and **Students who are Homeless** on page 88.]

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.

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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 29.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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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 86.]

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 27 and policy FB for more information.]

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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 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 the state assessment for his or her grade level and/or applicable subject area.

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.]

Exemptions to Compulsory Attendance

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:

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- 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;
- 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.

Secondary Grade Levels

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 this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- 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.

Failure to Comply with Compulsory Attendance

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.

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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.

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The 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.]

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 use the following guidelines:

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- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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.

[See policy FEC(LOCAL) for more information.]

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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 is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

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.ectorcountysd.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](#) and the [TEA homepage](#).

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 (Grades 9-12)

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)

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;

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- 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.

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A student may anonymously report an alleged incident of bullying by letting a teacher, counselor or an administrator know.

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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 student may also be transferred 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 25.]

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 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46, **Hazing** on page 65, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture,
- Construction,
- Art,
- A/V Technology,
- Communications,
- Business,
- Education,
- Health Sciences,
- Hospitality and Tourism,
- Information Technology,
- Law and Public Safety,

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- Manufacturing,
- STEM,
- Human Services, and
- Transportation and Logistics.

Admission to these programs is open to all eligible students, except for some dual credit programs implemented in partnership with local colleges. In those cases, there are certain criteria which must be met per the college (SACS, Southern Association of Colleges & 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, and 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, or handicap 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 ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 71.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.ectorcountysd.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

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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 46.]

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, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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- 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;
- Owning 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.

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](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)

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- [National Center of Safe Supportive Learning Environments: 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 83 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent

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of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. 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 40 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 25 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 – Permian Basin, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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—Automated (All Grade Levels)

Emergency

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 81 for information regarding contact with parents during an emergency situation.]

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Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 81 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 FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.ectorcountysd.org. The complaint forms can be accessed *online* at www.ectorcountysd.org or at the principal's or superintendent's office.

- 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—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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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 can be obtained by contacting the appropriate campus principal.

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.

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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/Junior High 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;

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- 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.

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, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 37.]

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."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[See the school counselor and policy EHDB(LOCAL) for more information.]

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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.]

Kindergarten Acceleration

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.

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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, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office, or on the district's website at www.ectorcountysd.org. [See policy FFH for more information.]

Dating Violence

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.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, 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:

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- 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.

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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 34]

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 46.]

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

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alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities 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.

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 55.] 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, etc.

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 ten (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.]

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A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school 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 non-school 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 noncurricular-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, and minimizes safety hazards. 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.

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- 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 may be worn only with a full t-shirt (with sleeves) underneath.
- Undergarments may not be worn as outerwear.
- Pants, shorts, and slacks must be worn at the natural waist (no more than one size larger than natural waist size).
- Student must wear shoes at all times. Taps, metal plates, or cleats on shoes will not be permitted. Specifically prohibited footwear are bathroom slippers, footwear not intended for outdoor wear, and shoes equipped with roller blades/wheels. Flip flops are acceptable.
- Extremely torn clothing will not be permitted. All clothing must be hemmed.
- 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) ONLY:

- Beginning with the 2020-21 school year, all ECISD middle and high schools will allow only clear or mesh backpacks in the school.

At High School Campuses ONLY:

- 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).

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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. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated 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. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 88.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. 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 85 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).

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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](#), 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 86.]

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.

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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 86, 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 89.]

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 at [UIL Parent Information Manual](#). 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](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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- 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, etc.
- 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.

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- 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 89.]
- A fee not to exceed \$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 requirement. 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					
Class	Description	Grades 6 - 8		Grades 9 - 12	
		Per Year	Per Semester	Per Year	Per Semester
Cosmetology I	Cosmetology Kit Purchase			\$800	
Cosmetology II	Cosmetology Kit Purchase			\$600	
Welding @ Frost	Safety and Equipment/Uniform			\$80	
Culinary Arts	Uniform			\$80	
LVN I Fall	Uniform/Equipment/Name Tag			\$512	
LVN I Spring	Skills Equipment/ATI Subscription			\$495	
LVN I Summer	Tuition			\$192	
LVN I Summer	Clinical Liability Insurance			\$20	
LVN II Fall	ATI Subscription x 2 Courses			\$670	
LVN II Fall	Pinning Cost			\$110	
LVN II Spring	Jurisprudence & BON Application			\$125	
LVN II Spring	Clinical Liability Insurance			\$20	
LVN II Summer	Post Graduate Summer Tuition			\$540	
LVN II Summer	Post Graduate Clinical Liability			\$20	
LVN II Summer	Post Graduate NCLEX/Pearson Fees			\$200	
Fashion Design	Sewing Kits			\$30	
Welding @ OC	Safety and Equipment/Uniform/Supplies			\$350	
Fire Academy	Partial Tuition (3 semester)				\$150
Fire Academy	Uniform			\$50	
EMT	Partial Tuition (1 semester)				\$150
EMT	Uniform			\$250	

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CNA	CPR Training			\$12	
Art MS	Supplies	\$20			
Art 1	Supplies	\$25		\$25	
Art 2	Supplies			\$35	
Art 3	Supplies			\$35	
Art 4	Supplies			\$35	
AP Art 3	Supplies			\$35	
AP Studio Art	Supplies			\$35	
Summer Strength and Conditioning		\$50		\$50	
Description			Fine		
Torn Pages in Textbook or Library book			\$1 per page (>5 pages, replacement cost)		
Writing or erased Textbook or Library book pages			\$1 per page (>5 pages or text is illegible, replacement cost)		
Liquid Damage of Textbooks or Library book			Replacement Cost		
Vulgar Defacement of Textbook or Library book			Replacement Cost		
Lost Textbook or Library book			Replacement Cost		
Technology Use Fee			\$20		
Macbook NTO (graduate)			\$250 \$200		
Laptop purchase OCTECH and Odessa Collegiate Academy (graduate)			\$30		
Macbook Repair/Lost/Damaged/Unrepairable (NTO)			Market value of the device with depreciation \$400-\$1100		
P.E. Replacement Lock			\$6.00		
I.D. Cards/Temporary			\$2.00		
I.D. Cards/ Replacement			\$5.00		
Parking Permits			\$35.00		
AP Exam			\$40 (charge waived if on free or reduced lunch)		
SAT			\$54.50		

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)

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- Course average of 85 - 89 with no more than three absences (excused and unexcused)
- Course average of 80 - 84 with no more than two absences (excused and unexcused)
- Each course is independent. Attendance and grade requirements must be met for the course or courses for which a student is requesting an exemption.
- Students must be in attendance on the day of the final exam or they forfeit their exemption.
- Students must meet the campus requirements related to submission deadlines and verification procedures for securing their exemptions.
- Students are encouraged to monitor their attendance throughout the school year. Absences will be counted from August 11, 2020 – May 27, 2021.

The following types of absences do not counting 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 46.]

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Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, 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 (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- 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 81 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:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,

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- 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 norm-referenced 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 two or fewer 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 86.]

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 prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and 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

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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, including Economics	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Professional Communications	.5	.5
Electives	3.5	5.5
Total	22 credits	26 credits

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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 two 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.

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](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

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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

Upon the recommendation of the admission, review, and dismissal (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 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.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. 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.

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 will be allowed to participate in the graduation ceremony and related graduation activities, in accordance with the guidelines of the Student Code of Conduct.

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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.]

[For student speakers at other school events, see **Student Speakers** on page 88.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 56.]

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.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

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.

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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 34 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 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 Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS 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. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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;
- Rubella (measles), mumps, and rubella;
- Polio;
- Hepatitis A;

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- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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.

As noted at **Bacterial Meningitis** on page 71, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) 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.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and 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 their return.

The district will provide notice to parents of elementary school students in the 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](#).

[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. District employees will not give a student prescription medication, nonprescription medication, herbal substances,

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anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, 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.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 71.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

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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 or Provide a Mental Health Care Service** on page 14 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 44 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high 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](#) 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.

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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 www.ectorcountysd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 66.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with 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 website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.ectorcountysd.org.

[See **Celebrations** on page 37 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

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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 29 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, 221 N. Texas, Odessa, TX 79761 – Phone: 432-498-4141 - <http://www.co.ector.tx.us/page/ector.HealthDepartment>, and/or
- PermianCare, 401 E. Illinois Ave., Suite 403, Midland, TX 79701 – Crisis phone: 844-420-3964 – Main phone: 432-570-3333 – www.pbmhmr.com.

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 <https://pol.tasb.org/Home/Index/421>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAC
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB

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- 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.

Please contact the PE and Health Department at 432-456-0988 for further information regarding these procedures and access to the District Improvement Plan.

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 from the www.ectorcountysd.org.

[See **Human Sexuality Instruction** on page 18 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. You are encouraged to contact the ECISD PE and Health Department with questions about the content or implementation of the district's wellness policy and plan.

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.

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- 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent 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 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 and Odessa High School 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 and OHS 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, OCTECHS, and Falcon ECHS are closed campuses 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.

Commented [JD8]: New this year

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Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 32.]

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

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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, disability, age, 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. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Director of Human Resources/Title IX Coordinator, 432-456-9349.
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Leslie Wilson, Executive Director of Special Education, 432-456-8719.
- All other concerns regarding discrimination: See the superintendent, Dr. Scott Muri, 432-456-9879.

[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 on a daily basis 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 44.]
- 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 usually 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 81.]

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- Becoming a school volunteer. [See **Volunteers** on page 94 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, PTO, 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. Contact 432-456-8769 and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 71 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 a regular or special meeting is posted no later than 72 hours before each meeting online at www.ectorcountysd.org. [See policies BE and BED for more information.]

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 tow cars that are parked in violation of these rules.

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 19.]

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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.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High 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.

~~To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.~~

~~To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.~~

~~If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.~~

~~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.~~

Commented [JD9]: The updated calendar reflects HB 4545 and the changes to retention and retesting requirements for students in grades 5 & 8.

House Bill 4545 – Retention and Retesting Requirements Removed

- A student in 5 & 8 is no longer required to be retained at the same grade level based on STAAR, and grade placement committees have been eliminated. (School systems still have the flexibility to retain students if deemed appropriate locally).

- In grades 5 & 8, there is now only one reading & math assessment opportunity. Prior law incorporated up to two re-taking opportunities for students, required if the student did not perform satisfactorily on the initial assessment.

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[See **Standardized Testing** on page 86.]

~~A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.~~

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

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 60.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 86.]

Release of Students from School

[See **Leaving Campus** on page 75.]

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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) 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 77 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 60 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 46.]

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.
- 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.

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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

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

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 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](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

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.

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: local news agencies, ParentLink, Facebook, Twitter, and at www.ectorcountyisd.org.

[See **Communications-Automated, Emergency** on page 41.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 86.]

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Schedule Changes (Middle/Junior High 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 ECISD Operations Office 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.

See the Cafeteria Manager at your child's school to apply for free or reduced-price meal services.

[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.

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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 campus principal or the district's IPM coordinator, at 432-580-6833.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to 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.

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The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 53 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, alcohol, and weapons. 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

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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](#).

Commented [JD10]: Drug Testing (Secondary Grade Levels Only) Do we need to add this? Page 79 of 102

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 46.]

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](#) 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 freshmen-level 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.

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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
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 79.]

Commented [JD11]: HB 4545?

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.

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

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required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 60.]

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).

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 **Students in the Conservatorship of the State** on page 25.]

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 26.]

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.]

Tardies (All Grade Levels)

At the elementary level, the 7:40 a.m. bell indicates the beginning of the school day (The bell for Noel & Travis is at 7:30 a.m.) 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)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

Ector County Independent School District Student Handbook

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.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 34, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 27, 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 84.]

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

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- 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.

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- 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.

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- 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. Please contact the ECISD Transportation Department for additional information.

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.]

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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, speak with the principal or the Executive Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

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 will not be permitted.

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.]

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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 Information

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.

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Glossary

Accelerated 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.

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.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are 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.

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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 perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or 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.

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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.

Ector County Independent School District Student Handbook

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 [https://pol.tasb.org/Policy/Download/421?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/421?filename=FFI(LOCAL).pdf). 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:

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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:

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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. Scott Muri, Superintendent of Schools

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF APPOINTMENT OF TASB DELEGATE AND ALTERNATE

DATE: July 27, 2021

A part of the Board's professional responsibility is participation in the annual Delegate Assembly of the Texas Association of School Boards. This participation is a way for our District's needs and priorities to be heard at the state level.

This year, the Delegate Assembly will take place on September 25, 2021 during the TASA/TASB Convention in Dallas, Texas.

TASB is requesting the Board to consider sending experienced Board members who are well-informed on a wide range of issues affecting public education today. The Board is asked to elect a delegate and an alternate.

Administrative Recommendation:

The Board of Trustees to elect a delegate and alternate to the Delegate Assembly of the Texas Association of School Boards.

Official Delegate Designation Form

Please note:

- Only board members of TASB Active Members (public school districts and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- The Delegate Assembly Handbook will be distributed electronically at least 20 days prior to Delegate Assembly. Hard copies of the Handbook will be available on site. (Mailed copies will be available by request.)
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>).

Credentials (ribbon and button) will be mailed to delegates and alternates who are registered by August 26. After that date, credentials must be picked up on site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

Alternate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

Name of school district: _____

County-district number: _____ **TASB (ESC) region number:** _____

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2021 TASB Delegate Assembly scheduled for September 25 (as provided by the TASB Bylaws).

Board president: _____ Date: _____

Please return your board's designations online or to the address below by August 26, 2021, to receive Delegate Assembly credentials by mail. Delegates submitted after August 26 will need to pick up credentials (button and ribbon) on site.

Texas Association of School Boards
Attn: Michael Pennant
Email: membercommunications@tasb.org
Fax: 512.467.3554

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Questions? Contact Michael Pennant at 800.580.8272 or membercommunications@tasb.org.





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:

June 08, 2021 – Board Workshop Meeting
June 15, 2021 – Regular Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., JUNE 8, 2021, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Carol Gregg
Tammy Hawkins
Nelson Minyard
Dr. Donna Smith
Christopher Stanley

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Stephanie Howard, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers, Alicia Syverson, Patrick Young

Others: Mike Atkins, Annette Macias, Lisa Wills, Andrea Martin, Micah Arrott, Noe Ortiz, Erin Bueno, Fallon McLane, Jaime Miller, Margarita Acosta, Jesus Acosta, Isabel Acosta, Juliana Acosta, Priscilla Aguilar, Alicia Press, Julia Willett-Weekly, Andrea Messick, Robert Cedillo, Dr. Corey Seymour, Ruth Campbell, Mary Franco

25523 **Meeting Called to Order:** Delma Abalos, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25524 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting:** Board President Delma Abalos, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25525 **Opening Remarks by Superintendent:** In Dr. Muri's opening remarks he let Trustees know Summer Learning is underway with almost 7,000 students enrolled and engaged, about four times the number of students we normally see in the summer. He told them robotics has invaded ECISD classrooms, and he thanked teachers and administrators for creating some "pretty cool experiences" for kids. Summer school is a half-day program; breakfast is served first, then class begin at 8:30 a.m., students are given a to-go lunch at the end of the morning. He also let Trustees know ECISD has partnered with Medical Center Hospital to target middle school kids for COVID vaccines. We have set up three vaccination clinics for the month of June, at middle schools, for any students and families who want the vaccine.

25526 **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)502*

There was no public comment.

Report/Discussion Items

25527 **Budget Update Discussion:** Chief Financial Officer Deborah Ottmers presented the budget for the 2021-2022 school year for discussion. The school board plans to officially adopt the budget next week and will schedule a public hearing at 6:00 p.m. on Tuesday, June 15, 2021. Trustees are anticipating the overall tax rate will stay as is at \$1.17792 per \$100 valuation. A school board in Texas is legally required to approve three separate budgets: the General Fund budget which is projected to be \$314,485,610; the Debt Service budget projected at \$19,250,666 (*Note: built into the Debt Service budget for next year is the early payment of \$5.5 million in bond payments which will ultimately save the District (and tax payers) about \$2.5 million in future interest payments*); and the School Nutrition budget at \$18,705,494. The highlights of the General Fund budget come from the 2021-2022 Compensation Plan which Trustees approved last month:

- Starting teacher salary raised to \$57,000 (NOTE: four years ago, 2017-18, ECISD's starting teacher salary was just \$44,500);
- Everyone on teacher pay scale will get \$1,800 with additional adjustments at Steps 1-10;
- 4% general pay increase at midpoint for hourly employees (increased hourly minimum to \$12.00);
- 3% general pay increase at midpoint for exempt (non-hourly) employees;
- A \$750 Invest in Talent Stipend for all those employed on the first day of instruction in August;
- The pay increases come at a cost of approximately \$7.4 million to the District's budget.

No action required.

25528 **GASB 54 Fund Balance Discussion:** Chief Financial Officer Deborah Ottmers presented this item for discussion. According to the Governmental Accounting Standards Board (GASB) the school board must approve categories for fund balance commitment or assignment for the coming year. Trustees will review categories for 2021-2022, and will vote to approve the categories at the next Board meeting on June 15, 2021.

No action required.

25529 **End-of-Year Assessment Data:** Deputy Superintendent Dr. Stephanie Howard along with Associate Superintendent of Curriculum & Instruction Dr. Lilia Náñez and Executive Director of Leadership Alicia Press presented this item for discussion.

The End-of-Year MAP (Measures of Academic Progress) assessments, which are given three times per year, measure what students know and what they are ready to learn next. MAP Growth measures performance - whether a student performs on, above, or below grade level over time. This year ECISD uses MAP assessments in Kindergarten through 8th grade Reading and Math, English I and II Language, and Algebra I. More areas will be added next year. MAP Growth is one of the measurements our school board uses as an Indicator of Success. This year's goal was to have 52% of all students meet or exceed their individual growth projections, and while students showed overall growth in Math and Reading, the final number fell just short of the goal at 50%. Math exceeded the mark (55%); Reading was below (46%). Schools contacted students and families to help them read and understand the MAP results that were sent home. If necessary, the students were invited to attend Summer Learning to reinforce learning from the school year. Dr. Muri told Trustees there is a delay in the state verifying STAAR results so those numbers were not included in this report but will be later this summer.

No action required.

- 25530** **Discussion of TASB Local Policy Update 117:** Deputy Superintendent Dr. Stephanie Howard presented this item for discussion. This is the first reading of TASB Policy Update 117. Suggested revisions to three local policies come at the recommendation of the Texas Association of School Boards (TASB). Policy Update 117 will be presented for second reading and approval at the next Board meeting on June 15, 2021.

No Action required.

- 25531** **Legislative Update:** In his legislative update, Dr. Muri said now that the legislative session is over, Districts are asking for and beginning to receive clarification and guidance on how to implement new laws that are going into effect. He said District leaders will provide updates to the school board on those legislative actions and their impact.

No action required.

Action Items

- 25532** **Discussion of and Request for Approval of Memorandum of Understanding between ConnEctor Task Force and Dallas Fed and Magellan Advisors:** Moved by Minyard, seconded by Brown to approve the Memorandum of Understanding between ConnEctor Task Force and Dallas Fed and Magellan Advisors as presented.

Motion unanimously approved.

- 25533** **Discussion of and Request for Approval of Reorganization of Board of Trustees Naming President, Vice-President and Secretary:** The Texas Education Code, Section 11.061(C) requires that each school board “organize at the first meeting after the election and qualification of trustees.” Trustees submitted the following nominations for the official voting ballot.

The following votes for Board President were cast:

Tammy Hawkins Seven (7) Votes

The following votes for Board Vice-President were cast:

Steve Brown Seven (7) Votes

The following votes for Board Secretary were cast:

Gregg Three (3) Votes
Minyard Two (2) Votes
Stanley Two (2) Votes

Moved by Smith, seconded by Brown to Approve the Reorganization of Board of Trustees Naming President, Vice-President and Secretary by way of Ballot to serve as the 2021-2022 Ector County ISD Board of Trustees’ Officers.

President: Tammy Hawkins
Vice-President: Steve Brown
Secretary: Carol Gregg

Motion unanimously approved.

- 25534** **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public employees of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Executive Director of Student and School Support, Cameron Elementary Principal, Carver Early Education Center Principal, Ireland Elementary Principal, Pease Elementary Principal, and San Jacinto Elementary Principal) Consultation with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with its Attorney on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas Conflict with Chapter 551 of the Texas Government Code] (The Board of Trustees will Discuss with their Attorney the “Agreement between Ector County Independent School District and IDEA Public Schools, Inc.”):**

Board President Delma Abalos convened the Board of Trustees to closed session at 7:44 p.m.

Board President Delma Abalos reconvened the Board of Trustees to open session at 8:35 p.m.

25535 **Request for Approval of Personnel Recommendations for Executive Director of Student and School Support, Cameron Elementary Principal, Carver Early Education Center Principal, Ireland Elementary Principal, Pease Elementary Principal and San Jacinto Elementary Principal:** Moved by Minyard, seconded by Brown to approve Daryton Ramsey as the Executive Director of Student and School Support as presented.

Motion unanimously approved.

Moved by Minyard, seconded by Brown to approve Margarita Acosta as the Principal of Cameron Elementary as presented.

Motion unanimously approved.

Moved by Minyard, seconded by Smith to approve Priscilla Aguilar as the Principal of Carver Early Education Center as presented.

Motion unanimously approved.

Moved by Minyard, seconded by Brown to approve Noe Ortiz as the Principal of Ireland Elementary as presented.

Motion unanimously approved.

Moved by Minyard, seconded by Smith to approve Micah Arrott as the Principal of Pease Elementary as presented.

Motion unanimously approved.

Moved by Minyard, seconded by Smith to approve Fallon McLane as the Principal of San Jacinto Elementary as presented.

Motion unanimously approved.

25536 **Closing Remarks by Superintendent:** There were no closing remarks.

25537 **Adjournment:** Delma Abalos, Board President, adjourned the Board meeting at 8:38 p.m.

Board President
Delma Abalos

Board Secretary
Dr. Steve Brown

AT A REGULAR MEETING AND PUBLIC HEARING ON APPLICATION OF NACERO TX 1 LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND PUBLIC HEARING FOR ADOPTION OF 2021-2022 OFFICIAL BUDGET OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., JUNE 15, 2021, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Tammy Hawkins
Carol Gregg
Nelson Minyard
Dr. Donna C. Smith
Chris Stanley

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Stephanie Howard, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers, Alicia Syverson,

Others: Mike Atkins, Dr. Cory Seymour, Cortney Smith, Staci Ashley, Lisa Wills, Scott Randolph, Dr. Aaron Hawley, Hilberto Ochoa, Albessa Chavez, Jennifer Moran, Nancy Vanley, Chad Crowson, Annette Macias, Alicia Press, Wes Burnett, Fred Stormer, Chris Grammer, Hal Bouknight, Chris Micklas, Ruth Campbell, Albert Anchondo, Mary Franco

25538 **Meeting Called to Order:** Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25539 **Verification of Compliance with Open Meeting Law:** Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25540 **Pledge of Allegiance to United States and Texas Flags:** The United States and Texas flag pledges were led by Chris Stanley, Board Member.

25541 **Invocation:** The Invocation was led by Dr. Steve Brown, Board Vice-President.

Special Presentation

25542 **Recognition of Delma Abalos, Outgoing Board President:** Superintendent Dr. Scott R. Muri expressed his appreciation to Delma Abalos for her service as Board President over the past year and presented her with the Outgoing Board President Award.

25543 **Opening Remarks by Superintendent:** In Dr. Muri's opening remarks he reminded our community that learning does not stop just because the regular school year came to an end. He said more than 6,000 kids are taking part in Summer Learning Monday through Thursday, our staff members are in professional learning sessions, and even our Board of Trustees will be attending a conference to learn with other school boards.

25544 **Public Comment:** No public comment.

Board Policy

25545 **Discussion of and Request for Approval of Resolution of The Board Regarding ESSER III and Policy CB(LOCAL), State and Federal Revenue Sources:** Moved by Minyard, seconded by Smith to approve Resolution of the Board Regarding ESSER III and Policy CB(LOCAL), State and Federal Revenue Sources as presented.

Motion unanimously approved.

25546 **Discussion of and Request for Approval of TASB Local Policy Update 117:** Moved by Smith, seconded by Stanley to approve TASB Local Policy Update 117 as presented.

Motion unanimously approved.

Public Hearing

25547 **Public Hearing on Application of Nacero TX 1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code:** Trustees held a public hearing on the application of Nacero TX 1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code. Chapter 313 agreements were created by the 2001 Texas Legislature to allow communities to attract specifically defined companies/projects through limiting the school District's Maintenance & Operations (daily operations) taxable valuation for ten years. The agreement remains fully taxable for I&S (Debt Service) tax purposes at all times. The agreements stipulate the school district cannot be financially worse off by entering into the agreement. The Nacero TX 1 LLC project is valued at about \$7 billion. Nacero Chief Operating Officer Hal Bouknight told Trustees the company has 2,600 acres in Penwell on which to build this first-of-its kind (in the U.S.) plant that will convert natural gas into gasoline in a more environmentally friendly way; Sulphur-free and with a smaller carbon footprint. He said construction would require 3,500-4,000 workers over the next several years, and about 350 full time jobs once it is completed and functioning.

Immediately following the presentation, Board President Tammy Hawkins declared the Public Hearing on Application of Nacero TX 1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code **open**.

There was no public comment.

Board President Tammy Hawkins declared the Public Hearing on the Application of Nacero TX 1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code **closed**.

No action required.

24548 **Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of Nacero TX 1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, and other Action Incident Thereto:** Moved by Brown, seconded by Minyard that the Board approve the Resolution Adopting Findings of Fact as presented relating to the Application of Nacero TX 1 LLC for an Appraised Value Limitation on Qualified Property, that such Resolution and Findings, as presented, be executed by the Board President Tammy Hawkins and made part of the Minutes of this meeting, and that the Application of Nacero TX 1 LLC be approved, all in accordance with Chapter 313 of the Texas Tax Code as presented.

Motion unanimously approved.

24549 **Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with Nacero TX 1 LLC:** Moved by Brown, seconded by Minyard that the Board approve the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with Nacero TX 1 LLC and Authorize the Board President Tammy Hawkins to Execute the Agreement on the District's behalf, and direct the Superintendent to take such other action as may be required under Chapter 313 of the Texas Tax Code or Comptroller's related rule as presented.

Motion unanimously approved.

Public Hearing

24550 **Public Hearing for Adoption of 2021-2022 Official Budget:** The Board of Trustees held a public hearing for the Adoption of 2021-22 Official Budget. A school board in Texas is legally required to approve three separate budgets: the General Fund budget which is projected to be \$314,485,610; the Debt Service budget projected at \$19,250,666; and the School Nutrition budget at \$18,705,494. Chief Financial Officer Deborah Ottmers presented the highlights of the General Fund budget from the 2021-22 Compensation Plan which Trustees approved last month:

- Starting teacher salary raised to \$57,000 (NOTE: four years ago, 2017-18, ECISD's starting teacher salary was just \$44,500);
- Everyone on teacher pay scale will get \$1,800 with additional adjustments at Steps 1-10;
- 4% general pay increase at midpoint for hourly employees (increased hourly minimum to \$12.00);
- 3% general pay increase at midpoint for exempt (non-hourly) employees;

- A \$750 Invest in Talent Stipend for all those employed on the first day of instruction in August, utilizing General Fund-fund balance or ESSER funds as allowable;
- The pay increases come at a cost of approximately \$7.4 million to the District's budget.

Trustees are anticipating the overall tax rate will stay the same as it is right now \$1.17792 per \$100 valuation. *(Note: built into the Debt Service budget for next year is the early payment of \$5.5 million in bond payments which will ultimately save the District (and tax payers) about \$2.5 million in future interest payments)*

Immediately following the presentation, Board President Tammy Hawkins declared the Public Hearing on the proposed 2021-2022 Budget **open**.

There was no public comment.

Board President Tammy Hawkins declared the Public Hearing on the proposed 2021-2022 Budget **closed**.

No action required

24551 **Discussion of and Request for Approval of Adoption of 2021-2022 Official Budget:** Moved by Brown, seconded by Minyard to approve the Adoption of the 2021-2022 Official Budget as presented.

Motion unanimously approved.

Action Items

25552 **Discussion of and Request for Approval of Resolution Committing Fund Balance in Accordance with GASB 54:** Moved by Smith, seconded by Stanley to approve the Resolution Committing Fund Balance in Accordance with GASB 54 as presented.

Motion unanimously approved.

25553 **Discussion of and Request for Approval of Purchases over \$50,000:** Moved by Smith, seconded by Abalos to approve the Purchases over \$50,000 as presented.

Motion unanimously approved.

25554 **Discussion of and Request for Approval of Year End Budget Amendment:** Moved by Smith, seconded by Gregg to approve the Year End Budget Amendment as presented.

Motion unanimously approved.

25555 **Discussion of and Request for Approval of Bond Committee and Composition:** Moved by Smith, seconded by Gregg to approve the Bond Committee and Composition as presented. This committee will be made up of students (5), parents (46), community members (44), certified staff (11), principals/assistant principals (7) and central office administrators (17), and will serve in advisory capacity to the school board. These would be the maximum number of committee members. It will review the conditions and capacities of ECISD's existing facilities, projections for future enrollment and the future facility needs of the District. The committee will meet for the first time in July and will continue throughout the Fall Semester, offering its recommendation to the Board of Trustees in December 2021. The Board would then have until February to call a bond election for May 2022, if it chooses to do so.

Motion unanimously approved.

25556 **Discussion of and Request for Approval to Designate Hiring Authority to the Superintendent for Contractual Personnel Stipulated in Policy DC(LOCAL) through August 2021:** Moved by Abalos, seconded by Minyard to approve to Designate the Hiring Authority to the Superintendent for Contractual Personnel Stipulated in Policy DC(LOCAL) through August 2021 as presented with the following stipulations. Dr. Muri will provide Trustees with candidates resume forty-eight hours prior to hiring for their review. Hiring will be paused if any Trustee has concerns in regards to a candidate. The Board of Trustees will retroactively approve candidates at the July 27, 2021 Regular Board Meeting.

Motion unanimously approved.

25557 **Discussion of and Request for Approval of UIL Exemption List for 2021-2022 School Year:** Moved by Minyard, seconded by Smith to approve the UIL exemption List for the 2021-2022 School Year as presented.

Motion unanimously approved.

25558 **Discussion of and Request for Approval to Endorse Board of Trustee Dr. Steve Brown to Fill a Position on the TASB Board of Directors:** Moved by Minyard, seconded by Stanley to approve Endorsement of Board of Trustee Dr. Steve Brown to Fill a Position on the TASB Board of Directors as presented.

Motion unanimously approved.

25559 **Consent Agenda:** Moved by Gregg, seconded by Minyard to approve Consent Agenda as presented.

- A. Request for Approval of Minutes of Meetings
- B. Request for Approval of Bills for Payment
- C. Request for Approval of Acceptance of Donations Over \$10,000
- D. Request for Approval of Memorandum of Understanding between Ector County ISD and the University of Texas Permian Basin for Academic Dual Credit

- E. Request for Approval of Memorandum of Understanding and Articulation Agreement between Ector County ISD and Odessa College - Continuing Education Class Offerings
- F. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - Odessa Collegiate Academy
- G. Request for Approval of Memorandum of Understanding between Ector County ISD and Odessa College - OCTECHS
- H. Request for Approval of Permian High School Orchestra Student Out-of-State Travel to Sacramento, NM

Motion unanimously approved.

Report/Discussion Items

- 25560** **Legislative Update:** In his legislative update, Dr. Muri said in the next month or two legislative experts will come to a board meeting to talk with Trustees about the actions from this legislative session that impacted public education.

No action required.

- 25561** **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 Lyndon B. Johnson Elementary Principal.) Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.] (The Board of Trustees will Discuss with their Attorney the Agreement between Ector County Independent School District and IDEA Public Schools, Inc.):**

Board President Tammy Hawkins convened the Board of Trustees to closed session at 8:27 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 8:48 p.m.

- 25562** **Request for Approval of Personnel Recommendation for Lyndon B. Johnson Elementary Principal:** Moved by Brown, seconded by Smith to approve the recommendation to hire Dr. Zenovia Crier as the new Lyndon B. Johnson Elementary Principal as presented. Dr. Crier comes to ECISD from Houston ISD where she served as Dean of Instruction/Technologist for the past ten years. In that role she assisted principals in educating and training staff on implementing academic standards. Dr. Crier is also a professor at Concordia University where she works with teacher candidates. She has worked as an elementary school teacher, reading tutor and as a volunteer teacher providing English as a Second Language⁵¹⁹ to adult immigrants. She holds a Doctor of Education (Education Administration) from Texas A&M Commerce.

Motion unanimously approved.

25563 **The Board of Trustees to Consider Taking Action on IDEA Public Schools, Inc. Agreement:** This item was pulled.

No action taken.

25564 **Information Items:** The Board of Trustees were provided with the following information items: Financials, Purchasing Report and the Routine Personnel Report.

25565 **Closing Remarks by Superintendent:** There were no closing remarks.

25566 **Adjournment:** Board President Delma Abalos adjourned the Board meeting at 8:49 p.m.

Board President
Tammy Hawkins

Board Secretary
Carol Gregg



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find printouts listing disbursements from June 10, 2021 thru July 21, 2021 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 06/10/2021 to 07/21/2021

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	\$ \$ <u>9,140,386.43</u>

APPROVED: _____

DATE: _____

**ECTOR COUNTY ISD
CHECK REGISTER
06/10/2021 - 07/21/2021**

DATE	PAYEE	AMOUNT
6/16	4IMPRINT INC	\$ 708.74
6/16	AMERIPRIDE SERVICES INC.	416.72
6/16	AVID CENTER	8,500.00
6/16	BUCK'S WHEEL & EQUIPMENT COMPANY	103.43
6/16	CMC BUSINESS SYSTEMS INC	1,011.00
6/16	AUTOMATIC ICE MACHINE	324.00
6/16	CUMMINS BC329	2,663.60
6/16	DICK BLICK COMPANY	122.84
6/16	GARDA CASH LOGISTICS	11,185.23
6/16	GOPHER SPORT	2,290.57
6/16	HENRY SCHEIN INC	68.09
6/16	HENRY SCHEIN INC	1,186.72
6/16	J W PEPPER & SON INC	1,761.46
6/16	LAKESHORE LEARNING	2,306.22
6/16	LOVING GUIDANCE	8,400.00
6/16	O REILLY AUTO ENTERPRISES LLC	1,111.93
6/16	REGION IV SERVICE CENTER	400.00
6/16	SCHOOLHOUSE OUTFITTERS	1,069.55
6/16	SECURED DOCUMENT SHREDDING INC	1,730.04
6/16	MCM ELEGANTE HOTEL	8,832.00
6/16	NAPA AUTO PARTS	49.99
6/16	BARNES & NOBLE BOOKSELLERS	156.80
6/16	CONTINENTAL WIRELESS, INC.	5,595.00
6/16	UNIFIRST CORPORATION	1,485.58
6/23	4IMPRINT INC	2,750.85
6/23	AMERIPRIDE SERVICES INC.	572.47
6/23	AVID CENTER	14,450.00
6/23	B-LINE FILTER & SUPPLY INC	965.40
6/23	BUCK'S WHEEL & EQUIPMENT COMPANY	562.77
6/23	CMC BUSINESS SYSTEMS INC	2,011.93
6/23	ETA HAND2MIND	161.40
6/23	GARDA CASH LOGISTICS	68.90
6/23	HYDROTEX PARTNERS LTD	6,395.36
6/23	LAKESHORE LEARNING	530.10
6/23	LOU'S CLINICAL LAB INC	1,285.00
6/23	LOVING GUIDANCE	10,434.65
6/23	MARK'S PLUMBING PARTS	171.19
6/23	MIDLAND SAFETY & HEALTH SALES	195.00
6/23	MORRISON SUPPLY CO	123.61
6/23	MSC INDUSTRIAL SUPPLY CO.	164.64
6/23	O REILLY AUTO ENTERPRISES LLC	307.40
6/23	PRESIDENT'S EDUCATION AWARDS PROGRAM	638.33

6/23	PROJECT LEAD THE WAY INC	4,000.00
6/23	PROMAXIMA MFG.	4,204.00
6/23	SIMS PLASTIC INC	654.12
6/23	TEXAS COMPUTER EDUCATION ASSOCIATION	636.00
6/23	TRANE U.S. INC.	139,496.67
6/23	WENGER CORPORATION	33,709.42
6/23	WEST MUSIC CO	202.43
6/23	WESTAIR-PRAXAIR DISTRIBUTION INC	230.27
6/23	BILL WILLIAMS TIRE CENTER	3,340.48
6/23	FOLLETT SCHOOL SOLUTIONS, INC.	323.36
6/23	NAPA AUTO PARTS	1,256.36
6/23	BARNES & NOBLE BOOKSELLERS	13,956.21
6/23	ASSESSMENT TECHNOLOGIES INSTITUTE, LLC	2,015.00
6/23	MULTICARE PLUS	450.00
6/23	SCARBOROUGH SPECIALTIES, INC	1,555.84
6/23	CONTINENTAL WIRELESS INC.	4,392.00
6/23	TRANSMISSION SERVICE & SUPPLY INC	3,870.20
6/23	UNIFIRST CORPORATION	1,859.42
6/23	OFFICE DEPOT, INC	237.90
6/23	SCHOOL SPECIALTY LLC	1,673.24
6/29	BUCK'S WHEEL & EQUIPMENT COMPANY	747.37
6/29	CAFE VENTURE COMPANY	642.00
6/29	DICK BLICK COMPANY	35.16
6/29	FIRETROL PROTECTION SYSTEMS	2,998.00
6/29	HOUGHTON MIFFLIN HARCOURT	1,407.66
6/29	KELLY-MOORE PAINT	226.48
6/29	LAKESHORE LEARNING	339.15
6/29	MORRISON SUPPLY CO	93.46
6/29	MSC INDUSTRIAL SUPPLY CO.	81.60
6/29	AIM MEDIA TEXAS OPERATING LLC	853.50
6/29	O REILLY AUTO ENTERPRISES LLC	317.19
6/29	THE BOSWORTH LTD	5,500.00
6/29	TRANE U.S. INC.	4,645.14
6/29	WENGER CORPORATION	18,651.41
6/29	WESTAIR-PRAXAIR DISTRIBUTION INC	296.81
6/29	FOLLETT SCHOOL SOLUTIONS, INC.	294.00
6/29	NAPA AUTO PARTS	1,620.65
6/29	UNIFIRST CORPORATION	1,574.71
6/29	SCHOOL SPECIALTY LLC	7,669.43
7/8	AMERIPRIDE SERVICES INC.	418.33
7/8	BASIN BLOCK & SUPPLY	2,020.00
7/8	LONE STAR SIGNS OF WEST TEXAS	21,885.00
7/8	MARK'S PLUMBING PARTS	1,872.00
7/8	MIDLAND SAFETY & HEALTH SALES	5,390.50
7/8	MSC INDUSTRIAL SUPPLY CO.	2,474.10
7/8	POSITIVE PROMOTIONS	45.45
7/8	SIMS PLASTIC INC	850.90

7/8	TRANE U.S. INC.	55,295.34
7/8	WESTAIR-PRAXAIR DISTRIBUTION INC	186.39
7/8	NAPA AUTO PARTS	127.50
7/8	UNIFIRST CORPORATION	491.04
7/8	SCHOOL SPECIALTY LLC	904.56
7/14	4IMPRINT INC	5,486.53
7/14	ABSOLUTE FIRE PROTECTION INC	2,236.50
7/14	B-LINE FILTER & SUPPLY INC	202.08
7/14	AUTOMATIC ICE MACHINE	3,893.42
7/14	DEMCO INC	7,542.34
7/14	FIRETROL PROTECTION SYSTEMS	485.00
7/14	FLAGHOUSE INC	59.92
7/14	FROG STREET PRESS INC	1,744.50
7/14	GLOBAL EQUIP CO	5,206.18
7/14	LAKESHORE LEARNING	11,315.25
7/14	LEGO BRAND RETAIL	464.90
7/14	MIDLAND SAFETY & HEALTH SALES	391.50
7/14	AIM MEDIA TEXAS OPERATING LLC	605.50
7/14	O REILLY AUTO ENTERPRISES LLC	186.74
7/14	SECURED DOCUMENT SHREDDING INC	1,388.00
7/14	THE BOSWORTH LTD	153,000.00
7/14	THE BOSWORTH LTD	101,179.28
7/14	TRANE U.S. INC.	8,005.00
7/14	EDMENTUM, INC	5,612.50
7/14	DEERE & COMPANY	7,765.51
7/14	NAPA AUTO PARTS	402.89
7/14	BARNES & NOBLE BOOKSELLERS	703.00
7/14	MULTICARE PLUS	1,800.00
7/14	CONTINENTAL WIRELESS, INC.	477.50
7/14	UNIFIRST CORPORATION	154.10
7/14	DATA RECOGNITION COPORATION	18,302.25
7/14	AMERIPRIDE SERVICES INC.	843.49
7/14	ANCHOR BOLT & SUPPLY	66.00
7/14	CENTERS FOR CHILDREN & FAMILIES	2,250.00
7/14	MSC INDUSTRIAL SUPPLY CO.	1,762.50
7/14	TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION	650.00
7/14	NAPA AUTO PARTS	209.11
7/21	4IMPRINT INC	7,215.95
7/21	ACADEMIC LEARNING COMPANY LLC	4,832.58
7/21	GOPHER SPORT	373.88
7/21	J W PEPPER & SON INC	3,913.98
7/21	LAKESHORE LEARNING	15,264.01
7/21	PERMA-BOUND BOOKS	3,036.80
7/21	PLAYSCRIPTS INC.	346.62
7/21	POSITIVE PROMOTIONS	3,144.40
7/21	PROJECT LEAD THE WAY INC	954.00
7/21	REGION 13 EDUCATION SERVICE CENTER	200.00

7/21	SECURED DOCUMENT SHREDDING INC	688.00
7/21	TRANE U.S. INC.	79,089.69
7/21	WESTAIR-PRAXAIR DISTRIBUTION INC	724.84
7/21	MCM ELEGANTE HOTEL	6,288.00
7/21	MULTICARE PLUS	2,325.00
7/21	MULTICARE PLUS	150.00
7/21	OFFICE DEPOT, INC	182.33
7/21	SCHOOL SPECIALTY LLC	18,959.35
7/21	ANCHOR BOLT & SUPPLY	42.43
7/21	B-LINE FILTER & SUPPLY INC	808.31
7/21	BUCK'S WHEEL & EQUIPMENT COMPANY	1,413.51
7/21	CMC BUSINESS SYSTEMS INC	8,196.84
7/21	CRISIS PREVENTION INSTITUTE	8,997.50
7/21	MENTORING MINDS. LP	3,979.58
7/21	MSC INDUSTRIAL SUPPLY CO.	1,375.64
7/21	O REILLY AUTO ENTERPRISES LLC	699.76
7/21	BILL WILLIAMS TIRE CENTER	1,920.36
7/21	EDMENTUM, INC	935.00
7/21	NAPA AUTO PARTS	370.23
6/15	NC CHILD SUPPORT CENTRALIZED COLLECTIONS	382.00
6/15	WEST TEXAS EDUCATORS	2,999.50
6/16	4MATIV TECHNOLOGIES INC	25,000.00
6/16	AARON ALEX MOLINA	22.79
6/16	AIDE GARCIA	18.32
6/16	ALAN WILLIAMS	878.16
6/16	ALBERT J VALENCIA	124.33
6/16	ALISHA SLIDER	58.02
6/16	AMANDA PADILLA	72.07
6/16	AMAZON CAPITAL SERVICES	31,359.27
6/16	AMERICAN RED CROSS	5.00
6/16	AMY ANDERSON	82.55
6/16	AMY RUSSELL	185.36
6/16	ANDREA VALERO	35.45
6/16	ANNIE NELSON	160.49
6/16	ANTHONY SCOTT	110.32
6/16	APPLE, INC	11,634.00
6/16	AT&T	9,321.56
6/16	AT&T	7,870.72
6/16	ATHLETIC SUPPLY INC	1,000.00
6/16	ATLANTIC BEVERAGE COMPANY LLC	9,001.44
6/16	ATMOS ENERGY	21,883.47
6/16	AUDIO ACOUSTICS HEARING CENTERS	400.00
6/16	AUDRA MUNOZ	58.52
6/16	BAR-Z ADVENTURES INC	2,399.00
6/16	BATTS AUDIO, VIDEO & LIGHTING	1,202.25
6/16	BELINDA K. MARTINEZ	22.51
6/16	BEST CHOICE COFFEE SERVICES LLC	65.89

6/16	BIG DADDY'S	1,209.30
6/16	BILLIE SHIPMAN	20.94
6/16	BIMBO BAKERIES USA	210.60
6/16	BLUE STAR BUS SALES LTD	122.32
6/16	BRAUN BEEF & CO INC	17,317.44
6/16	SPARKLIGHT	2,694.15
6/16	SPARKLIGHT	185.48
6/16	CAVALLO ENERGY TEXAS LLC	109,798.40
6/16	CAROLINA VASQUEZ	38.81
6/16	CASHWAY WEST, INC.	19.99
6/16	CATHERINE MCLEOD	30.86
6/16	CDW-G	295,284.71
6/16	CDW-G	93.60
6/16	CDW-G	831.60
6/16	CDW-G	309.46
6/16	CHARLES AND LEZIEE CHURCHFIELD	10,548.72
6/16	CHICK-FIL-A ODESSA TOWN CENTER	583.80
6/16	CHRISTINE VAN SYOC	12.26
6/16	CICI'S PIZZA	741.89
6/16	CINDY SMITH	62.05
6/16	CIRCLE P RANCH SUPPLY, INC	907.50
6/16	CLARISA ARRAS	49.28
6/16	COLLEGE BOARD INSTITUTIONS	56,272.00
6/16	COMMERCIAL FOOD SERVICE	42.99
6/16	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
6/16	CRISTINA FIGUEROA	15.57
6/16	CRYSTAL PENA	8.34
6/16	CULLIGAN WATER CONDITIONING OF WEST TEXAS	338.20
6/16	CUSTOM WHOLESALE SUPPLY INC	190.90
6/16	CYBERSOFT TECHNOLOGIES INC	4,995.00
6/16	DALE C. CALLEN, JR.	240.00
6/16	DANIEL BUSTAMANTE	43.12
6/16	DARCY ROGERS	600.00
6/16	DAXWELL	5,577.40
6/16	DIEGO CABALLERO	148.74
6/16	DOAK HUDDLESTON	198.13
6/16	DS WATERS OF AMERICA INC	45.52
6/16	ECOLAB INC	3,305.40
6/16	ECTOR COUNTY UTILITY DISTRICT	4,545.71
6/16	ELIZABETH QUINTELA	73.86
6/16	ELIZABETH SHOREY	105.00
6/16	ELUMA LLC	80,763.81
6/16	ERIC UNTERBRINK	78.23
6/16	ESTRELLITA INC.	2,596.00
6/16	FW WALTON DALLAS, LLC	52,625.25
6/16	G H DAIRY	20,916.39
6/16	GARDENDALE WATER CO	17.50

6/16	HAPPY GRINGO, LLC	616.97
6/16	WAYNE WALLACE, LPC	15.68
6/16	HUBERT COMPANY, LLC	37,071.56
6/16	INFECTION CONTROLS INC	3,663.67
6/16	INK LION DESIGNS, LLC	362.72
6/16	IRMA STEEN	12.32
6/16	ISABEL ARRAS-HUERTA	87.75
6/16	JAANI SCHROEDER	31.36
6/16	JARRETT PUBLISHING COMPANY	3,069.00
6/16	JIEUN PANDO	41.72
6/16	JOHN HUFFMAN	1,322.75
6/16	JOSE M HERNANDEZ	15,320.28
6/16	JULIA KELTON	48.02
6/16	JULIE DRAINER	600.00
6/16	KARA ROSENBLATT	1,250.00
6/16	KEENAN & ASSOCIATES	8,200.50
6/16	KIMBERLY CARRASCO	80.42
6/16	KRISTI EICHER	368.94
6/16	KYLE RIPPE	93.74
6/16	LABATT FOOD SERVICE	124,003.84
6/16	LARRY SANCHEZ	1,045.68
6/16	LUNCH MONY INC	222.42
6/16	LYNSEY WOODY	87.81
6/16	LYNSEY WOODY	158.71
6/16	MABEL MORALES	31.25
6/16	MAHIRA SALINAS	43.40
6/16	MARIA ZUBIATE	67.87
6/16	MARINA BERRY	59.98
6/16	MARK BENNETT	3,700.00
6/16	MEGAN LIEFF	1,180.00
6/16	MEGAN RITTER	65.69
6/16	MISTY MICHELLE MORGAN	195.05
6/16	N-TUNE MUSIC & SOUND INC	22,015.74
6/16	NANCY COOK	35.62
6/16	NATALIE THOMS	21.00
6/16	NATIONAL TRAVEL SYSTEMS	1,148.40
6/16	NOBUYUKI SHIRAISHI	80.27
6/16	NOHEMI YBARRA	96.99
6/16	ODESSA EAST ROTARY CLUB	60.00
6/16	OFFICEWISE COMMERCIAL INTERIORS LLC	45,188.10
6/16	OLIVIA PORRAS	189.51
6/16	BRIDGETTE MADRID	10.25
6/16	CHAD MARTIN	81.20
6/16	CHRIS CARNES	39.21
6/16	DELMA LOZANO	10.50
6/16	JENNIFER MCCAIN	70.50
6/16	JENNIFER PERTZBORN	22.75

6/16	KIMBERLY BARNWELL	25.75
6/16	KIMBERLY BARNWELL	53.50
6/16	YADIRA MARTINEZ	3.75
6/16	YARA LICON	71.50
6/16	PAMELA DESPARROIS	24.78
6/16	PATRICIA LOGAN	68.10
6/16	PERMIAN MOVERS, INC.	177.50
6/16	PROGRESSIVE BUSINESS PUB.	299.00
6/16	RAY DOMINGUEZ	43.06
6/16	REGION 18 EDUCATION SERVICE CENTER	770.00
6/16	RHONDA LONG	63.78
6/16	RICK YEAGER	123.54
6/16	RICKY HICKEY	1,400.00
6/16	RIGHT RX, LLC	16,401.00
6/16	RIGO NUNEZ	24.25
6/16	ROGER CLEERE	1,070.40
6/16	ROWAN CORNIL INC	41,900.00
6/16	SAM'S CLUB DIRECT	1,756.40
6/16	SAM'S CLUB DIRECT	1,451.04
6/16	SARAH PATTON	20.38
6/16	SHALON JORDAN	39.59
6/16	SHANNON CRISWELL	44.86
6/16	SIRIA DUTCHOVER	25.98
6/16	SOFT SUDS INC	420.00
6/16	SONDRA JUNGINGER	1,322.75
6/16	STARR COMMONWEALTH	1,818.00
6/16	STEPHANIE EVANS	23.41
6/16	SYSCO USA, INC	4,829.64
6/16	T&K HOLDINGS INC	199.80
6/16	TEACHER CREATED MATERIALS	9,449.73
6/16	TERESA ESPARZA	40.48
6/16	TERESA OWENS	13.78
6/16	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	3,790.00
6/16	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	375.00
6/16	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
6/16	TEXAS TO GO LLC	1,667.25
6/16	THE HON COMPANY LLC C/O OFFICEWISE	445.87
6/16	THEODORE MCDONALD	42.43
6/16	TRACI AVILA	40.32
6/16	TRANSFORMING STEM NETWORK	4,000.00
6/16	TRIPLE T AUTO REPAIR	1,047.00
6/16	TYLER THOMPSON	1,045.68
6/16	UNITED REFRIGERATION	19.88
6/16	US FOODS, INC.	158.40
6/16	VANESSA HARRIS	1,322.75
6/16	VERIZON WIRELESS SERVICES LLC	417.95
6/16	VERONICA GARCIA	76.05

6/16	WAGNER SUPPLY COMPANY INC	883.37
6/16	WATSON TRUCK & SUPPLY	889.44
6/16	WHITNEY CREEKMORE	42.11
6/16	XEROX CORPORATION	29,656.70
6/16	ZULEMA PALOMINO	103.77
6/23	ALAN WILLIAMS	26,194.96
6/23	AMAZON CAPITAL SERVICES	7,135.45
6/23	AMERICAN FAMILY LIFE & CANCER	423.28
6/23	AMERICAN FAMILY LIFE & CANCER	30.00
6/23	ANNIE ARREDONDO	22.85
6/23	ANNIE ARREDONDO	49.68
6/23	APPLE, INC	26,800.00
6/23	ARA OF ODESSA	1,440.00
6/23	ASSOCIATION OF TEXAS	2,758.23
6/23	AT&T LONG DISTANCE	1,806.08
6/23	AT&T MOBILITY	52.24
6/23	ATHLETIC SUPPLY INC	21,436.50
6/23	ATLANTIC BEVERAGE COMPANY LLC	9,001.44
6/23	BEST CHOICE COFFEE SERVICES LLC	425.39
6/23	BIMBO BAKERIES USA	109.20
6/23	BLANCA ANAYA	81.59
6/23	BLUE STAR BUS SALES LTD	101.68
6/23	BRAKES AND WHEELS INC.	716.00
6/23	BRAZOS FOREST PRODUCTS	5,059.20
6/23	CAITLIN BOAL	408.00
6/23	CAVALLO ENERGY TEXAS LLC	139,873.34
6/23	CDW-G	17,317.96
6/23	CEBEY LLC	22,853.60
6/23	CHARTER WASTE INC.	546.51
6/23	CINDA BROWN	140.00
6/23	COBY TYSON	1,950.00
6/23	THE COLLEGE BOARD	300.00
6/23	COMMERCIAL FOOD SERVICE	204.00
6/23	CONSOLIDATED TRAFFIC CONTROLS	9,218.00
6/23	COOPER CONSTRUCTION CO INC	77,310.00
6/23	CUSTOM WHOLESALE SUPPLY INC	1,262.74
6/23	D.T. HOUSE MOVERS LLC	5,350.00
6/23	D.T. HOUSE MOVERS LLC	5,350.00
6/23	D.T. HOUSE MOVERS LLC	7,250.00
6/23	DELESA STYLES	497.00
6/23	DENISE DELOERA	350.00
6/23	ECISD EDUCATION FOUNDATION	797.00
6/23	ED PRICE	838.00
6/23	EMILEE TRAMMEL	140.00
6/23	EMILY CAMPBELL	408.00
6/23	FERGUSON FACILITIES SUPPLY	3,650.10
6/23	FIRST FINANCIAL ADMINISTRATORS	34,659.96

6/23	FIRST FINANCIAL ADMINISTRATORS	1,801.14
6/23	FIRST FINANCIAL ADMINISTRATORS	3,036.78
6/23	FOCUS CARE INC.	150,750.00
6/23	G H DAIRY	4,745.79
6/23	GARDENDALE WATER CO	181.00
6/23	GENEVA GARCIA	51.18
6/23	GRAINGER	3,488.96
6/23	GRAYBAR	216.98
6/23	HEATHER DOLLOFF	31.81
6/23	HUGHES SERVICES FLOORING, LP	35,167.00
6/23	HUMBERTO HERNANDEZ JR.	1,985.23
6/23	IDAHO CHILD SUPPORT RECEIPTING	278.00
6/23	IVY BUSINESS FORMS INC	732.00
6/23	JAIME MILLER	140.00
6/23	JANA AVERY	140.00
6/23	JENNIFER HERNANDEZ	140.00
6/23	JOHNNY SALDIVAR	42.09
6/23	JOHNNY SALDIVAR	38.81
6/23	JUMBURRITO	178.50
6/23	KELLY EVANS CONSTRUCTION. LLC	8,208.00
6/23	L WALLACE CONSTRUCTION CO., INC.	777,111.66
6/23	LABATT FOOD SERVICE	18,031.47
6/23	LAMESA ENTERPRISES INC	920.00
6/23	LAWNMOWER SALES AND SERVICE, INC	193.48
6/23	LEAD4WARD LLC	11,897.00
6/23	LISA WILLS	140.00
6/23	LONE STAR FURNISHINGS	1,173.58
6/23	LUZ MELENDEZ	235.75
6/23	LUZ MELENDEZ	23.07
6/23	MARK BENNETT	187.50
6/23	MARK BENNETT	520.00
6/23	MARK HARRIS HJ INC	5,706.32
6/23	MARK KNOX FLOWERS	604.00
6/23	MEDLEY MATERIAL HANDLING CO	3,319.83
6/23	MELINA RENTERIA	46.65
6/23	MELISSA COOPER	140.00
6/23	MISTY STEWART	23.97
6/23	NATALIE FITZGERALD	344.00
6/23	NCS PEARSON INC	1,517.00
6/23	NETSYNC NETWORK SOLUTIONS	4,815.90
6/23	NEW MEXICO CHILD SUPPORT	300.00
6/23	NEW MEXICO CHILD SUPPORT	659.00
6/23	PRESS4KIDS INC	495.00
6/23	NICHOLE JOHNSON	140.00
6/23	NIMBUS DRINKING WATER SYSTEMS	27.00
6/23	NWEA	24,500.00
6/23	ODESSA EAST ROTARY CLUB	60.00

6/23	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	5,245.04
6/23	OFFICEWISE COMMERCIAL INTERIORS LLC	114,122.58
6/23	AMANDA MCCULLOCH	39.10
6/23	AMANDA RAMIREZ	80.50
6/23	AMY CALVILLO	40.50
6/23	ANA GONZALEZ	5.85
6/23	APRIL LOLLAR	22.25
6/23	ATHENA MOON	11.75
6/23	BEATRIZ MANLICLIC	41.25
6/23	BETSY LUJAN	71.50
6/23	BRAIN SMITH	48.35
6/23	CALEB LARREMORE	49.55
6/23	CARMEN NIEVES	1.75
6/23	CARRIE BRONAUGH	20.75
6/23	CORIE OLAGUE	20.50
6/23	CRYSTAL CHAVEZ	81.30
6/23	CRYSTAL RODRIGUEZ	79.25
6/23	CRYSTAL TSO	20.00
6/23	DANIEL ROSAS	13.55
6/23	DAPHNE MARTINEZ	30.50
6/23	ERIC WILKINSON	35.75
6/23	ERIC WILKINSON	33.00
6/23	ESTER BROWN	19.00
6/23	GRACIE SALVATIERRA	30.25
6/23	GUILLERMINA MACHUCA	73.85
6/23	JAKE MCCULLOUGH	99.00
6/23	JENNFIER ANGEL	39.75
6/23	JENNIFER GUERRERO	1.75
6/23	JENNIFER MILLER	43.05
6/23	JESSICA ALLEN	3.18
6/23	JESSICA VAUGHN	19.00
6/23	KATHY ALLEN	97.85
6/23	KATHY ALLEN	23.15
6/23	KATHY ALLEN	62.46
6/23	KIMBERLY HERNANDEZ	10.00
6/23	KIMBERLY HERNANDEZ	31.75
6/23	KIMBERLY NEAL	38.00
6/23	KIMBERLY TERRY	47.35
6/23	KRISTA SUSAN	82.25
6/23	LADONNA RUIZ	70.75
6/23	LAUREN LUCIO	25.75
6/23	LESLIE ORTIZ	142.50
6/23	LOURDES MUNOZ	1.75
6/23	MAGEN RAMIREZ	56.50
6/23	MARGARITA SANTOS	6.25
6/23	MARISSA RAMIREZ	19.25
6/23	MARTEIS ROGERS	36.80

6/23	MARY GARZA	62.00
6/23	MARY GARZA	25.00
6/23	MARY LOU ULATE	10.75
6/23	MARYLOU TORRES	11.55
6/23	MELISSA AGUIRRE	31.25
6/23	MESHELL ROOMAN	16.50
6/23	MICHELLE NORRID	25.50
6/23	MIGUIEL BUSTOS	92.00
6/23	NANY BENIGNO	52.00
6/23	NICOLE BROWN	28.85
6/23	NIDIA CADENA	26.50
6/23	NORMA RAMIREZ	50.75
6/23	PAULA RUTHERFORD	8.25
6/23	R REYES HERNANDEZ	23.55
6/23	R REYES HERNANDEZ	21.15
6/23	RAUL CAMPOS	37.75
6/23	REBECCA ABILA	37.55
6/23	RICHARD HEREDIA	39.75
6/23	ROBBI BANKS	39.05
6/23	ROBERT NOWLIN	25.05
6/23	ROGER REYNA	5.50
6/23	ROSEMARY SALDANA	42.95
6/23	SCHARLENA AEMSTRONG	221.25
6/23	STACY RAMIREZ	173.85
6/23	STACY WADE	41.85
6/23	TONI PRICE	97.75
6/23	VELVIA PAYNE	111.50
6/23	VICKI LIPSEY	133.65
6/23	YADHIRA LERMA	30.65
6/23	YADIRA RUBALCABA	4.75
6/23	YVONNE GARDEA	1.45
6/23	ZENIA MARQUEZ	200.25
6/23	OPAL BOOZ & ASSOC	1,671.68
6/23	PADRINO FOODS	18,849.60
6/23	PENSKE COMMERCIAL VEHICLES US LLC	519.67
6/23	JIMMIE DO GAYLOR	1,526.62
6/23	PERMIAN MOVERS, INC.	100.00
6/23	QA ROOFING, INC.	37,004.51
6/23	RANDAL D. GLENN	61,057.67
6/23	REGION 13 EDUCATION SERVICE CENTER	390.00
6/23	REGION 18 EDUCATION SERVICE CENTER	300.00
6/23	REGION 18 EDUCATION SERVICE CENTER	800.00
6/23	REGION 20 EDUCATION SERVICE CENTER	400.00
6/23	ROBERTS TRUCK CENTER OF TEXAS	159.40
6/23	ROBERTS TRUCK CENTER OF TEXAS	347.40
6/23	ROBERTS TRUCK CENTER OF TEXAS	485.74
6/23	ROBERTS TRUCK CENTER OF TEXAS	17.13

6/23	ROBERTS TRUCK CENTER OF TEXAS	1,570.44
6/23	ROBIN FAWCETT	1,040.94
6/23	ROSA HERNANDEZ	43.79
6/23	SHERWIN WILLIAMS	290.83
6/23	PINNACLE PROPANE LLC	417.00
6/23	SONIA ROCHA	42.50
6/23	SONIA ROCHA	62.50
6/23	SONIA ROCHA	171.98
6/23	STACI STEPHENS ASHLEY	191.00
6/23	STATE DISBURSEMENT UNIT	120.00
6/23	TANYA SHERMAN	279.00
6/23	TEACHER CREATED MATERIALS	27,121.59
6/23	TEXAS AFT AMP	472.50
6/23	TEXAS ASSOCIATION OF SCHOOL BOARDS, INC	2,230.72
6/23	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	127.50
6/23	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	646.40
6/23	TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION	92.00
6/23	TEXAS LIFE INSURANCE CO	104,447.76
6/23	TEXAS SCHOOL FOR THE BLIND	1,820.00
6/23	TEXAS STATE DISBURSEMENT UNIT (SDU)	1,425.00
6/23	TEXAS STATE TEACHERS ASSOCIATION	32,620.23
6/23	TEXAS TEACHERS	14,409.25
6/23	THE HON COMPANY LLC C/O OFFICEWISE	3,959.16
6/23	THE MCCRELESS CO., INC	70.18
6/23	IRWIN CONSULTING LLC	7,000.00
6/23	TOMMY OR LAWANA SMITH	237.00
6/23	TOTAL COMPENSATION GROUP INVESTMENT	1,531.71
6/23	UNITED REFRIGERATION	1,473.25
6/23	UNITED STATES TREASURY	54.00
6/23	UNITED WAY OF ODESSA	7,040.28
6/23	VERIZON WIRELESS SERVICES LLC	2,445.54
6/23	VICTORIA NORENA	99.00
6/23	VITAL SIGNS	618.34
6/23	WAGNER SUPPLY COMPANY INC	25,104.27
6/23	WALTER T. HENDERSON	705.00
6/23	WATSON TRUCK & SUPPLY	697.60
6/23	WAYFAIR INC	273.98
6/23	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	954.00
6/23	WEST TEXAS EDUCATORS	302,258.41
6/23	WILLIAM W SCHMIDT	40.00
6/23	XEROX CORPORATION	21,887.64
6/29	AMAZON CAPITAL SERVICES	34,785.91
6/29	ANDERSON TILE SALES INC	499.00
6/29	APPLE, INC	19,700.00
6/29	ASSOCIATES OF SUMMERTREE L.P.	6,945.20
6/29	ATKINS HOLLMAN JONES PEACOCK	7,542.72
6/29	ATKINS HOLLMAN JONES PEACOCK	17,981.52

6/29	BARRON PAINT & EQUIPMENT	1,056.66
6/29	BIMBO BAKERIES USA	124.80
6/29	BLANCA RAMOS	404.68
6/29	BRAZOS DOOR & HARDWARE	11,400.00
6/29	BRIAN G AROCHA SR	1,500.00
6/29	BYRNE BROS FOODS INC	7,003.50
6/29	CASHWAY WEST, INC.	23.94
6/29	CDW-G	5,731.34
6/29	CUSTOM WHOLESALE SUPPLY INC	1,561.42
6/29	CUSTOM WHOLESALE SUPPLY INC	339.94
6/29	ESTRELLITA INC.	27,355.20
6/29	FERGUSON FACILITIES SUPPLY	2,165.78
6/29	FIRST FINANCIAL ADMINISTRATORS	111,094.33
6/29	FIRST FINANCIAL ADMINISTRATORS	225.00
6/29	FIRST FINANCIAL ADMINISTRATORS	1,087.93
6/29	FIRST FINANCIAL ADMINISTRATORS	15,426.41
6/29	FIRST FINANCIAL ADMINISTRATORS	10,502.14
6/29	FIRST FINANCIAL ADMINISTRATORS	6,835.48
6/29	FIRST FINANCIAL ADMINISTRATORS	93,522.56
6/29	G H DAIRY	4,915.89
6/29	GARDENDALE WATER CO	14.00
6/29	GRAINGER	14,429.54
6/29	GRAYBAR	7,475.80
6/29	HEALTH SERVICES ADMINISTRATION	819.60
6/29	HEALTH SERVICES ADMINISTRATION	27,130.25
6/29	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	14,843.32
6/29	HOME DEPOT USA INC - STORE #562	681.23
6/29	HORACE MANN INS CO	83.82
6/29	HUGHES SERVICES FLOORING, LP	30,670.00
6/29	INSTRUCTIONAL COACHING GROUP	4,041.00
6/29	INVESTRUST	39,701.66
6/29	INDUSTRIAL IGNITION LLC	219.00
6/29	JNT RESOURCES PARTNERS, LP	1,041.47
6/29	JNT RESOURCES PARTNERS, LP	28,415.24
6/29	KAY'S EMBLEMS INC	4,974.75
6/29	KRONOS INC.	6,749.99
6/29	LABATT FOOD SERVICE	5,063.27
6/29	LENNOX INDUSTRIES INC	3,598.00
6/29	LIBERTY PAPER	22,596.00
6/29	LISA WILLS	120.00
6/29	MARK BENNETT	3,392.09
6/29	N-TUNE MUSIC & SOUND INC	70,020.61
6/29	N2 LEARNING LC	10,000.00
6/29	NIMBUS DRINKING WATER SYSTEMS	25.00
6/29	ODESSA FAIRGREEN ASSOCIATES	5,114.70
6/29	ODESSA KINGS CROSSING ASSOCIATES L.P.	5,806.60
6/29	OFFICEWISE COMMERCIAL INTERIORS LLC	69,012.44

6/29	BILLY CUNNINGHAM	48.25
6/29	CRISTY A SARCEDA	48.25
6/29	LEONOR M VEGA	48.25
6/29	LUCILA R FARNSWORTH	48.25
6/29	MELISSA COVEY	48.25
6/29	SUSANNA C MELENDEZ	48.25
6/29	OPAL BOOZ & ASSOC	600.00
6/29	PARKS BELL RANCH APARTMENTS II LLC	10,933.50
6/29	JIMMIE DO GAYLOR	590.00
6/29	PERMIAN MOVERS, INC.	242.50
6/29	PETROLEUM TRADERS CORPORATION	21,731.23
6/29	PIRAINO CONSULTING, INC	227,534.61
6/29	RODRIGUEZ DRYWALL & PAINT CO.	36,500.00
6/29	SAM'S CLUB DIRECT	516.50
6/29	SCHOLASTIC INC	668.60
6/29	SELERIX SYSTEMS, INC	5,280.00
6/29	SHERWIN WILLIAMS	108.97
6/29	SHERWIN WILLIAMS (FLOORING)	378.00
6/29	SMG	4,956.75
6/29	TEACHER CREATED MATERIALS	11,199.68
6/29	TASB, INC	84,614.00
6/29	THE CINCINNATI LIFE INS. CO	38.85
6/29	THE CINCINNATI LIFE INS. CO	311.91
6/29	THE ELMS OF MIDLAND ASSOCIATES, L.P.	2,025.00
6/29	UNIVERSITY OF TX-PERMIAN BASIN	500.00
6/29	W. DEAN WEIDNER	24,768.90
6/29	W. DEAN WEIDNER	5,218.10
6/29	W. DEAN WEIDNER	39,323.10
6/29	W. DEAN WEIDNER	3,818.00
6/29	WAGNER SUPPLY COMPANY INC	4,375.06
6/29	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	6,911.13
6/29	WATSON TRUCK & SUPPLY	2,346.30
6/29	WAYFAIR INC	1,289.73
6/29	WEVIDEO, INC	1,500.00
6/29	WILLIAM H BOYD	1,800.00
6/29	XEROX CORPORATION	9,259.20
7/8	ALAN WILLIAMS	1,390.59
7/8	AMAZON CAPITAL SERVICES	4,536.07
7/8	AMY ANDERSON	99.45
7/8	ANN SUITER	59.31
7/8	ANURADHA BILUGU	196.00
7/8	ATLANTIC BEVERAGE COMPANY LLC	13,502.16
7/8	BIMBO BAKERIES USA	81.12
7/8	BINFORD SUPPLY LLC	2,159.89
7/8	BLUE CROSS BLUE SHIELD TEXAS	148,308.31
7/8	BLUEFIN LLC	49,482.20
7/8	BLUEFIN LLC	3,783.93

7/8	BLUEFIN LLC	125,931.78
7/8	BLUEFIN LLC	179,024.52
7/8	BRAZOS DOOR & HARDWARE	2,510.00
7/8	CDW-G	3,297.01
7/8	CHARTER WASTE INC.	133.20
7/8	CONTROL TECHNOLOGIES INC	31,218.00
7/8	D.T. HOUSE MOVERS LLC	5,900.00
7/8	D.T. HOUSE MOVERS LLC	5,750.00
7/8	PERMIAN DIESEL & TRANSMISSION SERVICE LLC	6,559.50
7/8	FERGUSON FACILITIES SUPPLY	538.01
7/8	FIRST FINANCIAL ADMINISTRATORS	3,547.96
7/8	FIRST FINANCIAL ADMINISTRATORS	16,720.25
7/8	G H DAIRY	2,653.56
7/8	GIBSON CONSULTING GROUP INC	1,125.00
7/8	GRAINGER	2,682.08
7/8	KEVIN D BALLARD INC	1,012.05
7/8	JEAN ZEIGLER	500.00
7/8	INDUSTRIAL IGNITION LLC	130.00
7/8	JOSE BENAVIDES	365.00
7/8	KAMYE SMITH	497.00
7/8	L WALLACE CONSTRUCTION CO., INC.	581,563.40
7/8	L WALLACE CONSTRUCTION CO., INC.	233,233.42
7/8	LABATT FOOD SERVICE	949.82
7/8	LAWNMOWER SALES AND SERVICE, INC	254.36
7/8	LENNOX INDUSTRIES INC	816.00
7/8	LVR COMMERICAL FLOORING	28,504.64
7/8	METLIFE	120,779.73
7/8	MICHELLE V URIAS	1,672.00
7/8	MONTESSORI OUTLET	6,390.30
7/8	SUPERIOR VISION INSURANCE, INC.	27,138.42
7/8	OFFICEWISE COMMERCIAL INTERIORS LLC	37,413.06
7/8	PARTS TOWN, LLC	279.75
7/8	PIRAINO CONSULTING, INC	2,625.00
7/8	RODRIGUEZ DRYWALL & PAINT CO.	6,450.00
7/8	SOUTHERN TIRE MART LLC	1,460.28
7/8	STEAK RUNNER GO LLC	4,895.16
7/8	STONE TOWER GRAFIX	924.84
7/8	SYSCO USA, INC	11,512.80
7/8	TEXAS EXCAVATION SAFETY SYSTEM, INC.	8.55
7/8	THE CLAVIER GROUP INC	33,084.00
7/8	THE HON COMPANY LLC C/O OFFICEWISE	814.20
7/8	IRWIN CONSULTING LLC	7,000.00
7/8	VITAL SIGNS	1,460.00
7/8	WAGNER SUPPLY COMPANY INC	7,538.97
7/8	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	1,457.75
7/8	WEST TEXAS FILTERS INC	6,568.03
7/8	AMERICAN EXPRESS	13,393.40

7/8	HURT EXTERMINATING	11,100.00
7/8	GUSTAVO PADILLA	2,800.00
7/8	ODESSA FAMILY YMCA	57,700.00
7/8	THIRD FUTURE SCHOOLS TEXAS	151,000.00
7/14	304 HOTEL OPERATING, LLC	740.04
7/14	7 MINDSETS ACADEMY LLC	19,000.00
7/14	AARON ALEX MOLINA	14.56
7/14	ALBERT J VALENCIA	105.51
7/14	AMAZON CAPITAL SERVICES	67,872.61
7/14	AMAZON CAPITAL SERVICES	3,414.56
7/14	AMAZON CAPITAL SERVICES	2,679.34
7/14	AMERICAN RED CROSS	115.00
7/14	ANNA SCHLOSSER	960.00
7/14	ASHLEY MENDOZA	960.00
7/14	ASHLEY TSCHAUNER	960.00
7/14	BAILEY TEMPLE	960.00
7/14	BEST CHOICE COFFEE SERVICES LLC	140.71
7/14	BETHANY GRISHAM	960.00
7/14	BIG ROCK EDUCATIONAL SERVICE LLC	21,000.00
7/14	BIMBO BAKERIES USA	564.72
7/14	SPARKLIGHT	1,043.48
7/14	CARNISHA BROWN	297.00
7/14	CASHWAY WEST, INC.	19.77
7/14	CDW-G	59,176.17
7/14	CECILIA KELLAR	1,378.25
7/14	CHICK-FIL-A UNIVERSITY BLVD ODESSA	49.50
7/14	CHRISTINE CARRILLO	1,287.50
7/14	CINDY FAREK	8,400.00
7/14	CLARISA ARRAS	40.82
7/14	COLLEGE BOARD INSTITUTIONS	1,960.00
7/14	COLLEGE ENTRANCE EXAMINATION BOARD	391.00
7/14	CONTROL TECHNOLOGIES INC	99,231.00
7/14	COOPER BARNETT	960.00
7/14	CULLIGAN WATER CONDITIONING OF WEST TEXAS	85.55
7/14	DANIEL BUSTAMANTE	55.10
7/14	DAVID LAY	29,183.35
7/14	DECKER INC	782.95
7/14	DEVON VASQUEZ	960.00
7/14	DIEGO CABALLERO	69.94
7/14	DR. JOSE MEDINA EDUCATIONAL SOLUTIONS	10,000.00
7/14	ETC MONTESSORI	400.00
7/14	FRANCESCA NICHOLLS	960.00
7/14	PETTY CASH	569.82
7/14	G H DAIRY	1,530.90
7/14	GARDENDALE WATER CO	52.00
7/14	GENEVA GARCIA	41.38
7/14	GIBSON CONSULTING GROUP INC	1,450.00

7/14	GRANDE COMMUNICATIONS NETWORK LLC	587.05
7/14	HALO BRANDED SOLUTIONS INC	718.86
7/14	HILBERTO OCHOA	1,455.93
7/14	HOLLY FRANKS	960.00
7/14	HUMBERTO HERNANDEZ JR.	2,421.72
7/14	INDUSTRIAL COMMUNICATIONS	486.90
7/14	INK LION DESIGNS, LLC	140.00
7/14	ISABEL ARRAS-HUERTA	44.80
7/14	IVY HICKS	960.00
7/14	JANET L THOMPSON	960.00
7/14	JEFFERY P WOLTZ	960.00
7/14	JOSTENS INC	1,364.50
7/14	JUDITH CARMODY	138.21
7/14	KARLA RONQUILLO	297.00
7/14	KAY'S EMBLEMS INC	1,476.00
7/14	KAYLEE PAZ	960.00
7/14	KELSEY P CHADWICK	960.00
7/14	KLARISSA SALGADO	1,287.50
7/14	KYLE RIPPE	95.98
7/14	LABATT FOOD SERVICE	10,388.39
7/14	LAURA AGNEW	675.00
7/14	LESLIE N STRANGE	960.00
7/14	PHAROS HOLDINGS LLC	2,650.00
7/14	LINDA-JO ALDAS	960.00
7/14	LINDSEY BALDERAZ	2,350.00
7/14	LISA ANAYA	960.00
7/14	LOWE'S	3,469.22
7/14	MACI WILLIAMS	960.00
7/14	MARINA BERRY	18.03
7/14	MICHAEL TARANGO	960.00
7/14	N-TUNE MUSIC & SOUND INC	4,358.49
7/14	N2 LEARNING LC	6,000.00
7/14	NATIONAL TRAVEL SYSTEMS	1,723.90
7/14	OLIVIA PORRAS	33.77
7/14	AGUEDA COY	14.50
7/14	BRANDIE PANDO	36.25
7/14	CASSANDRA DURAN	50.50
7/14	GRACIELA CHAVARRIA	32.30
7/14	JESSE BRANNAN	27.15
7/14	MARIA GARZA	20.00
7/14	MARIA MALDONADO	54.35
7/14	MARIA ONTIVEROS	150.00
7/14	NORA LEVARIO	37.25
7/14	NORMA ZAPATA	76.80
7/14	PETE CARRASCO	13.75
7/14	VENUS ONG	183.75
7/14	PAULINA CONTRERAS	960.00

7/14	PENSKE COMMERCIAL VEHICLES US LLC	224.20
7/14	JIMMIE DO GAYLOR	525.00
7/14	PETER C GORMAN	2,250.00
7/14	PETROLEUM TRADERS CORPORATION	15,215.77
7/14	RAY DOMINGUEZ	75.10
7/14	SAM'S CLUB DIRECT	235.02
7/14	SARAH D HAWKINS	960.00
7/14	SCOTT MURI	762.85
7/14	SHAE SONTALL	960.00
7/14	SOPHIA CROUCH	960.00
7/14	SYLVIA MACIAS	150.42
7/14	TALASKA DOMINGUEZ	960.00
7/14	THE HON COMPANY LLC C/O OFFICEWISE	16,241.43
7/14	TRACEY BORCHARDT	197.68
7/14	TRACEY BORCHARDT	212.40
7/14	TRACEY BORCHARDT	1,289.23
7/14	UNITED REFRIGERATION	644.90
7/14	WATSON TRUCK & SUPPLY	115.53
7/14	WEST TEXAS POWER SPORTS DEVELOPMENT	14,904.86
7/14	WILMA RAY	960.00
7/14	AMAZON CAPITAL SERVICES	123.98
7/14	AMBER AVILEZ	571.64
7/14	AMMAD QUIGLEY	108.00
7/14	ASHLEY BRYANT	868.94
7/14	AT&T	601.30
7/14	BEATRIS MATA	671.88
7/14	BIMBO BAKERIES USA	262.44
7/14	BRAZOS DOOR & HARDWARE	180.00
7/14	BRIAN INGRAHAM	108.00
7/14	SPARKLIGHT	185.48
7/14	CASHWAY WEST INC	87.98
7/14	CECILIA KELLAR	144.00
7/14	CENTER FOR REFORM OF SCHOOL SYSTEMS, INC	1,000.00
7/14	CENTER FOR REFORM OF SCHOOL SYSTEMS, INC	2,000.00
7/14	CENTER FOR REFORM OF SCHOOL SYSTEMS, INC	1,000.00
7/14	CENTER FOR THE ADVANCEMENT AND STUDY	1,800.00
7/14	CHRIS STANLEY	529.96
7/14	CHRISTINA GARCIA	144.00
7/14	CHRISTINA LORRAINE BUTLER	695.84
7/14	CHRISTOPHER FLORES	695.84
7/14	CHRISTOPHER FRISBY	208.00
7/14	CLAUDIA LOPEZ	814.00
7/14	CREIGHTON REED	108.00
7/14	CUSTOM WHOLESALE SUPPLY INC	68.74
7/14	CYNTHIA RUBALCADO	671.88
7/14	DEAN GARZA	108.00
7/14	DEBRA BYNUM	880.70

7/14	DUSTY ORTIZ	108.00
7/14	FIRST FINANCIAL CAPITAL CORP	2,750.00
7/14	G H DAIRY	2,449.44
7/14	GARRETT DEVAULT	280.00
7/14	GILLIAN HERRERA	144.00
7/14	GRAINGER	7,572.28
7/14	HOME DEPOT USA INC - STORE #562	175.88
7/14	HUMBERTO HERNANDEZ JR.	3,686.34
7/14	ISABEL CARDONA	183.00
7/14	JAMES HANLAN	208.00
7/14	JAMES TIBBETS	108.00
7/14	JEFFERY ELLISON	625.36
7/14	JERILYN MACIAS	183.00
7/14	MAGDALENA HIGNOJOS	280.00
7/14	MARCOS CHAPA	490.00
7/14	MARY CASS	695.84
7/14	MICHAEL HAWLEY	667.14
7/14	NATALIE FITZGERALD	1,031.48
7/14	NATIVIDAD J. ARMENDAREZ	2,440.97
7/14	GRANBURY VOLLEYBALL BOOSTER CLUB	400.00
7/14	PARTS TOWN, LLC	714.65
7/14	RAUL SANCHEZ	208.00
7/14	ROSEMARY RUSSELL	812.11
7/14	RYAN JACKSON	108.00
7/14	SAMUEL GONZALEZ	208.00
7/14	SHELBY PRINCE	598.84
7/14	SHELBY HILL	298.96
7/14	SHERWIN WILLIAMS	71.80
7/14	TAMMY HAWKINS	527.72
7/14	TATE SMITH	108.00
7/14	TEYSHA TINDOL	144.00
7/14	TIFFANY GALINDO	768.11
7/14	UNITED REFRIGERATION	4,424.32
7/14	VANCE WASHINGTON	208.00
7/14	VATAT	1,500.00
7/14	VERONICA PENA	1,031.48
7/21	ACCELERATE LEARNING INC.	1,600.00
7/21	AMAZON CAPITAL SERVICES	10,644.34
7/21	AMAZON CAPITAL SERVICES	1,068.55
7/21	AT&T LONG DISTANCE	652.28
7/21	AT&T MOBILITY	52.13
7/21	BERKSHIRE PRODUCTION SUPPLY, LLC	8,905.26
7/21	BYRNE BROS FOODS INC	3,225.00
7/21	CDW-G	4,044.87
7/21	CDW-G	243,519.20
7/21	CDW-G	3,201.00
7/21	CINERGY ENTERTAINMENT ODESSA INC	4,342.12

7/21	COOPER CONSTRUCTION CO INC	68,130.00
7/21	DISCOVERY EDUCATION INC	36,000.00
7/21	ECTOR COUNTY UTILITY DISTRICT	7,398.21
7/21	ERLEICDA, LLC.	2,235.00
7/21	FORDE-FERRIER EDUCATIONAL SERVICE	3,680.00
7/21	FRED J MILLER INC	42,018.20
7/21	G FORCE ELECTRICAL SERVICES	42,575.00
7/21	G H DAIRY	5,983.64
7/21	HOPE KING TEACHING RESOURCES INC	2,300.00
7/21	INSOURCE INSURANCE GROUP, LLC	50.00
7/21	JUDITH CAWLEY	336.29
7/21	KARA ROSENBLATT	550.00
7/21	LOWE'S	2,514.96
7/21	LU ANN LANE	187.50
7/21	LVR COMMERICAL FLOORING	11,086.00
7/21	MARK HARRIS	1,181.85
7/21	ODESSA CHAMBER OF COMMERCE	350.00
7/21	OFFICEWISE COMMERCIAL INTERIORS LLC	22,102.04
7/21	OPAL BOOZ & ASSOC	3,551.59
7/21	PATRICIA LOGAN	59.36
7/21	PBK ARCHITECTS, INC	9,400.00
7/21	PETROLEUM MUSEUM	400.00
7/21	PHS GRAPHIC DESIGN	525.00
7/21	RHITHM INC	3,565.00
7/21	SAM'S CLUB DIRECT	1,647.29
7/21	SELERIX SYSTEMS, INC	2,052.50
7/21	STICKERYOU INC	271.04
7/21	SWAGIT PRODUCTIONS, LLC	695.00
7/21	TEXAS ASSOC FOR BILINGUAL EDUC	750.00
7/21	TEXAS SCOTTISH RITE HOSPITAL	1,800.00
7/21	TEXAS TECH UNIVERSITY	35,016.00
7/21	TPR EDUCATION LLC/THE PRINCETON REVIEW	24,000.00
7/21	UNITED PARCEL SERVICE INC	132.00
7/21	XEROX CORPORATION	4,321.93
7/21	ASSOCIATES OF SUMMERTREE L.P.	5,333.50
7/21	BLUE STAR BUS SALES LTD	1,097.22
7/21	BRIAN G AROCHA SR	650.00
7/21	CROSSROADS FELLOWSHIP GLOBAL, INC.	7,750.00
7/21	CULLIGAN WATER CONDITIONING OF WEST TEXAS	36.75
7/21	DERRON GATEWOOD	208.00
7/21	FERGUSON FACILITIES SUPPLY	127.96
7/21	G H DAIRY	1,496.88
7/21	GOODSON SERVICE COMPANY	1,427.72
7/21	GRAINGER	189.47
7/21	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	13,384.02
7/21	INTERNATIONAL ASSURANCE	60,592.56
7/21	JASON OSBORNE	91.50

7/21	JOSEPH POOL	600.00
7/21	JULIA WILLETT-WEEKLY	307.45
7/21	LA MARGARITA	395.00
7/21	LABATT FOOD SERVICE	378.79
7/21	LAREE MORRIS	600.00
7/21	LAURA BOX	600.00
7/21	LONE STAR LEARNING	3,420.00
7/21	LUNCH MONY INC	159.35
7/21	N2Y, LLC	71,522.10
7/21	NIMBUS DRINKING WATER SYSTEMS	56.00
7/21	ODESSA FAIRGREEN ASSOCIATES	4,648.50
7/21	ODESSA KINGS CROSSING ASSOCIATES L.P.	6,036.67
7/21	PARKS BELL RANCH APARTMENTS II LLC	12,183.78
7/21	PENSKE COMMERCIAL VEHICLES US LLC	1,482.20
7/21	JIMMIE DO GAYLOR	225.00
7/21	PROFESSIONAL TUTORS OF AMERICA	2,213.75
7/21	PROFESSIONAL TUTORS OF AMERICA	8,167.50
7/21	PROFESSIONAL TUTORS OF AMERICA	3,107.50
7/21	SHERWIN WILLIAMS	36.74
7/21	SHERWIN WILLIAMS (FLOORING)	378.00
7/21	TEXAS A&M UNIVERSITY	575.00
7/21	TEXAS ASSOCIATION OF SCHOOL	615.00
7/21	TEXAS COUNCIL OF ADMINISTRATORS OF	1,125.00
7/21	THE ELMS OF MIDLAND ASSOCIATES, L.P.	1,926.00
7/21	TIM MCMEANS	575.00
7/21	UNITED REFRIGERATION	303.73
7/21	W. DEAN WEIDNER	5,142.50
7/21	W. DEAN WEIDNER	28,686.00
7/21	W. DEAN WEIDNER	2,775.00
7/21	W. DEAN WEIDNER	3,374.60
7/21	WAGNER SUPPLY COMPANY INC	867.26
7/21	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	8,399.78
7/21	WATSON TRUCK & SUPPLY	5,486.27
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	968.00
	TOTAL AMOUNT WRITTEN FOR DISTRICT	\$ 9,140,386.43



REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER \$10K

Ector County ISD is requesting approval to receive the following donations greater than \$10,000.

- a. Austin Montessori PTA is donating \$25,154.33 for purchase of 20 cafeteria tables.

**Donation to Austin Montessori
Elementary Agreement**

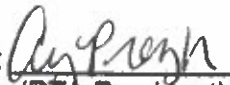
Agreement between Austin Montessori PTA and Austin Montessori Elementary.

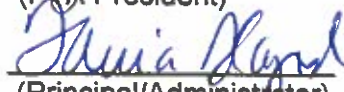
[Agreement to donate a specific sum of money to the school/school district for a specific purpose.]

The Austin Montessori PTA is donating \$ 25,154.33 to the school for the following purpose/purchase(s) of: twenty cafeteria tables. If this purchase is not made by December 31, 2021, this amount will be returned to the PTA. The PTA will be provided with a copy of the purchase order or requisition and a copy of the paid invoice.

[Agreement to donate equipment purchased by the PTA to the school/school district.]

The _____ PTA has purchased the following and is donating it/them to the _____ School/School District) for the following use(s)/purpose(s): _____.

Signed:  Date: 6-15-21
(PTA President)

 Date: 6-15-21
(Principal/Administrator)

540

----- In the case of equipment purchase, also complete the following -----

The Austin Montessori PTA is donating money for purchase of the following or has purchased the following and is donating it to the school/school district:

The/these item(s) will become the property of the school/school district. It is to be used for the following purpose(s): for use in the cafeteria at Austin Montessori Elementary.

The PTA may use the item(s) under the following conditions: during PTA events/meetings.

The school/school district will be responsible for maintenance of the item and for providing supplies. In case of loss or theft, the school/school district will be responsible for replacement and agrees to replace the item with a like kind. Any gift given by the PTA is without any future liability protection or guarantees by the PTA.

Signed: _____ Date: _____
(PTA President)

(Principal/Administrator) Date: _____

* The PTA membership must provide for any expenditure through a budget adoption/ amendment and a specific vote at a membership meeting. This agreement is void if not ratified by the membership.

- Hi Kim,

We are donating money to our school to purchase cafeteria tables. When I was looking at the sample agreement I noticed that we need to have a membership meeting to approve the donation. If we have already received approval from membership to purchase the cafeteria tables do we need to have a meeting to donate the money to the school? If so, how do we do this since school is out?

Thank you,

Amy Prough

- +8 from
Kim, me, me

•

Kim Hadaway <kimhadaway4@gmail.com>

To: Austin Montessori PTA

Mon, Jun 7 at 12:30 PM

You are most welcome Amy. Have a great Monday.

Kim Hadaway

541

On Jun 5, 2021, at 7:21 PM, austinmpta <austinmpta@yahoo.com> wrote:

Thank you so much!! Im looking for the minutes to attach to the form. I appreciate you answering during the weekend 🙏

Sent from my Galaxy

----- Original message -----

From: Kim Hadaway <kimhadaway4@gmail.com>

Date: 6/5/21 5:52 PM (GMT-06:00)

To: Austin Montessori PTA <austinmpta@yahoo.com>

Subject: Re: donation form

No member meeting is necessary. As long as you have the minutes that show this was already approved. Sorry if I made things confusing. Have a good weekend.

Kim Hadaway

On Sat, Jun 5, 2021 at 3:36 PM Austin Montessori PTA <austinmpta@yahoo.com> wrote:

I understand we need to fill out the form to donate the tables to the school. But do we need to have a member meeting to approve the form since the members have already agreed to buy the tables in two different member meetings? I wonder how we can do this before we close out the year since we want to donate the tables this year to the school, so next year's PTA can start with something new.

On Thursday, June 3, 2021, 9:41:49 AM CDT, Kim Hadaway <kimhadaway4@gmail.com> wrote:

Good morning,

You will need the form because this donation is specific for the cafeteria tables.
Thanks so much Amy!!

Kim Hadaway

On Jun 2, 2021, at 11:37 PM, Austin Montessori PTA <austinmpta@yahoo.com> wrote:

I just want to make sure I do this right. Since the members have agreed to buy the cafeteria tables for the school in a previous member meeting, we can skip the members approving the donation form?

542

Thanks,

Amy

On Monday, May 31, 2021, 11:16:28 PM CDT, Austin Montessori PTA <austinmpta@yahoo.com> wrote:

Yes ma'am it was agreed by the members on last year when we began fundraising and then again by the members this year when we continued to raise money for the tables.

On Monday, May 31, 2021, 8:53:28 AM CDT, Kim Hadaway <kimhadaway4@gmail.com> wrote:

Did membership agree in that meeting to donate the money for the tables or for PTA to purchase the tables?

Kim Hadaway

On Mon, May 31, 2021 at 12:41 AM Austin Montessori PTA <austinmpta@yahoo.com> wrote:

Hi Kim,

We are donating money to our school to purchase cafeteria tables. When I was looking at the sample agreement I noticed that we need to have a membership meeting to approve the donation. If we have already received approval from membership to purchase the cafeteria tables do we need to have a meeting to donate the money to the school? If so, how do we do this since school is out?

Thank you,

2019-2020 Budget

Income

- | | |
|-------------------------------------|----------|
| 1. PTA Dues | |
| \$1,350 | |
| 2. Spirit Shirt Fundraiser Sponsors | \$31,653 |
| 3. Spirit Shirt | |
| \$4,800 | |
| 4. Fall Festival Fundraiser | |
| \$4,000 | |

Total \$41,422

543

Expense

- | | |
|----------------------|---------|
| 1. PTA Dues Paid Out | |
| \$1015.00 | |
| 2. Spirit shirt fees | \$2800 |
| 3. Bank charges | |
| \$72 | |
| 4. Cafeteria Tables | |
| \$30,000 | |
| 5. Fish Tank | |
| \$200.00 | |
| 6. PTA Meetings | \$1,500 |

7. Teacher Appreciation	\$750	
8. Insurance/Programs	\$700	
9. Dance		
\$600		
10. Thanksgiving Popcorn	\$60	
11. STAAR grams/snack	\$75	
12. Teacher of the Year	\$50	
13. Awards/Talent Show	\$100	
14. Teacher Supply beginning of year	\$250	
15. Sno Cone machine/supplies	\$500	
16. Misc.		
\$100		
17. Supplies for Pta		
\$150		
18. Rollover		
\$500		
19. Membership Drive	\$600	
20. PTA Training (launch)	\$900	

544

Total \$41,422

Austin Montessori PTA

Member Meeting Minutes

9/5/2019

Pledge of Allegiance

Introduction of 2019-2020 Board

Lisa Aguilar-President

Natalie Nieto-Vice President

Amy Prough-Treasurer

Amber Thomas-Secretary

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Membership

2019-2020 Goal is to have 225 Paid members

Each Month there are small awards we can win through Texas PTA and we are trying to reach each one.

For August we won the Head Start Award-which is to obtain 75% of last year's membership number by 8/31.

For September we are hoping to get the Early Bird Achievement Award-which is to obtain 100% of last year's membership number by 9/30

Update on Shirt Sales-10/11/19 will be a tax-free day, shirts will be distributed on that day. Sponsorships are still being obtained. If anyone is interested, please come by and see Amy before you leave.

Upcoming Events

Trunk or Treat. We will be sending out a letter asking who would be interested in doing a trunk. If we have a great response, we will do this event. If not, we won't be able to.

Vote on updated Budget-All in agreement, no one was against it.

Questions or concerns?

Close Out-PTA served hot dogs and nachos at this event.

Austin Montessori PTA 2020-2021 Budget

Income

1. PTA Dues	
\$720.00	
2. Sweater Fundraiser	\$ 3746.00
3. Extra Sweaters	\$ 900.00
4. Poppin Popcorn Fundraiser	\$ 5,000.00
5. Rollover from '19-'20	\$ 20,259.01

Total \$30,625.01

Expense

1. PTA Dues Paid Out	\$540.00
2. Sweater fees	\$2841.87
3. Bank charges	\$72.00
4. Cafeteria Tables	\$15,761.14
5. Fish Tank	\$750.00
6. Teacher Appreciation	\$1400.00
7. Insurance/Programs	\$700.00
8. Thanksgiving Popcorn	\$500.00
9. Garden	\$350.00
10. Teacher Supply beginning of year	\$250.00
11. Supplies for PTA	\$700.00
12. Rollover	\$500.00
13. PTA Training (launch)	\$200.00
14. Membership Drive	\$350.00
15. Barriers	\$4200.00
16. Staff Luncheons	\$500.00
17. Materials for spring fundraiser	\$500.00
18. Totes for EC	\$510.00

Total \$30,625.01

BOARD MEETING

Austin Montessori PTA Member Meeting

Date: October 29, 2020 | 6:00 P.M. |

Board members

Amy Prough, President; Kristin Coats, Treasurer; Megan Martin, Secretary and Ms. Hagood, Principal

Time	Item	
6:00 PM	Ms. Hagood welcomed the members and gave them Zoom instructions for the meeting.	
6:05 PM	A video of Ms. Stava's class saying the Pledge of Allegiance and the Pledge of Allegiance to the Texas flag. The board thanked Ms. Stava for sending the video.	548
6:06 PM	Ms. Hagood updated the members with the Title 1 information. She gave the ECISD website to view the information.	
6:11 PM	Amy Prough presented the '20-'21 PTA board to the members. The members unanimously approved the board.	
6:12 PM	Kristin coats presented the '20-'21 PTA budget. The members unanimously approved the budget.	
6:15 PM	Megan Martin asked the members to vote on 11-2-2020 as our first tax free day. The board will deliver the sweaters on this day. The members unanimously approved the tax day.	
6:16 PM	Kristin Coats updated the members about the Poppin Popcorn fundraiser. As of 10-28-20 we have raised 1048.00. Our profit is \$524.00 We currently have 39 sellers selling. 80 bags have sold. The kids will get 1 bag of popcorn for every 3 they sell. The fundraiser is virtual only and will end 11-13-2020. Ms. Hagood said she can send an email on 11-9-20 to remind parents the end of the fundraiser will be November 13, 2020.	
6:20 PM	Amy Prough advised the members the next staff luncheon will be held in November. For December's luncheon we are going to send out a letter asking for parents with or without businesses to contribute so we can have a special luncheon for the staff in December. Kristin will ask her boss if he would like to donate for one of the luncheons. Lori Stava suggested maybe playing a video from the businesses on the TV in the lounge as an incentive for the businesses to donate.	
6:22 PM	Amy Prough advised the members that as of October 21, 2020 the PTA has 90 total members, 16 from joinpta.org.	

Time	Item	
	Kristin Coats updated the members about the PTA's financial statements. The bank statement balance \$14,693.86.	
	The sweater fundraiser raised \$3,746.00. We have the potential to raise \$900.00 more if we sell all 50 of the extra sweaters. Which will put us at \$4646.00 raised. We spent about (not sure what the total is for Basin) \$2841.87. Total profit from sweaters already sold is about \$904.13.	
6:30 PM	Amy Prough announced that the PTA will be providing popcorn for the students on 11-20-2020. We will be in front of the school November 10 th and November 12 th from 3:10 PM-3:45 PM if you need to exchange sweater for a different size. Or to buy a sweater. It is first come first serve. The sweatshirts are \$18 for kids only. We have them in blue and red. Our next member meeting will be next semester.	Amy Prough
6:31 PM	Megan Martin drew a name from all the members who attended the member meeting. Larissa Andis won the monkey.	Amy Prough

549

6:32 PM Amy Prough drew a name from everyone that has signed up for the PTA membership. Cathy Bonifay won the fall wreath.

6:35 PM Amy Prough adjourned the meeting.

Minutes by: Amy Prough



Request for Approval of Resolution Amending Authorized Representatives

The following request is being presented for approval to designate an authorized user for TD Ameritrade, TexPool, First Public Lone Star, NexBank and TexSTAR.



SECRETARY'S CERTIFICATE REGARDING CORPORATE RESOLUTIONS (PROFIT OR NONPROFIT)

Account #: 938035573

Advisor Code: WIH

Case #: _____

Agreement

I hereby certify that I am the Secretary of ECTOR COUNTY ISD; a corporation
 duly organized and existing under the laws of the State/Province of Texas, and that the following is
 a true copy of a resolution duly adopted by the board of directors of said corporation at a meeting held the _____ day of
July, 2021, at which meeting a quorum was present and acting throughout, or by unanimous consent of the
 board of directors dated as of the _____ day of July, 2021, and that such resolution has not been
 rescinded or modified and is in full force and effect:

RESOLVED, that the President, Vice President, and the Treasurer of this corporation, or any one of such officers, are hereby fully authorized and empowered to open a brokerage account, transfer, endorse, sell, assign, set over, and deliver any and all shares of stocks, bonds, debentures, notes, evidences of indebtedness, or other securities (including short sales) now or hereafter standing in the name of or owned by this corporation, to purchase stocks, bonds, debentures, notes, evidences of indebtedness, and other securities (on margin or otherwise), and to make, execute, and deliver, under the corporate seal of this corporation, any and all written instruments necessary or proper to effectuate the authority hereby conferred.

Investments Permitted

The undersigned agree to the entering of purchases and sales of securities as well as all other transactions in the following types of accounts:

☒ Cash ☐ Margin Options: ☐ Writing Covered ☐ Creating Spreads
☐ Purchasing Long ☐ Writing Uncovered

To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify, and record information that identifies each person authorized to trade on an account.

What this means for you: When you are authorized to trade on an account, we will ask for your name, address, date of birth, and other information that will allow us to identify you. We may also utilize a third-party information provider for verification purposes and/or ask for a copy of your driver's license or other identifying documents.

I further certify that the authority hereby conferred is consistent with the charter or by-laws of this corporation. Unless indicated below that I am a sole officer, the following is a true and correct list of the officers of this corporation as of the present date and a record of the officers' signatures:

☐ I am the sole officer.

If you are changing the beneficial owner or control person for this entity, please complete the Beneficial Owner/Control Person Entity Update Form.

PRINT INFORMATION

A. OFFICER/MANAGER/PARTNER/AUTHORIZED AGENT			
First Name: Deborah		Middle Initial:	Last Name: Ottmers
Street Address: 802 N. Sam Houston			
City: Odessa		State: Texas	ZIP Code: 79761
Social Security Number:		Date of Birth:	Phone Number: 462-456-9499
Please specify if you are: ☒ Employed ☐ Self-employed ☐ Unemployed ☐ Retired ☐ Homemaker ☐ Student			
Employer Name (If self-employed, please provide the name of your business): Ector County Independent School District			
Please choose the occupation and industry of occupation code that most accurately describes your situation, from the list provided on page 4. Occupation: A42 Industry of Occupation: E11			
Employer Street Address: 802 N. Sam Houston			
City: Odessa		State: Texas	ZIP Code: 79761

551



[illegible]

Employer Street Address: 802 N. Sam Houston		
City: Odessa	State: Texas	ZIP Code: 79761
Check here if you are a: ☒ U.S. Citizen ☐ Permanent Resident ☐ Not a U.S. Citizen		Country of Citizenship (For non-U.S. Citizens and Permanent Residents):
Country of Dual or Secondary Citizenship (if applicable):		Country of Birth (For non-U.S. Citizens and Permanent Residents):
Non-U.S. citizens: Do you hold a current U.S. immigration visa? ☐ Yes ☐ No Specify visa type: _____ Visa Number: _____ Expiration: _____ (Nonresident aliens must submit Form W-8BEN and a copy of a current passport. If a U.S. address is listed, then attach a signed "Letter of Explanation for U.S. Mailing Address/U.S. Phone Number Attachment to Form W-8" [Form TDAI 835].)		
☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents, is a member of the board of directors, 10% shareholder, or policy-making officer of a publicly traded company. Specify the company name, address, city, and state: 		
☐ Check here if you or your spouse, any member of your immediate family, including parents, in-laws, siblings, and dependents is licensed, employed by, or associated with, a broker-dealer firm, a financial services regulator, securities exchange, or member of a securities exchange. If checked, please specify entity below, and provide a copy of the required authorization letter. 		
X Signature: _____ Date: _____		

D. TRUSTED CONTACT (Optional)

By completing this section, you authorize TD Ameritrade to contact the person(s) named below for the following reasons: if there are questions or concerns about my whereabouts or health status; if TD Ameritrade suspects that I may be a victim of fraud or financial exploitation; if TD Ameritrade suspects that I might no longer be able to handle my financial affairs; to confirm the identity of any legal guardian, executor, trustee, authorized trader, or holder of a power of attorney; or if TD Ameritrade has any other concerns or is unable to contact me about my account(s) held at TD Ameritrade. **Please review the Client Agreement for the full terms and conditions regarding how TD Ameritrade uses this information.**

NOTE: Your Trusted Contact must be someone other than an account owner and cannot be the Investment Advisor. You may provide more than two Trusted Contact Persons by completing and signing additional Trusted Contact Authorization Forms.

First Name:	Middle Initial:	Last Name:
Relationship:		
Primary Telephone Number:	Email Address:	
Mailing Address:		
City:	State:	ZIP Code:
First Name:	Middle Initial:	Last Name:
Relationship:		
Primary Telephone Number:	Email Address:	
Mailing Address:		
City:	State:	ZIP Code:

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of said corporation this _____ day of July, 2021
Day Month Year

Secretary's Signature (or sole officer): _____	Date: _____
Printed Name of Secretary:	

[PLACE YOUR CORPORATE SEAL HERE]

Mailing Address:
TD Ameritrade Institutional
 PO BOX 650567
 Dallas, TX 75265-0567

TDAI 9303 REV. 11/18

Investment Products: Not FDIC Insured * No Bank Guarantee * May Lose Value

TD Ameritrade Institutional, Division of TD Ameritrade, Inc., and TD Ameritrade Clearing, Inc., members FINRA/SIPC.
 TD Ameritrade is a trademark jointly owned by TD Ameritrade IP Company, Inc., and The Toronto-Dominion Bank. © 2018 TD Ameritrade.

Occupation Codes

A42 Accountant/Auditor/Bookkeeper	C82 Compliance/Regulatory Professional	N21 Nurse
A62 Adjuster	C92 Consultant	O11 Office Associate
A82 Advertiser/Marketer/PR Professional	C43 Counselor/Therapist	O21 Other; If Other, include a description in the Occupation box.
A33 Air Traffic Controller	C53 Customer Service Representative	P81 Pharmacist
A43 Ambassador/Consulate Professional	D11 Dealer	P91 Physical Therapist
A53 Analyst	D61 Dentist	P22 Pilot
A63 Appraiser	D31 Distributor	P32 Police Officer/Firefighter/Law Enforcement Professional
A73 Architect/Designer	D41 Doctor/Surgeon/Physician	P42 Politician
A83 Artist/Performer/Actor/Dancer	D51 Driver	P52 Project Manager
A93 Assistant/Executive Assistant	E51 Engineer	R81 Real Estate Professional
A44 Athlete	E71 Exterminator	R71 Researcher
A64 Attorney/Judge/Legal Professional	F71 Factory/Warehouse Worker	S41 Salesperson
A74 Auctioneer	F81 Farmer/Rancher	S51 Scientist
L51 Banker/Lending Professional	F91 Financial Planner/Advisor	S61 Seamstress/Tailor
B21 Barber/Beautician/Hairstylist	F22 Flight Attendant	S71 Security Guard
B31 Broker/Registered Rep	F32 Human Resources Professional	S81 Social Worker
B41 Business Executive (VP, Director, etc.)	I41 Importer/Exporter	T41 Teacher/Professor
B51 Business Owner	I51 Inspector/Investigator	T51 Technician
C81 Caregiver	I81 Investor	T61 Teller
C91 Carpenter/Construction Worker/Contractor	I91 IT Professional/IT Associate	T71 Tradesperson/Craftsperson
C22 Cashier	J31 Janitor	T81 Trainer/Instructor
C32 Chef/Cook	J41 Jeweler	U21 Underwriter
C42 Chiropractor	L31 Laborer	V11 Veterinarian
C52 Civil Servant	L41 Landscaper	W21 Writer/Journalist/Editor
C62 Clergy	M91 Mechanic	
C72 Clerk	M22 Military, Officer or Associated	
	M32 Mortician/Funeral Director	

Industry of Occupation Codes

A11 Accounting	F11 Fashion/Clothing	O31 Other; If Other, include a description in the Industry of Occupation box
A21 Advertising/Marketing	F21 Financial Services	P11 Parking and Car Washes
A31 Aerospace/Defense	F51 Firearms and Explosives	P21 Pawn Shops/Brokers
A41 Agriculture/Forestry	G11 Gaming/Casino/Card Club	P31 Personal Care/Hygiene (Beauty, Salon, Cosmetics, Massage, etc.)
A51 Amusement and Recreation	G21 Government/Public Administration	P41 Pharmaceuticals
A61 Animal Services and Veterinary	G31 Grocery/Supermarket	P51 Printing/Publishing
A71 Architecture/Design	H11 Healthcare/Medical Services	P71 Professional/Civic Organizations (Non-Retail)
A81 Arts/Antiques	H21 Hotel/Hospitality	R11 Real Estate
A91 Athletics/Fitness	I11 Import/Export	R21 Religious Organization
A32 Automotive	I21 Information Technology (IT)	R31 Repair Services - Home, Auto, and Other
B11 Aviation	I31 Insurance	R41 Restaurant/Food Service
C11 Bar/Nightclub/Adult Entertainment Club	J11 Jewelry, Gems, and Precious Metals	R51 Retail Sales/Retail Trade
C21 Childcare	L11 Legal Services/Public Safety	S11 Science and Biotechnology
C31 Cleaning/Janitorial/Housekeeping	L21 Logistics/Supply Chain	S21 Security
C41 Communications/Telecommunications	M11 Manufacturing	T11 Transportation
C51 Construction/Carpentry/Landscaping	M21 Maritime	T31 Travel
C61 Convenience Store/Liquor Store/Gas Station	M31 Media/Entertainment	U11 Utilities (Public)
C71 Customer Service and Support	M41 Mining, Oil, and Gas	W11 Wholesale Sales/Trade
E11 Education	M51 Money Services Businesses (Check Cashing, Money Transmitting, Payday Loans, Currency Exchange)	
E21 Embassy/Consulate	N11 Non-Profit/NGO (Non-Government Agency)/Charity	
E31 Energy		
E41 Engineering		



Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

* Required Fields

1. Resolution

WHEREAS,

ECTOR COUNTY ISD

77406

Participant Name*

Location Number*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("TexPool / Texpool Prime"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1.

Deborah Ottmers

Chief Financial Officer

4324569495

4324569708

deborah.ottmers@ectorcountysd.org

Signature

2.

Albessa Chavez

Director of Finance

4324569701

4324569708

albessa.chavez@ectorcountysd.org

Signature

3.

Noemi Jaquez

Assistant Director of Finance

4324560078

4324569708

noemi.jaquez@ectorcountysd.org

Signature

1. Resolution (continued)

4.

Name Title

Phone Fax Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Finance Director
Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

Dusty Baumann										Accounting Supervisor																			
Name										Title																			
4	3	2	4	5	6	9	6	9	1	4	3	2	4	5	6	9	7	0	8	dusty.baumann@ectorcountyisd.org									
Phone										Fax										Email									

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the day of July, 2021.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

ECTOR COUNTY ISD
Name of Participant*

SIGNED

Signature*

Printed Name*

Title*

ATTEST

Signature*

Printed Name*

Title*

2. Mailing Instructions

The completed Resolution Amending Authorized Representatives can be faxed to TexPool Participant Services at 1-866-839-3291, and mailed to:

TexPool Participant Services
1001 Texas Avenue, Suite 1150
Houston, TX 77002

Authorized Representative Add Form

Name of Participant Ector County Independent School District Participant Number 68901

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	<u>Noemi Jaquez</u>		
Title	<u>Assistant Director of Finance</u>		
E-mail address	<u>noemi.jaquez@ectorcountysd.org</u>		
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this _____ **day of** July, **20** 21.

By: _____ By: _____

Printed Name, Board President

Printed Name, Board Secretary

State of Texas,

County of _____

Before me, _____, on this day personally appeared _____, known to
(name of notary) (name of President and Secretary)

me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20 _____,

(Personalized Seal)

557

Notary Public's Signature



CORPORATE AUTHORIZATION RESOLUTION

NexBank
2515 McKinney Ave #1700
Dallas, TX 75201

By: Ector County ISD
802 N Sam Houston
Odessa TX 79761

Referred to in this document as "Financial Institution"

Referred to in this document as "Corporation"

I, [Redacted], certify that I am Secretary (clerk) of the above named corporation organized under the laws of Texas, Federal Employer I.D. Number 75-6001362, engaged in business under the trade name of Ector County ISD, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Board of Directors of the Corporation duly and properly called and held on 07/21/2021 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>Noemi Jaquez, Authorized Signer</u>	X <u>[Redacted]</u>	X _____
B. <u>Deborah Ottmers, Authorized Signer</u>	X <u>[Redacted]</u>	X _____
C. <u>Albessa Chavez, Authorized Signer</u>	X <u>[Redacted]</u>	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A-C</u>	(2) Open any deposit or share account(s) in the name of the Corporation.	<u>1</u>
<u>A-C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>1</u>
_____	(4) Borrow money on behalf and in the name of the Corporation, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Corporation as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Corporation's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Board of Directors of the Corporation has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

☐ If checked, the Corporation is a non-profit corporation.

In Witness Whereof, I have subscribed my name to this document and affixed the seal of the Corporation on [Redacted] (date).

Attest by One Other Officer

Secretary

RESOLUTIONS

The Corporation named on this resolution resolves that,

- (1) The Financial Institution is designated as a depository for the funds of the Corporation and to provide other financial accommodations indicated in this resolution.
- (2) This resolution shall continue to have effect until express written notice of its rescission or modification has been received and recorded by the Financial Institution. Any and all prior resolutions adopted by the Board of Directors of the Corporation and certified to the Financial Institution as governing the operation of this corporation's account(s), are in full force and effect, until the Financial Institution receives and acknowledges an express written notice of its revocation, modification or replacement. Any revocation, modification or replacement of a resolution must be accompanied by documentation, satisfactory to the Financial Institution, establishing the authority for the changes.
- (3) The signature of an Agent on this resolution is conclusive evidence of their authority to act on behalf of the Corporation. Any Agent, so long as they act in a representative capacity as an Agent of the Corporation, is authorized to make any and all other contracts, agreements, stipulations and orders which they may deem advisable for the effective exercise of the powers indicated on page one, from time to time with the Financial Institution, subject to any restrictions on this resolution or otherwise agreed to in writing.
- (4) All transactions, if any, with respect to any deposits, withdrawals, rediscounts and borrowings by or on behalf of the Corporation with the Financial Institution prior to the adoption of this resolution are hereby ratified, approved and confirmed.
- (5) The Corporation agrees to the terms and conditions of any account agreement, properly opened by any Agent of the Corporation. The Corporation authorizes the Financial Institution, at any time, to charge the Corporation for all checks, drafts, or other orders, for the payment of money, that are drawn on the Financial Institution, so long as they contain the required number of signatures for this purpose.
- (6) The Corporation acknowledges and agrees that the Financial Institution may furnish at its discretion automated access devices to Agents of the Corporation to facilitate those powers authorized by this resolution or other resolutions in effect at the time of issuance. The term "automated access device" includes, but is not limited to, credit cards, automated teller machines (ATM), and debit cards.
- (7) The Corporation acknowledges and agrees that the Financial Institution may rely on alternative signature and verification codes issued to or obtained from the Agent named on this resolution. The term "alternative signature and verification codes" includes, but is not limited to, facsimile signatures on file with the Financial Institution, personal identification numbers (PIN), and digital signatures. If a facsimile signature specimen has been provided on this resolution, (or that are filed separately by the Corporation with the Financial Institution from time to time) the Financial Institution is authorized to treat the facsimile signature as the signature of the Agent(s) regardless of by whom or by what means the facsimile signature may have been affixed so long as it resembles the facsimile signature specimen on file. The Corporation authorizes each Agent to have custody of the Corporation's private key used to create a digital signature and to request issuance of a certificate listing the corresponding public key. The Financial Institution shall have no responsibility or liability for unauthorized use of alternative signature and verification codes unless otherwise agreed in writing.

Pennsylvania. The designation of an Agent does not create a power of attorney; therefore, Agents are not subject to the provisions of 20 Pa.C.S.A. Section 5601 et seq. (Chapter 56; Decedents, Estates and Fiduciaries Code) unless the agency was created by a separate power of attorney. Any provision that assigns Financial Institution rights to act on behalf of any person or entity is not subject to the provisions of 20 Pa.C.S.A. Section 5601 et seq. (Chapter 56; Decedents, Estates and Fiduciaries Code).

FOR FINANCIAL INSTITUTION USE ONLY

Acknowledged and received on _____ (date) by _____ (initials) ☐ This resolution is superseded by resolution dated _____ .

Comments:



AMENDING RESOLUTION

WHEREAS, Ector County ISD

(the "Government Entity") by authority of the Application for Participation in TexSTAR (the "Application") has entered into an Interlocal Agreement (the "Agreement") and has become a participant in the public funds investment pool created there under known as TexSTAR Short Term Asset Reserve Fund ("TexSTAR");

WHEREAS, the Application designated on one or more "Authorized Representatives" within the meaning of the Agreement;

WHEREAS, the Government Entity now wishes to update and designate the following persons as the "Authorized Representatives" within the meaning of the Agreement;

NOW, THEREFORE, BE IT RESOLVED:

SECTION 1. The following officers, officials or employees of the Government Entity specified in this document are hereby designated as "Authorized Representatives" within the meaning of the Agreement, with full power and authority to open accounts, to deposit and withdraw funds, to agree to the terms for use of the website for online transactions, to designate other authorized representatives, and to take all other action required or permitted by Government Entity under the Agreement created by the application, all in the name and on behalf of the Government Entity.

SECTION 2. This document supersedes and replaces the Government Entity's previous designation of officers, officials or employees of the Government Entity as Authorized Representatives under the Agreement

SECTION 3. This resolution will continue in full force and effect until amended or revoked by Government Entity and written notice of the amendment or revocation is delivered to the TexSTAR Board.

SECTION 4. Terms used in this resolution have the meanings given to them by the Application.

Authorized Representatives. Each of the following Participant officials is designated as Participant's Authorized Representative authorized to give notices and instructions to the Board in accordance with the Agreement, the Bylaws, the Investment Policy, and the Operating Procedures:

1. Name: Deborah Ottmers Title: Chief Financial Officer
Signature: _____ Phone: 432-456-9495
Email: deborah.ottmers@ectorcountyisd.org
2. Name: Albessa Chavez Title: Director of Finance
Signature: _____ Phone: 432-456-9701
Email: albessa.chavez@ectorcountyisd.org
3. Name: Noemi Jaquez Title: Assistant Director of Finance
Signature: _____ Phone: 432-456-0078
Email: noemi.jaquez@ectorcountyisd.org
4. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

{REQUIRED} PRIMARY CONTACT: List the name of the Authorized Representative **listed above** that will be designated as the Primary Contact and will receive all TexSTAR correspondence including transaction confirmations and monthly statements

Name: Finance Director

{OPTIONAL} INQUIRY ONLY CONTACT: In addition, the following additional Participant representative (**not listed above**) is designated as an **Inquiry Only** Representative authorized to obtain account information:

Name: Dusty Baumann Title: Accounting Supervisor
Signature: _____ Phone: 432-456-9691
Email: dusty.baumann@ectorcountyisd.org

Participant may designate other authorized representatives by written instrument signed by an existing Participant Authorized Representative or Participant's chief executive officer.

DATED _____

(NAME OF PARTICIPANT)

SIGNED BY: _____
(Signature of official)

(Printed name and title)

ATTESTED BY: _____
(Signature of official)

(Printed name and title)

FOR INTERNAL USE ONLY

APPROVED AND ACCEPTED: TEXAS SHORT TERM ASSET RESERVE FUND

6/6/21

.....
AUTHORIZED SIGNER

REQUIRED
PLACE OFFICIAL SEAL OF ENTITY HERE



REQUEST FOR APPROVAL OF RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICER(S)

The following request is being presented for approval of recommendation to designate an investment officer.

EXHIBIT B

RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICER(S)

WHEREAS, Section 2256.005(f) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Ector County Independent School District to designate one or more officers or employees as investment officer of the District; and

WHEREAS, the investment officer is responsible for the investment of the District's funds consistent with the District's investment policy;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Ector County Independent School District designates Noemi Jaquez to serve as the investment officer of the District to invest District funds as directed by the Board.

The authority of the investment officer granted by this resolution is effective until rescinded by the District or the termination of the named employee's employment by the District.

Adopted this 27th day of July, 2021, by the Board of Trustees.

Presiding Officer

Secretary



REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN ECTOR COUNTY ISD AND THE UNIVERSITY OF TEXAS AT AUSTIN FOR 2021-2022 ONRAMPS PROGRAM

This Interlocal Agreement between Ector County ISD and the University of Texas at Austin is to implement OnRamps by offering distance college courses through a dual-enrollment model. UT at Austin will provide training for high school teachers who work alongside the UT professors for implementation of select courses. This opportunity allows high school students to earn their high school credit from ECISD and college credits from UT Austin through a distance education course.

This agreement includes data sharing between the district and UT Austin. It allows ECISD to provide individual student level data to UT Austin for the purpose of implementing, billing and evaluating the OnRamps dual enrollment program. Likewise, UT Austin in accordance with FERPA agrees to provide individual student-level data to ECISD for the purpose of evaluation, accountability and student record keeping.

This agreement will be in effect from June 1, 2021 through August 31, 2022.

**Interlocal Agreement
Between
The University of Texas at Austin
and
Ector County ISD**

FOR THE 2021-2022 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2021 is entered on the Effective Date by Ector County ISD (ECISD) and the University of Texas at Austin, on behalf of its Office of Strategy and Policy (UT Austin), collectively referred to as the Parties.

Contracting Parties:

Receiving Party (ECISD)
Ector County ISD
802 N. Sam Houston
Odessa, TX 79761

Performing Party UT Austin
The University of Texas at Austin
110 Inner Campus Drive, Suite 102
Austin, TX 78712

WHEREAS, UT Austin and ECISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from UT Austin and their ECISD high school.

WHEREAS, eligible students will be able to participate in a dual enrollment, distance education program called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Interlocal

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an “interlocal contract” within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide “governmental functions or services,” as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extend any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. Nature of OnRamps

UT Austin and ECISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from ECISD and college credits from UT Austin through a distance education course.

ECISD and UT Austin will share the responsibility to implement the OnRamps program. By entering into this Agreement for the delivery of distance college courses, ECISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at ECISD.

3. Consideration

Each year of the Agreement, ECISD will pay UT Austin the cost per student and teacher training needed by ECISD as set forth in section 4.2(H) below. ECISD must also cover the cost of lodging, transportation, and teacher substitutes (fall and spring) during Professional Learning Institutes (PLI).

Funds paid by ECISD to UT Austin cover the student enrollment fee, teacher professional learning fee, and lodging expenses for high school teachers participating in Summer PLI. Payment in full is due and payable to UT Austin within thirty (30) calendar days from receipt of an undisputed invoice in accordance with Chapter 2251 of the Texas Government Code (Texas Prompt Payment Act). All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

University of Texas at Austin
Office of Strategy and Policy
2616 Wichita Street, STOP A7300
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps distance college courses will be shared by ECISD and UT Austin. ECISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

4.1 Responsibilities of UT Austin

Enrollment and Records

- A. Register high school students for OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal). In order to officially enroll in OnRamps distance college courses, students must acquire an official, permanent university electronic identification (UT EID) via the UT Austin web site. Once a UT EID is acquired, students use their UT EID and password to access the secure OnRamps Portal, complete a required student profile, affirm agreement with OnRamps policies, and register for course(s).

- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to UT Austin and ECISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades for students who are eligible, successfully complete, and accept college credit for the distance college course with the UT Austin Registrar. A student may request an official copy of their transcript from the Registrar at the end of the spring term, in accordance with the UT Austin Registrar request procedures and fees.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.
- E. Information received and stored by OnRamps regarding students enrolled at UT Austin is confidential and protected consistent with the Family Educational Rights and Privacy Act (FERPA).

Curriculum and Instruction

- F. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses, ensuring rigor and quality. UT Austin faculty are provided 1:1 professional development and support to learn how to deliver OnRamps courses through distance education. UT Austin staff provide frequent feedback to UT Austin faculty and academic course staff on implementation and provide support for any needed enhancements or improvements.
- G. Offer distance education and high school courses that:
 - a. Provide in-depth college readiness experiences for all students, regardless of whether they earn credit from UT Austin.
 - b. Provide clear and transparent expectations for postsecondary success in Texas.
 - c. Provide an authentic entry point to university-level learning experiences that expose students to postsecondary versus high school performance expectations.
 - d. Provide opportunity for students to take responsibility for their own learning.
 - e. Deliver instructional materials via distance education. All course-related materials will be available from the course website, the Canvas Learning Management System (Canvas LMS), and/or the UT Austin OnRamps academic course staff unless otherwise specified.
 - f. Prominently feature the four pillars of OnRamps: College Standards, Innovative Pedagogy, Technology Enhanced Education, and Aligned College Experiences.
 - g. Provide access and training in all technology used as appropriate to the nature and objectives of courses, including the Canvas LMS, to every OnRamps student, teacher, and UT Austin faculty member to meet course expectations.
- H. Administer OnRamps distance college courses via a dual-enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or

year-long courses. The college enrollment process differs between the two course types.

- a. Semester-long Course College Enrollment Process
 - i. In order for students to gain access to the UT Libraries, all semester-long student enrollments are recorded at the beginning of the semester with the University in alignment with OnRamps and University processes.
 - ii. Students must complete a series of required assignments and summative assessments designed, designated, and evaluated by UT Austin faculty and college Instructors or Record.
 - iii. Students must earn a passing grade (D- or above) determined by the UT Austin Instructor of Record to be eligible to earn college credit in the UT Austin distance college course.
 - iv. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - v. Students who accept college credit will have an official transcript showing the letter grade earned in the course.
- b. Year-long Course College Enrollment Process
 - i. Students must complete a series of required assignments and summative assessments designed, designated, and evaluated by UT Austin faculty and college Instructors of Record. Students must earn a passing grade (D- or above) determined by the UT Austin Instructor of Record to be eligible to earn college credit in the UT Austin distance college course. A student who does not meet this eligibility requirement may be determined to be eligible if the student meets the Texas Success Initiative (TSI) requirements for that course. Grade-based eligibility criteria and TSI requirements are described in each college course syllabus.
 - ii. Eligible student enrollments are recorded with the University in alignment with OnRamps and University processes.
 - iii. Students must complete a series of additional required assignments and assessments designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to determine successful completion of the distance college course.
 - iv. Eligible students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - v. Students who accept college credit will have an official transcript showing the letter grade earned in the course.
- I. Before accepting credit for an OnRamps course, students are advised to check with their planned collegiate program, even if intending to attend UT Austin, to determine exact course credit applicability and transferability. Most OnRamps distance college courses are part of the Texas Core Curriculum at UT Austin and credits earned for a letter grade of C- or above are guaranteed to transfer to any state public higher education institution in Texas. Refer to Exhibit A for detailed course information, including Core Curriculum designations and TCCNs.
- J. Provide technology and support services necessary for successful implementation, teaching, and learning in OnRamps courses:

- a. Maintain servers operated by or hosted on UT Austin's web-based Canvas LMS.
- b. Provide online and phone-based technical support for OnRamps teachers, students, and UT Austin faculty using the curriculum.
- c. Provide access and training to the Canvas LMS for every OnRamps student to meet course expectations.
- d. Provide online and phone-based technical support for OnRamps teachers and students engaging in the curriculum when that support is not provided through Canvas LMS.
- e. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
- f. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
- g. Provide technological resources and infrastructure to support implementation of OnRamps distance college courses for the district, campuses, high school teachers, and students.

Professional Development and Support

- K. Deliver professional learning to participating ECISD teachers who teach the OnRamps course.
 - a. A Summer PLI for participating ECISD teachers will be delivered by UT Austin using distance education and virtual learning technologies. Each course offered through OnRamps has an associated Summer PLI. UT Austin is responsible for the following at Summer PLI:
 - i. Scheduling the necessary facilities to conduct PLI.
 - ii. Facilitating lodging, parking, and food for participants.
 - iii. Conducting Summer PLI.
 - iv. Crediting participating ECISD teachers with continuing professional education hours (approximately 80 hours for new teachers and approximately 50 hours for returning teachers over the course of a full academic year).
 - b. Academic year PLIs: One-day PLIs for, new and returning, participating ECISD teachers, will be held at UT Austin or designated regional sites, or delivered virtually for specified courses during the fall and spring semesters. ECISD teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
- L. Provide one or more Course Staff. UT Austin will hire and assign a qualified course coordinator for each course. Approved by UT Austin faculty within the sponsoring UT Department (e.g. Computer Science, Mathematics, etc.), the coordinator will serve as a content expert and liaison for the ECISD high school teacher.
- M. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to ECISD and its administration

(Superintendent, Director of Advanced Academics, Campus Administration, Counselors, etc.).

- a. The goals of professional learning and development opportunities specific to administrative and counselor roles and functions are to inform, collaborate, and advise on key elements that prepare students for transition to postsecondary. These events provide space and time for administrators, counselors, and OnRamps to gather and collectively share issues, needs, concerns, solutions, and plans to support student post-secondary success.
 - b. Deliver in-person or virtual presentations and/or workshops to ECISD and its staff regarding OnRamps program overview, implementation, and strategies for success.
 - c. Deliver in-person or virtual presentations and/or workshops to the ECISD community regarding OnRamps overview, implementation, and motivation/support for their child/student.
 - d. Provide a link for ECISD to request and/or schedule in-person or on-line presentations. ECISD is allotted one OnRamps presentation per campus in an academic year. Presentation requests must be made at least one week in advance. Requests are not guaranteed and will be scheduled based on availability of the OnRamps outreach team.
- N. The UT Austin course staff will:
- a. Conduct or co-conduct the Summer and one-day PLIs.
 - b. Assist ECISD with OnRamps implementation by providing the necessary training to ECISD high school teacher(s) before and during implementation.
 - c. Provide on-going, one-on-one feedback and guidance to the high school teacher.
 - d. Provide virtual coaching using OnRamps-approved online coaching medium for each OnRamps high school teacher to support their course implementation and enhance their professional practice.
 - e. Provide pedagogical and technology expertise and training in the discipline to UT Austin Faculty Leads and Instructors of Record overseeing distance college courses.
 - f. Assist UT Austin faculty and Instructors of Record to maintain the course for ECISD students, including electronic distribution of lectures, homework assignments, quizzes, projects, and exams to participating teachers and provide ongoing support with implementing the curriculum.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as ECISD high school teachers and administration. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of OnRamps implementation, based on communication with the OnRamps ECISD high school teacher(s) and classroom observations.
- a. OnRamps staff will alert ECISD administration of any serious concerns regarding ECISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If ECISD implementation of the OnRamps course is deemed unsatisfactory, UT Austin reserves the right to deny the opportunity to

- offer the OnRamps course in the future or to require a replacement high school teacher.
- b. OnRamps staff will alert ECISD administration of any concerns regarding high school teachers' ongoing ability or willingness to implement the course with quality and fidelity.
 - c. A UT Austin OnRamps ECISD high school teacher deemed by UT Austin to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with UT Austin expectations and be given coaching and support through the course staff, OnRamps PLIs, virtual coaching, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement, OnRamps will notify ECISD who will use its best efforts to identify an alternate high school teacher, and ECISD will work with UT Austin to continue the course through the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.
 - d. Should UT Austin deem an OnRamps ECISD high school teacher as not compatible with or not in the best interest of the program, OnRamps will notify ECISD who will work with UT Austin to continue the course through an alternate teacher.
 - e. Any person performing Services under this Agreement on behalf of UT Austin must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, that party's contact, who oversees the OnRamps program, must inform their OnRamps contact with the other party within 24 business hours.
- P. Appoint ECISD high school teachers as UT Austin OnRamps Affiliates. As an OnRamps Affiliate, ECISD high school teachers are eligible to receive university ID cards, library access, Wi-Fi access on the UT Austin campus, opportunity to obtain a UT Austin email address, and other benefits. Once an OnRamps ECISD high school teacher is deemed not compatible with or in the best interest of the program, they cannot serve as an OnRamps high school teacher and cannot be affiliated with UT Austin.
- Q. Initiate and administer the process of sponsoring College and Departmental approval to assign qualified UT Austin faculty who assume primary responsibility for and exercise oversight of the OnRamps program/process.

Student Services

- R. Provide access and training to the Canvas LMS for every OnRamps student to meet course expectations.
- S. Provide online and phone-based technical support for OnRamps teachers and students using the curriculum when that support is not provided through Canvas LMS.

- T. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
- U. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants for writing consultation with student distance college course writing assignments.
- V. Protect students' education records in accordance with FERPA policies.
- W. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
- X. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.

Extended Student Absences [subject to ECISD policies]

- Y. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the ECISD point of contact, campus principal and/or the high school teacher of the campus must notify the Associate Director for Enrollment Management. Information needs to include the length of the placement to determine if the student will continue in the OnRamps course in which enrolled. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
 - a. The administrator, OnRamps ECISD high school teacher and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
 - i. If this occurs prior to the identified course census date, then the District/Charter will not be invoiced for this student.
 - ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in History or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking History or Rhetoric in the fall, the student will have the opportunity to enroll in History or Rhetoric in the spring, if the student returns to the home campus in time for registration at the beginning of spring instruction.
- Z. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the ECISD point of contact, campus principal and/or the high school instructor must notify the Associate Director of Enrollment Management immediately. Information needs to include the length of time the student is expected to be gone and whether the student will continue in the OnRamps course in which enrolled.

4.2 Responsibilities of ECISD [subject to ECISD policies and applicable law]

- A. Implement one or more OnRamps courses.

- a. Assign an ECISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for ECISD administration with OnRamps staff.
 - i. This ECISD contact will provide up-to-date contact information for ECISD and its campus administration. In the event there is a change in administration at ECISD or at its campuses, the ECISD contact will communicate those changes to their OnRamps Point-of-Contact.
- b. Assign 1-2 campus administrators to attend the OnRamps train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
 - i. Should ECISD request an OnRamps presentation, ECISD is responsible for organizing the event to include reserving appropriate meeting space, creating an agenda, and providing the technology/equipment needed for the presentation's format (screen, projector, microphone, etc).
- c. Follow OnRamps recommendations for effective implementation:
 - i. OnRamps courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Unless otherwise stated, OnRamps courses and AP courses should be taught as separate sections with separate ECISD high school teachers. In the case of RHE 306 and RHE 309K, see subsection iii(1) below.
 - ii. As overseen by UT Austin faculty and based on the rigor of the course for students, OnRamps firmly recommends weighting of 1.0 for the high school version of the course or weighting similar to that of AP. Not weighting OnRamps courses the same as AP courses may be detrimental to students' college application processes.
 - iii. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identity, the UT Austin Department of Rhetoric and Writing:
 - 1. Prohibits the OnRamps course from being offered as an AP English course.
 - 2. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternately, a teacher may have a maximum of 60 students distributed in three or more sections.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), all consistent with ECISD policies.
 - a. Minimum requirements for OnRamps new ECISD high school teachers include:
 - i. Bachelor's degree in the discipline or a related field.
 - ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
 - iii. Completed annual OnRamps teacher application.
 - iv. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of the FERPA module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. ECISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-PLI

tasks may not be eligible to attend PLI. If ECISD's high school teacher(s) does(do) not complete pre-PLI tasks before the start of the required Summer PLI, the decision to admit or deny such teacher and any accompanying conditions will be determined by the UT Austin Faculty Lead and Managing Director at their discretion.

- v. Successful completion of Summer PLI. New OnRamps ECISD high school teachers must participate in the entire Summer PLI and complete all assigned work, both pre- and during PLI.
 - 1. The ECISD teacher assigned to the course **must** complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course, inclusive of OnRamps Summit. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
 - 2. In the event of an emergency about which OnRamps staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer PLI and still be eligible to teach the OnRamps course. OnRamps ECISD high school teachers who miss more than 20% of Summer PLI, regardless of the reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated on a case-by-case basis. See section D below for additional information.
 - vi. Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
 - 1. Completion of the minimum number of virtual coaching uploads over the course of the academic year is required.
 - vii. Attendance at the Fall and Spring PLIs.
 - 1. ECISD teachers are **required** to participate in and fully complete both PLIs during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI constitutes one eight-hour day.
 - viii. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - ix. Adhere to guidelines regarding OnRamps course content intellectual property. ECISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - x. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS.
- b. Minimum requirements for OnRamps returning ECISD teachers include:

- i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
 - ii. Completed annual OnRamps teacher application.
 - iii. Successful completion of required tasks before the start of the academic year including, but not limited to, completion of the OnRamps FERPA online training module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI.
 - iv. Completion of required tasks before the start of Summer PLI.
 - v. Successful participation in and completion of all required activities in Summer PLI.
 - vi. Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
 - vii. Attendance at the Fall and Spring PLIs.
 - 1. ECISD teachers are **required** to participate in and fully complete both PLIs during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI constitutes one eight-hour day.
 - viii. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - ix. Complete the minimum number of virtual coaching uploads over the course of the academic year.
 - x. Adhere to guidelines regarding OnRamps course content intellectual property. ECISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - xi. Delivery OnRamps instructional materials through the OnRamps instance of Canvas LMS.
- C. Ensure OnRamps ECISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
- a. Provide access to the OnRamps Portal and Canvas LMS. Participating ECISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.
 - b. Provide access to computer and internet, as specified by UT Austin, and adhere to requirements outlined in the OnRamps Technology Manual, once latest copy is provided to ECISD.
 - c. Ensure that students in the OnRamps distance college course have daily, scheduled access to technology that meets the specifications defined by OnRamps. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators.
 - e. Audio/visual projection and/or whiteboard.

- f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
 - g. For Biology, Geoscience, Physics and Chemistry, required lab materials.
 - h. The Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps ECISD high school teachers implement the program with fidelity, including the following:
- a. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
 - b. Have students create a UT EID and register for OnRamps via the OnRamps Portal. **No** student may enroll in an OnRamps course six weeks after the start of the ECISD school year, unless approved by OnRamps. If a student wishes to enroll in an OnRamps course after the six-week window, the UT Austin Instructor of Record will determine whether there is sufficient opportunity for the student to be eligible to earn college credit. If there is sufficient opportunity for the student to be eligible to earn college credit, the student will be enrolled in the distance college course. If there is not sufficient opportunity for the student to be eligible to earn college credit, the student will be enrolled in the course for high school credit only.
 - c. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
 - d. Participate in professional learning, including Summer PLI, one-day workshops, monthly video conferences or virtual learning modules, Sibme virtual coaching, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the one-day workshops, ECISD agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.
 - e. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
 - f. Notify course staff of ECISD high school teacher absences that exceed three consecutive class days.
- E. Recruit and approve students to participate in the OnRamps courses.
- F. Ensure students enrolled in the OnRamps program meet the minimum academic requirements for each course as shown in Exhibit A.
- G. Ensure students complete the OnRamps registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
- a. Only students who have demonstrated the ability to successfully complete college-level work may attempt the UT Austin distance college course. Eligibility for the distance college course is determined by successful

completion of a series of required assignments designated and evaluated by the UT Austin Instructor of Record and course staff. A student must earn an average passing grade of D- or above on all required college assignments, or have met TSI eligibility as defined by UT Austin to be eligible for the opportunity to be dually enrolled in a UT Austin distance college course.

H. Pay the annual program fee for access to the OnRamps curriculum, materials, technology tools, credit evaluation, and credit issuance.

a. Cost of Materials and Services:

i. If joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support and course implementation support, excluding Summer PLI and academic year workshops, outlined in this Agreement for ECISD, will be defined on a per-student, per-course basis. Program costs will be evaluated and adjusted annually. The ECISD annual program fees for each student enrolled in an OnRamps course for the 2021-2022 academic year are \$149, or \$99 for students identified free and reduced lunch, per student and per course.

ECISD is paying a subsidized rate. During the 2021-2022 school year the fee of \$249 or \$199 per student and per course enrolled in an OnRamps course is subsidized to \$149 or \$99. The remaining fee is being covered by OnRamps and applicable pending 87th legislative appropriation.

b. Timing of payment: The OnRamps program fee is assessed for each student registered in each OnRamps course on the designated course census date. Within the self-registration window at the beginning of each course, students may decide to drop out of an individual course OnRamps program. This means the student is no longer enrolled in the OnRamps program, even for the opportunity to earn high school credit, and is placed in a non-OnRamps course. The OnRamps team will run a census report on the identified census date of the year-long and fall semester courses and again on the identified census date in spring for spring semester courses and invoice the District based on enrollment at that time. Refunds will not be given at the end of a course if a student is not eligible for the opportunity to earn college credit in the course. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. For our year-long courses, a student not eligible to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit. During the spring semester, UT Austin will continue to deliver the course materials and technology tools. OnRamps will send an invoice to ECISD in the spring semester that itemizes the annual OnRamps program fee for each student enrollment per course. ECISD is responsible for paying within 30 days of receipt of the invoice. If the invoice is not paid prior to the start of the next academic year, then the District is not allowed to participate in the program until they are in good standing. Pending 87th legislature appropriation, there will be no exchange of money between UT Austin and the District for the program credit. The Texas Education Agency will directly reimburse UT Austin for the partial annual per student, per course cost.

c. Cost of Professional Learning

- i. The cost of the OnRamps Summer and academic year PLIs will be assessed on a per-teacher basis. Professional development costs are evaluated and adjusted annually:
 - 1. \$850 for new teachers
 - 2. \$550 for returning teachers
 - ii. ECISD will be sent an invoice that itemizes the annual professional learning fees for each participating teacher of Summer PLI.
 - 1. The District is responsible for paying within 30 days of receipt of an undisputed invoice.
 - 2. If payment is not received within 30 days then District will pay interest in accordance with the Texas Prompt Payment Act.
 - 3. OnRamps strongly recommends ECISD provide a daily stipend to teachers participating in required PLIs.
- I. Any person performing Services under this Agreement on behalf of ECISD must be actively employed or eligible for employment by ECISD and may not be on administrative leave. ECISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If ECISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, that party's contact, who oversees the OnRamps program, must inform their OnRamps contact with the other party within 24 business hours.

5. Summer PLI Teacher Registration and Attendance

- A. ECISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of Summer PLI.
- B. Cancellation policy: All high school teachers must cancel their registration one week prior to PLI or will be subject to pay 100% of fees for room/board and meals for which those charges apply. ECISD will be invoiced for all high school teachers who are registered on the day three weeks prior to the event starting.
- C. If a high school teacher registers for Summer PLI and is unable to attend, the teacher needs to communicate this change to the OnRamps Professional Learning coordinator one week prior to the start of Summer PLI. If the teacher does not take the necessary steps to communicate the attendance change, ECISD will be:
 - a. Charged the full fee based on whether they are new or returning, for Summer PLI.
- D. If a high school teacher registers for Summer PLI and leaves prior to the end of PLI, fees will be assessed on a case-by-case basis.
- E. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, ECISD will be:
 - a. Charged the full fee based on whether they are new or returning, for Summer PLI.
 - b. All materials provided to ECISD for the course will need to be returned to OnRamps within 30 days or ECISD will be responsible for fees associated with such course materials.

6. Educational Records and Data Sharing

- A. ECISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of

the OnRamps program according to FERPA, as well as applicable ECISD policies, UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide the OnRamps program and related services to ECISD and for ECISD's accountability reporting purposes, OnRamps requires specific student information from ECISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the OnRamps program.

- B. Following UT Austin's Institutional Review Board standards and policy, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and ECISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to facilitate early intervention and support student success; 3) pertaining to whether college credit is earned, accepted, and/or declined; 4) to facilitate accurate recordkeeping; 5) to address academic integrity issues; and 6) for use in UT Austin outreach and recruitment. If either party obtains access to ECISD and/or UT Austin records or record systems protected under FERPA, each party agrees to strictly adhere to the provisions of FERPA and its regulations. While in possession of FERPA records and data, only persons authorized to access the student data related to the OnRamps program will be granted access as required by FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Tort Claims Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity of similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on ECISD or UT Austin not permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps program will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

UT Austin further agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, "Criminal History Record Information Review of Certain Contract Employees," any applicable rule(s) adopted by the Texas Commissioner of Education, ECISD Board Policies and other policies and requirements of such statute and rule(s), and will ensure that no covered person with a disqualifying criminal history performs Services under this Agreement.

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2021, no matter the date fully executed by both Parties and covers a period beginning June 1, 2021 and ending August 31, 2022.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. ECISD agrees any amounts owed for satisfactory Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and the OnRamps program shall own all intellectual property rights in or relating to OnRamps. Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable, copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Disputes

If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.

13. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

ECISD at:

Ector County ISD
802 N. Sam Houston
Odessa, TX 79761

UT Austin at:

Darrell Bazzell, Senior Vice President and Chief Financial Officer
101 Inner Campus Dr, Ste 102
Austin, TX 78712

With a copy to:

Office of Strategy and Policy
2616 Wichita St.
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

14. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

15. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

16. Entire Agreement

This Agreement and any subsequent amendments constitute the entire and only agreement between the Parties relating to the matters described herein, and supersedes all prior

agreements and discussions, whether written or oral. Unless expressly stated, this Agreement confers no rights on any person(s) or business entity(s) that is not a party hereto.

17. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

18. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

19. Confidentiality Provision

Both Parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99.

20. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

21. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M, Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

22. Payment of Debt or Delinquency to the State

Pursuant to [Sections 2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or

delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

23. State Auditor's Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (**Auditor**), to conduct an audit or investigation in connection with those funds (ref. [Sections 51.9335\(c\)](#), [73.115\(c\)](#) and [74.008\(c\)](#), *Education Code*). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

24. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

25. Public Records

It will be the independent responsibility of Receiving Party and Performing Party to comply with [Chapter 552, Government Code](#) (Public Information Act), as it applies to the Contracting Parties' respective information. Receiving Party is not authorized to receive public information requests or take any action under the Public Information Act on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the Public Information Act on behalf of Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party
Ector County ISD

Performing Party
The University of Texas at Austin

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
OnRamps Courses

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
Foundation of Arts and Entertainment Technologies	AET 304	-	050	-	Graphic Design
Introduction to Biology I	BIO 311C	BIOL 1306	030	Credit in TEKS-based Biology & TEKS-based Chemistry	-
Lab for Introduction to Biology I	BIO 206LA	BIOL 1106	-	Credit in TEKS-based Biology & TEKS-based Chemistry	-
College Chemistry: Principles of Chemistry I (Lecture)	CH 301	CHEM 1311	030	Credit in Algebra I	-
College Chemistry: Introduction to Chemical Practices I (Lab)	CH 104M	CHEM 1111	-	Credit in Algebra I	-
College Chemistry: Principles of Chemistry II (Lecture)	CH 302	CHEM 1312	030	Credit in Chemistry	-
College Chemistry: Introduction to Chemical Practices II (Lab)	CH 104N	CHEM 1112	-	Credit in Chemistry	-
Thriving in Our Digital World	CS 302	-	093	Credit in Algebra I	Credit or concurrent enrollment in Algebra II
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	-	030	Credit in Biology and Chemistry or IPC and Chemistry	-
United States, 1492-1865	HIS 315K	HIST 1301	060	Credit or concurrent enrollment in English II	-

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
United States Since 1865	HIS 315L	HIST 1302	060	Credit or concurrent enrollment in English II	-
College Algebra	M 301	MATH 1314	-	Credit in Algebra I	Credit in Geometry
Discovery Precalculus: A Creative and Connected Approach	M 305G	MATH 2312	020	Credit in Algebra II & Geometry	-
Mechanics, Heat, and Sound: General Physics Technical Course I	PHY 302K	PHYS 1301	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Lab for Mechanics, Heat, and Sound	PHY 102M	PHYS 1101	-	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Electromagnetism, Optics, and Nuclear Physics: General Physics Technical Course II	PHY 302L	PHYS 1302	030	Credit in TEKS-based Physics, Algebra II, & Geometry	Credit in PHY 302K, AP Physics I, Honors Physics, PHYS 1301, or Precalculus
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	ENGL 1301	010	Credit in English I & English II	-
Reading and Writing and Rhetoric of American Identity	RHE 309K	ENGL 1302	010	Credit in English I & English II	-
Elementary Statistical Methods	SDS 301	MATH 1342	020	Credit in Algebra I	Credit in Algebra II & Geometry
Quantum Computing	PHY 309L	PHYS 1307	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Ector County ISD
AND
OFFICE OF STRATEGY AND POLICY
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, The Ector County ISD (“ECISD”) agrees to provide individual student-level data to the Office of Strategy and Policy at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. ECISD hereby appoints UT Austin as a legitimate educational official of ECISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, UT Austin hereby appoints ECISD as a legitimate educational official of UT Austin in accordance with FERPA. The Office of Strategy and Policy agrees to provide individual student-level data to ECISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2022 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

ECISD Designee for Student Data and Office of Strategy and Policy will coordinate data exchange for all OnRamps program participants for the 2021-2022 academic year, as follows:

Responsible Party	Time Period	Type of Data
Office of Strategy and Policy	August 2021 – July 2022	Throughout the academic year OnRamps will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the portal will be limited to pre-identified campus and ECISD personnel who must obtain a UT Electronic Identification and password in order to access the portal. The following enrollment and performance data is provided throughout the academic year, as information becomes available. • Course enrollments • Eligibility status • Eligibility letter grade • Final letter grade • Credit decision (credit accepted or declined)

		• University transcript grade • Student qualifying status for free/reduced lunch
ECISD	December 2021 – February 2022	In order for OnRamps to identify students who qualify for the reduced course enrollment fee, OnRamps must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides OnRamps with students' Economic Disadvantage Status. • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)
ECISD	May 2022 – July 2022	In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged. • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by ECISD and Office of Strategy and Policy.

Office of Strategy and Policy assures that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Office of Strategy and Policy further assures that the data elements will not be released to a third party without written parental or student (as applicable) consent.

Any unauthorized disclosure of confidential student information is a violation of FERPA and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure and locked area and to prevent unauthorized access.

All persons authorized to have access to the data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality ("Access to Confidential Data").



Request for Approval of Application Optional Flexible School Day Program (OFSDP) 2021-2022

This is an annual renewal of the Optional Flexible School Day Program application (OFSDP). The goal of the Optional Flexible School Day Program is to allow students an opportunity to have flexible hours in order to be successful and receive a high school diploma by offering courses needed for graduation while the district receives funding for students in attendance. The program has two main objectives. The first objective is to allow a student who has dropped out of school or is in danger of dropping out of school an option other than the regular classroom setting or school day. The second objective is to enable a student the opportunity to recover credits lost due to lack of attendance. The program will go into effect 30 days after the application is submitted.

There is no cost to ECISD.

Texas Education Agency



APPLICATION

Updated May 2021

Optional Flexible School Day Program (OFSDP)

2021-2022 School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student is eligible to participate in an optional flexible school day program (OFSDP) authorized under the Texas Education Code (TEC) §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
 - the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908; or
 - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. Board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see AppendixTwo).

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Ector County Independent School District

(Legal Name of School District or Open-Enrollment Charter School)

located at

802 N. Sam Houston Street, Odessa, TX 79761

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix 5**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Attached hereto and made a part hereof by reference is each of the provisions indicated below with an "X" beside it:

- ☐ Appendix One, Assurances
- ☐ Appendix Two, Board Approval
- ☐ Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- ☐ Appendix Four, Contact Sheet
- ☐ Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opfex@tea.texas.gov or call 512-463-9294.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix 5 should be at least thirty (30) days after the application is submitted.
- Applications submitted by July 15th should be approved by August 15th.
- Email the complete application and attachments to: opfex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name Dr. Scott Muri

Typed Title ECISD Superintendent of Schools

Authorized Signature _____

Appendix One Assurances

The definition of terms of the application applies to this Appendix One, Assurances. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
 - the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908; or
 - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the Student Attendance Accounting Handbook.

8. to comply with all reporting requirements established by the TEA;
9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Tammy Hawkins, School Board President (432) 332-8541

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Dr. Scott Muri, Superintendent, (432) 456-9879

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two Board Approval

The definition of terms of the application applies to this Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school agrees to include the OFSDP as an item on the agenda concerning the proposed application.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: July
Day: 27
Year: 2021
Time: 6:00pm
Location: 802 N. Sam Houston, Odessa, TX 79761

AGREED and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Tammy Hawkins, Board President (432) 332-8541

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Dr. Scott Muri, Superintendent (432) 456-9879

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three

Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to this Appendix Three, Attendance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT A SEPARATE PDF TO CONCISELY PROVIDE THE INFORMATION BELOW, LABELED WITH THE CORRESPONDING NUMBER, FOR APPENDIX THREE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. Indicate the expected start date of the district's OFSDP.
2. Indicate the estimated number of OFSDP students that will be served per teacher.
3. **If** the OFSDP program will offer special education, career and technology education, pregnancy related services or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.
4. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. Explain the following:
 - a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
 - b. How the district will make sure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
 - c. How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).
 - d. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.
 - e. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

NOTE: absences and days present do not exist in the OFSDP

5. **If** students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:
 - a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Describe the educational software utilized and explain how the software will track and certify the number of instructional minutes each student receives each day.

Appendix Four
Contact(s) Sheet

The definition of terms of the application applies to this Appendix Four, Contact Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FOUR, CONTACT SHEET. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

District Contact(s) for the Application

Contact Name:	Heather Potts
District Superintendent or Charter School Chief Operations Officer:	Dr. Scott Muri
Mailing Address:	P. O. Box 3912
City, State, Zip Code:	Odessa, TX 79760
Telephone Number:	(432) 456-9729
Alternate Telephone Number:	(432) 456-0000
Fax Number:	(432) 456-9728
Email Address:	heather.potts@ectorcountyisd.org

Contact Name:	Nancy Vanley
Email Address:	nancy.vanley@ectorcountyisd.org

Contact Name:	Scott Randolph
Email Address:	scott.randolph@ectorcountyisd.org

Contact Name:	
Email Address:	

NOTE: Most of the contact for the approved OFSDP is done via email. A valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five

Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to this Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FIVE, PARTICIPATING CAMPUSES, STUDENT ELIGIBILITY, AND PERIOD OF AGREEMENT. ALL INFORMATION REQUESTED MUST BE INCLUDED ON THIS TEMPLATE AND SUBMITTED IN A SEPARATE EXCEL FILE.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

Ector County Independent School District

(432) 456.0000

P.O. Box 3912

Odessa, TX 79760

www.ectorcountysd.org



Appendix Three Attendance and Compliance Procedures of Proposed Program

1. Expected start date: August 27, 2021
2. Number of OFSDP students served per teacher: 30
3. Special program services for OFSDP:
 - Special Education Yes
 - Career Technical Education Yes
 - Pregnancy Related Services Yes
 - Bilingual Services Yes

How will services be provided?

- Services will be provided during the school day and during evening by an instructor with the appropriate certification for student's requirements.

What will be the Teacher Certification Standard?

- The certification that is appropriate when the student is receiving special services.

How will the services comply with SAAH?

- For each special program, student coding will be determined by the requirements detailed in SAAH.

4. Process for Teacher of Record recording instructional minutes.
 - a) Classroom teacher will verify the number of minutes of instruction a student receives each day by a daily log sheet. If a participating student is in a scheduled course, minutes will be determined based on the bell schedule minutes and attendance roll.
 - b) District will make sure the students who do not attend the minimum of 45 minutes per day by recording the entry/exit times with teacher verification. Each campus will have a designated coordinator that will review the daily logs and/or course attendance for participating students.
 - c) District will ensure that OFSDP students do not generate more ADA and will not exceed the 10,800 minutes per course by careful monitoring by the designated coordinator in cooperation with a counselor, registrar, and teachers. Trainings and support will also be provided by the PEIMS department.
 - d) District will ensure compliance with SAAH by training for all staff involved with the SAAH and internal audits from the PEIMS Department and Internal Auditor.
 - e) The Student Detail Audit report will be reviewed by the designated coordinator and PEIMS Department analyst each cycle. An acknowledgment of verification will be required.
5. Students will NOT be attending a community-based dropout recovery program.

educate

connect

inspire

succeed

dream

Ector County Independent School District | Phone: (432) 456-0000 | P.O. Box 3912, Odessa, Texas 79760 |
www.ectorcountysd.org

Optional Flexible School Day Program (OFSDP)

School Year 2021-2022

(Updated May 2021)

District Number		068901		(Updated May 2021)														
				ELIGIBILITY DESIGNATION 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College HS 4 = TEC §39A Campus Turnaround Plan 5 = Credit Recovery 6 = TEC §29.081 (e-1) Campus Dropout Recovery 7 = TEC §29.081 (e-2) Online Dropout Recovery							School Year Period of Agreement (Reported in TSDS PEIMS Summer Collection 3) Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4				Credit Recovery - Designation 5 only (Reported in TSDS PEIMS Extended Collection 4) Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4 Summer period of agreement is not to exceed 30 days			
Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Total Students	Start Date	End Date	Proposed Days: SUMTWTWTHFS	Minutes Per Day	Start Date	End Date	Proposed Days: SUMTWTWTHFS	Minutes Per Day	
068901002	ODESSA H S	1	2			5				8/27/2021	5/26/2022	MTWTHFS	240	8/27/2021	5/26/2022	MTWTHFS	240	
601 068901003	PERMIAN H S	1	2			5				8/27/2021	5/26/2022	MTWTHFS	240	8/27/2021	5/26/2022	MTWTHFS	240	
068901011	GEORGE H W BUSH NEW TECH ODESSA	1	2			5				8/27/2021	5/26/2022	MTWTHFS	240	8/27/2021	5/26/2022	MTWTHFS	240	
068901014	ODESSA CAREER AND TECHNICAL EARLY COLLEGE H S	1	2			5				8/27/2021	5/26/2022	MTWTHFS	240	8/27/2021	5/26/2022	MTWTHFS	240	
068901015	ODESSA COLLEGIATE ACADEMY EARLY COLLEGE H S	1	2			5				8/27/2021	5/26/2022	MTWTHFS	240	8/27/2021	5/26/2022	MTWTHFS	240	
000000000																		

Optional Flexible School Day Program (OFSDP)

School Year 2021-2022

District Number		(Updated May 2021)															
068901																	
		ELIGIBILITY DESIGNATION 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College HS 4 = TEC §39A Campus Turnaround Plan 5 = Credit Recovery 6 = TEC §29.081 (e-1) Campus Dropout Recovery 7 = TEC §29.081 (e-2) Online Dropout Recovery							School Year Period of Agreement (Reported in TSDS PEIMS Summer Collection 3) Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4			Credit Recovery - Designation 5 only (Reported in TSDS PEIMS Extended Collection 4) Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4 Summer period of agreement is not to exceed 30 days					
Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Total Students	Start Date	End Date	Proposed Days: SUMTWTTHFS	Minutes Per Day	Start Date	End Date	Proposed Days: SUMTWTTHFS	Minutes Per Day
000000000																	
60200000000																	
000000000																	
000000000																	
000000000																	
000000000																	

OFSDP Summary Data 2020-2021

Category	#	%
Graduates	5	23
Continuers	17	77
Drop Outs	0	0
Total	22	100

2020-2021 OFSDP Students

CMP	GR	AT RISK	Age	SEX	ETHNICIT Y	Status
002	10	Y	17	F	B	Continuer
002	10	Y	18	M	H	Continuer
002	10		19	F	H	Continuer
002	10	Y	16	F	H	Continuer
002	11	Y	18	M	H	Continuer
002	11	Y	18	M	H	Continuer
002	11	Y	19	F	H	Continuer
002	12	Y	21	F	H	Continuer
002	12	Y	20	F	H	Continuer
002	12	Y	17	M	H	Continuer
002	12	Y	19	F	H	Continuer
002	12		18	F	W	Continuer
002	12	Y	20	M	H	Continuer
003	09	Y	15	M	H	Continuer
003	12	Y	20	F	H	Continuer
011	11	Y	16	F	H	Continuer
011	12	Y	17	F	W	Continuer
002	12	Y	21	F	H	Graduate
002	12	Y	18	M	H	Graduate
003	12	Y	18	M	H	Graduate
003	12	Y	18	M	H	Graduate
003	12	Y	18	M	W	Graduate



REQUEST FOR APPROVAL OF ADDENDUM TO INTERLOCAL AGREEMENT BETWEEN THE CITY OF ODESSA AND ECTOR COUNTY ISD REGARDING SCHOOL CROSSING GUARDS

Ector County ISD is requesting approval of an “Addendum to the Interlocal Agreement for School Crossing Guards” with the City of Odessa for the 2021-2022 school year.

The addendum is for one additional crossing guard personnel on Maple street. The request is made after traffic studies conducted by city officials indicated the need for the additional personnel to enhance the safety of the students.

The addendum requires no additional cost to ECISD as the city has agreed to absorb the additional cost.

STATE OF TEXAS §

COUNTY OF ECTOR §

**ADDENDUM TO
INTERLOCAL AGREEMENT FOR SCHOOL CROSSING GUARDS**

This Addendum to Interlocal Agreement for School Crossing Guards (“Addendum”) is entered into by and between Ector County Independent School District, (“District”), and City of Odessa, a Texas home-rule municipal corporation, (“City”). District and City are each a Party and are collectively referred to as the “Parties”.

WHEREAS, the Parties entered into the Interlocal Agreement for School Crossing Guards (the “Agreement”) on August 13, 2019, wherein City and District shall fund, administer and operate a program to provide for school crossing guards for public schools of the District within the city limits pursuant to the terms and conditions contained herein; and

WHEREAS, the Parties wish to modify the Agreement to include an additional funding term for the 2021-2022 school year;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants and agreements of the parties hereto, City and District do mutually agree to following:

ADDENDUM

1. This Addendum becomes effective on the last date of execution hereof by all Parties.
2. This Addendum is subject to the approval of the City Council of Odessa, Texas.
3. Section IV. Funding for School Crossing Guards of the Agreement is hereby modified by adding the following:

”3. For the term Aug. 2021-Sept. 30, 2022 City will cover 100% of the cost of one (1) additional crossing guard not to exceed 540 hours for a total of \$11,113.20.
4. The terms and conditions of this Addendum are hereby incorporated into and shall modify, amend and supplement the Agreement.
5. Except as specifically set forth in this Addendum, all other provisions of the Agreement are unaffected and shall continue in full force and effect in accordance with its terms.

[Signature Pages Follow]

EXECUTED this the ____ day of _____, 20____, by District, acting through its duly authorized officials and City, signing by and through its City Manager, duly authorized to execute same.

"DISTRICT"
Ector County Independent School District

By: _____
Scott Muri, Superintendent

ATTEST:

Mary Franco, Administrative Assistant

APPROVED AS TO FORM:

Mike Atkins, Attorney for ECISD

"CITY"
City of Odessa

By: _____
Michael Marrero, City Manager

ATTEST:

Norma Aguilar-Grimaldo, City Secretary and
ODC Assistant Secretary

APPROVED AS TO FORM:

Natasha Brooks, City Attorney

DISTRICT

STATE OF TEXAS §
COUNTY OF ECTOR §

This instrument was acknowledged before me on the ____ day of _____, 2021,
by Scott Muri, Superintendent of Ector County Independent School District.

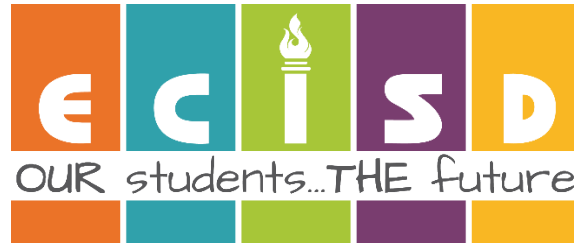
Notary Public in and for the State of Texas

CITY

STATE OF TEXAS §
COUNTY OF ECTOR §

This instrument was acknowledged before me on the ____ day of _____, 2021,
by Michael Marrero, City Manager of the City of Odessa.

Notary Public in and for the State of Texas



REQUEST FOR APPROVAL OF SERVICES AGREEMENT BETWEEN ECTOR COUNTY ISD AND THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

This Services Agreement between Ector County ISD and The National Board for Professional Teaching Standards (NBPTS) is designed to support ECISD teachers as they pursue National Board certification.

- ECISD will provide appropriate staffing to provide day-to-day operations of the project; supporting approximately 5% of the district's teachers in ECISD (TX) in pursuing National Board Certification.
- ECISD will manage virtual or in-person candidate support, select, train, and coordinate candidate mentors, facilitate planning of school principal training, and integrate Professional Learning Facilitator mentors, Professional Learning Facilitators, and candidates into NBPTS programming for the district
- ECISD is responsible for receiving payment from NBPTS for Project work, monitoring and reporting budget expenditures and progress toward deliverables, and maintaining appropriate records and documentation as described in the Agreement.
- NBPTS shall pay ECISD in accordance with the agreement up to a maximum amount of \$162,620.00

This agreement will expire June 30, 2022.

SERVICES AGREEMENT

THIS SERVICES AGREEMENT ("Agreement"), executed the 1st day of July, 2021 (the "Effective Date"), is made by and between National Board for Professional Teaching Standards, a Delaware non-stock corporation ("NBPTS") and **Ector County Independent School District (ECISD), TX**, (the "Consultant"), with NBPTS and Consultant each, a "party" and, collectively, the "parties".

WHEREAS, NBPTS desires to engage the Consultant to perform the services described in Section 1 below (the "Services"), and Consultant is experienced in providing the Services and wishes to perform the Services as set forth in this Agreement;

NOW, THEREFORE, in consideration of the foregoing, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. Services. Consultant agrees provide the following Services to NBPTS in a professional manner acceptable to NBPTS:

- As detailed in Exhibit A, Consultant will provide appropriate staffing to provide day-to-day operations of the project; supporting approximately 5% of the district's teachers in ECISD (TX) in pursuing National Board Certification.
- As detailed in Exhibit A, Consultant will manage virtual or in-person candidate support, select, train, and coordinate candidate mentors, facilitate planning of school principal training, and integrate Professional Learning Facilitator mentors, Professional Learning Facilitators, and candidates into NBPTS programming for the district
- Consultant is responsible for receiving payment from NBPTS for Project work, monitoring and reporting budget expenditures and progress toward deliverables, and maintaining appropriate records and documentation as described in the Agreement.

2. Term and Termination. The term of this Agreement ("Term") commences on the Effective Date and, unless earlier terminated, expires on the date Consultant provides all of the Services in accordance with Section 1, but in no event later than **June 30, 2022**. Consultant agrees that time is of the essence in performance of the Services. Notwithstanding the scheduled expiration of the Term, either party may voluntarily terminate this Agreement at any time prior to the expiration of the Term on the provision to the other party of 30 days' written notice. In addition, NBPTS may, by written notice to Consultant, immediately terminate this Agreement for cause if Consultant materially breaches or defaults under this Agreement (other than by reason of a material breach or default by NBPTS under this Agreement). In the event of any termination prior to the scheduled expiration of the Term, NBPTS shall have no further obligation to Consultant to pay any remaining Fees and, to the extent the Services are not yet rendered, Consultant shall immediately return any unapplied portion of the Fees already paid by NBPTS pursuant to Section 3 of this Agreement.

3. Compensation and Reimbursement of Expenses. In consideration for performance of the Services, within 30 days receipt of Consultant's invoice, NBPTS shall pay Consultant in accordance with Exhibit A attached hereto, up to a maximum amount of **\$162,620.00** (the "Fees"). Consultant will provide NBPTS with a Form W-9 and necessary bank information to facilitate payments. At NBPTS' discretion, payments to Consultant may be made by ACH transfer. In addition to the Fees, to the extent approved in advance and in writing by NBPTS, and reflected on Consultant's invoice, NBPTS shall reimburse Consultant for reasonable and necessary out-of-pocket expenses actually incurred on behalf of NBPTS and directly related to the Services.

4. Travel. Travel will be reimbursed in accordance with NBPTS's Travel Policy, which will be made available upon request. Consultant shall obtain prior approval from NBPTS prior to traveling on NBPTS's expense. NBPTS will reimburse reasonable and necessary expenses incurred in connection with approved travel. Expenses will be only be reimbursed when not reimbursed from other sources. When making arrangements, Consultant shall incur the lowest reasonable travel expenses available. For purposes of this Agreement, "lowest reasonable travel expense" means coach or economy designation for airfare or train travel, mid-size or smaller rental vehicles, taxi services or airport shuttles, and moderately priced hotels (i.e., daily rate not to exceed \$150/night). It does not require a "red-

eye” or similar means of travel. The following expenses are unallowable unless pre-authorization has been provided: round trip flights in excess of \$600; accommodations in excess of \$150; meals in excess of \$50. Car services are only allowable if less costly than taxi service or airport shuttle. Train, bus and automobile mileage (at the prevailing Internal Revenue Service reimbursable rate) expenses will be reimbursed only when such travel does not exceed the cost of the lowest roundtrip airfare. NBPTS reserves the right to withhold reimbursement if in NBPTS’s sole discretion, it believes that the expenditures are inappropriate or extravagant. In the event that an exception to the policy is necessary, such request must be made in writing and approved by a member of NBPTS Senior Staff at least five days in advance of the expected travel. For reimbursement, Consultant shall submit all original **itemized** receipts along with a completed NBPTS Expense Report Form with the invoice. Expense reimbursements must be submitted monthly for the prior month. Untimely reimbursement requests may be rejected by NBPTS.

5. Relationship of Parties. The parties hereto expressly agree they are not partners or joint venturers of each other, and that the relationship created hereunder is that of independent contractor and not of employer-employee. In particular (and not by way of limitation), Consultant expressly agrees that NBPTS has no responsibility whatsoever to collect or withhold any monies from Consultant for purposes of complying with any worker’s compensation laws, disability and unemployment insurance laws, Social Security tax laws, wage and hour laws, State or Federal income tax laws, or any other applicable employment-related tax laws.

6. Quality Control. In order to protect NBPTS’s goodwill, name, reputation and image, Consultant covenants and agrees to conduct its activities relating to the performance of the Services and its obligations under this Agreement in accordance with (a) the highest professional and ethical standards, (b) the law, (c) the terms and conditions of this Agreement, and (d) a manner that otherwise upholds and maintains the goodwill, name, reputation and image of NBPTS.

7. Ethics Compliance. NBPTS is committed to the highest standards of ethical conduct and does not intend to create even the appearance of impropriety or a perceived conflict of interest when providing a payment or other benefits to an individual who works for a government entity, school, or school district (or similar entity), and NBPTS recognizes that Consultant is committed to the same standards. NBPTS also recognizes that some States and/or schools or school districts may have laws, policies, regulations, or rules, including with respect to potential conflicts of interest, prohibiting or limiting employees of schools or school districts from receiving compensation for services or reimbursement for food, beverage, transportation, and other expenses (collectively “Regulations”). Certain of these Regulations may also require disclosure of Consultant’s relationship to third-party providers, such as NBPTS, or create a potential conflict of interest when deciding about the adoption or purchase of NBPTS’s products and services. Consultant agrees that Consultant’s participation in the Services complies with all Regulations, does not require disclosure by Consultant or by NBPTS, that Consultant is authorized to make these representations, and that Consultant will notify NBPTS at any time if Consultant is, or becomes subject to, any Regulations. Consultant also agrees to consult with the appropriate district official, superintendent, designated ethics official, or legal counsel with Consultant’s institution of employment to verify that Consultant may engage in the work pursuant to this Agreement and receive payment and items of value from NBPTS. If NBPTS becomes aware that Consultant’s receipt of these items violates any applicable Regulations or otherwise requires disclosure, Consultant understands that NBPTS may request reimbursement from Consultant for the value of the items provided.

8. Ownership and Non-Disclosure and Non-Use of Confidential Information. Consultant acknowledges and agrees that all “Confidential Information” and “Trade Secrets” (each as defined below) of NBPTS, and all physical embodiments thereof, are confidential to and shall be and remain the sole and exclusive property of NBPTS. Upon request by NBPTS, and in any event upon termination of this Agreement for any reason, as a prior condition to receiving any final payment of Fees or reimbursements, the Consultant shall promptly deliver to NBPTS all property belonging to NBPTS including, without limitation, all Confidential Information and Trade Secrets of NBPTS (and all embodiments thereof) then in the Consultant’s custody, control or possession; provided, however, that

any withholding of payment shall not be considered as satisfaction or a release of or liquidated damages for any claims for damages against the Consultant which may accrue to NBPTS as a result of any breach of this Section 6 by the Consultant. For purposes of this Agreement, “Confidential Information” means any and all confidential and/or proprietary knowledge, data or information of NBPTS and includes (but is not limited to): (i) inventions, technical information, technical drawings and designs, or schematics; (ii) proposal or marketing information, prospects and market research data; research, research plans, marketing strategies (including, economic and market data and research selection and analysis strategies); (iii) financial information, cost and performance; (iv) information concerning NBPTS personnel, skills or compensation of other personnel or contractors, personnel lists, resumes, organizational structure, or performance evaluations; (v) client, vendor or supplier information, information regarding the existence or terms of any agreement or relationship between NBPTS and any client, vendor, supplier or any other party; and (vi) any other information of whatever nature or kind, which gives to NBPTS an opportunity to obtain an advantage over its competitors who or which do not have access to such information. Notwithstanding the foregoing, Confidential Information shall not include: (a) information which is or becomes generally available to the public, provided that it does not become generally available to the public as a result of Consultant’s action or failure to act, or (b) information that was in Consultant’s possession or known to Consultant without restriction prior to receipt from NBPTS. For purposes of this Agreement, the term “Trade Secrets” shall have the same meaning as “trade secret” as defined in the Virginia Uniform Trade Secrets Act. Consultant agrees, in the case of Confidential Information, for five (5) years following the expiration or earlier termination of this Agreement and, in the case of Trade Secrets, for the life of the trade secret, without the prior written consent of NBPTS, that Consultant shall not disclose or make available any Confidential Information or Trade Secret to any person or entity or make or cause to be made or permit or allow, either on Consultant’s behalf or on behalf of others, any use of any Confidential Information or Trade Secret other than in the proper performance of the Consultant’s duties hereunder. NBPTS agrees that the Consultant is not prohibited hereby from disclosing or using any Confidential Information or Trade Secret which the Consultant is required to disclose pursuant to a requirement of a governmental agency or of law without similar restrictions or other protections against public disclosure, provided, however, that the Consultant shall first have given written notice of such required disclosure to NBPTS and have taken reasonable steps to allow NBPTS to seek to protect the confidentiality of the information required to be disclosed.

9. Ownership of Work Product. Consultant hereby assigns and transfers to NBPTS any right that Consultant may have or acquire in such Confidential Information, work product, deliverables, and inventions that Consultant uses or develops individually, jointly, or with others, in whole or in part, during the course of Consultant’s performance under this Agreement (“Developed Works”), and any worldwide intellectual property rights therein, including, but not limited to, patents, trademarks and goodwill associated therewith, copyrights, trade secrets and other intellectual property rights including the right to sue and collect damages for past infringements of the same (hereinafter collectively referred to as “Intellectual Property Rights”) and including, but not limited to improvements, derivative works, continuations, continuations-in-part, reissues thereof and/or all other changes and/or improvements thereof, whether in existence at the time of the execution of this Agreement and/or created by Consultant during the course of

Consultant's performance under this Agreement, without further remuneration or royalty and shall be and remain the exclusive property of NBPTS, its successors and assigns; provided, however, the foregoing shall not apply to any work product developed solely and entirely on Consultant's own time and which is unrelated to Consultant's performance of this Agreement ("Unrelated Developed Works"); provided that, Consultant agrees to immediately disclose to NBPTS of all Unrelated Developed Works. Consultant agrees to immediately disclose and provide copies to NBPTS (in a mutually agreeable format) of all Developed Works as they are created. Consultant further agrees to execute any and all documents and/or instruments requested by NBPTS, both during and after Consultant's performance under this Agreement, to vest NBPTS with all ownership rights in the Developed Works, including but not limited to, all papers and documents necessary or advisable for the preparation, filing, prosecution, procurement and maintenance of Intellectual Property Rights for such Developed Works to which NBPTS is entitled pursuant to this Agreement. Consultant understands that all expenses in connection with Intellectual Property Rights, any and all applications related thereto, and the enforcement thereof shall be borne by NBPTS, but NBPTS shall be under no obligation to protect by any Intellectual Property Rights with regard to any such Developed Works, except to such extent as NBPTS shall deem desirable in its sole and absolute discretion. If any Developed Works can be protected by copyright, (a) as to that which falls within the designation of "work made for hire" as defined in 17 U.S.C. §101, the copyright of such Developed Works shall be solely, completely, and exclusively for NBPTS, and (b) as to any Developed Works which do not constitute "work made for hire", the copyright to such Developed Works shall be deemed to be assigned and transferred completely and exclusively by Consultant to NBPTS pursuant to this section of this Agreement. NBPTS shall have no claim to Unrelated Developed Works. In addition, Consultant does hereby represent and warrant to NBPTS that (i) Consultant is the original author, inventor or otherwise the sole and exclusive creator and owner of the Intellectual Property Rights in the Developed Works; (ii) the Developed Works do not infringe upon the copyright, trademark, or any other Intellectual Property Rights or other proprietary rights of any third party; and (iii) to the extent that the Developed Works contain any names, images, likenesses, or work of any student or other individual, Consultant has secured written permission from that student or individual, or if the student or individual is a minor, then from such person's parent or guardian, to use and permit NBPTS to use such names, images, likenesses, or work of any student or other individual in Developed Works.

10. Limitation on Liability, Indemnification [and Set-Off]. NBPTS shall not be liable under any contracts or obligations of Consultant, apart from this Agreement, or for any acts or omissions of Consultant or its officers, employees and agents. Consultant agrees to indemnify and hold harmless NBPTS and its affiliates or subsidiaries, all of its or their directors, officers, agents, contractors, volunteers, employees and/or other related parties, from any and all claims, losses, damages, demands or liabilities, and costs (including reasonable attorneys' fees) in any manner caused by or arising out of Consultant's performance of this Agreement, except to the extent that such claims, losses, damages, demands, liabilities or costs, are caused by or arise from the gross negligence or willful misconduct of NBPTS or its affiliates or subsidiaries. In the event that the Consultant shall breach any of the covenants set forth in this Agreement and incur damages, NBPTS shall have the right to set off against any Fees otherwise due to Consultant.

11. Agreements Supporting Federal Government Prime Contracts. If this Agreement is in support of a federal government prime contract, then the following shall apply: **This contractor and any subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a), 60-741.5(a), and Executive Order 13496 (29 CFR Part 471, Appendix to Subpart A). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, gender identity, sexual orientation, national origin, protected veteran status or disability.**

12. Books and Records. Consultant shall maintain complete and accurate books and records, including of actual hours spent by Consultant to perform the Services. NBPTS shall have the right to examine such books and records during regular business hours.

13. N/A.

14. Contracts or Other Agreements with Former Employers or Clients of Consultant. Consultant warrants and represents that its performance under this Agreement is not in violation of, and will not violate, any contract, covenant or agreement of any kind (a) with any other person or entity (including any former client or employer); or (b) any obligation to keep in confidence proprietary information acquired in confidence prior to entering into this Agreement

15. Certain Funded Services. In certain cases, NBPTS may receive funding for the Services through one or more grants from one or more governmental agencies (hereinafter collectively "Concerned Funding Agency or Agencies"). In connection therewith, Consultant shall comply with all applicable policies and regulations of NBPTS and any Concerned Funding Agencies. In the case of such funded Services, upon reasonable advance notice to Consultant during the Term of this Agreement and for a period of three (3) years after termination or expiration thereof, the NBPTS, its independent accountants, any Concerned Funding Agencies, and the Comptroller General of the United States, or their designated representatives, shall have the right, during normal business hours, to audit and inspect Consultant's books and records to verify any and all fees paid or payable pursuant to this Agreement, and to verify compliance with the terms and conditions of this Agreement. Consultant shall cooperate with any such inquiry, audit, review, or investigation. The foregoing three-year period above shall be tolled during the pendency of any such inquiry, audit, review, or investigation, or any dispute arising in connection therewith. In the event of any termination or suspension of any contract, work order, or agreement between NBPTS and any other person under which Consultant is performing or shall perform Services, NBPTS may terminate this Agreement or suspend performance.

16. Miscellaneous:

(a) Waiver of Breach: The waiver by NBPTS of a breach of any provision of this Agreement by Consultant shall not operate or be construed as a waiver of any subsequent breach by the Consultant.

(b) Governing Law and Forum: This Agreement shall be construed and administered pursuant to the laws of the Commonwealth of Virginia, exclusive of its conflict of laws rules. The parties agree and stipulate any claim or cause of action arising out of or connected with this Agreement shall be brought solely and exclusively in the U. S. District Court for the Western District of Texas, Ector County, Texas, or the Circuit or General District Court of Ector County, Texas, and the parties consent to submit to personal jurisdiction of such courts, and waive all objections to such jurisdiction and venue.

(c) Assignment: This Agreement may not be assigned by Consultant without the advance written permission of NBPTS.

(d) Survival. It is the express intention and agreement of the parties that all covenants, agreements, statements, representations and warranties made in this Agreement shall survive the execution and delivery of this Agreement, and those set forth in Sections 6, 7, 8, [9], 10, [12], 13, [16](b), [16](g), and in this Section [16](d) shall survive the termination of this Agreement for any reason whatsoever.

(e) Severability: In the event that any one or more of the provisions of this Agreement shall for any reason be held to be invalid, illegal, or unenforceable, the remaining provisions of this Agreement shall be unimpaired, and shall continue in full force and effect.

(f) Limitation on Powers and Benefits: Consultant shall not have, nor shall hold itself out as having, the power to make contracts in the name of, or binding on, NBPTS, or pledge NBPTS's credit or to extend credit in the name of NBPTS or to take any act which might bind or otherwise obligate NBPTS in any manner whatsoever. It is the explicit intention of the parties that no person or entity other than the parties hereto is or shall be entitled to bring any action to enforce any provision of this Agreement against any party, and that the covenants, undertakings and agreements set forth in this Agreement shall be solely for the benefit of, and shall be enforceable only by, the parties hereto.

(g) Construction: This Agreement shall be interpreted in accordance with its plain meaning, and the rule that ambiguities shall be construed against the drafter of the document shall not apply in connection with

the construction or interpretation hereof. The parties expressly agree that the principle of contract interpretation that ambiguities are construed against the drafting party shall not apply.

(h) Entire Agreement: This Agreement (inclusive of any exhibits or attachments that may be referenced and are thereby incorporated herein and made a part hereof) contains the entire understanding of the parties with respect to the subject matter hereof. All prior promises, understandings, or agreements are merged herein. It may not be changed orally, but only by written agreement of the parties.

IN WITNESS WHEREOF, the parties have set their hands and seals on the day and year first above written.
This Agreement may be executed by counterparts.

NBPTS, Inc.

**Ector County Independent School District
(ECISD), TX**

Signature

Peggy Brookins

Name

President and CEO

Title

Date

Signature

Name

Title

Date

Signature

Michael Harris

Name

V.P. Finance, People, and Administration

Title

Date

NB Approver (initials) _____

EXHIBIT A

STATEMENT OF WORK

Dated: 5/31/2021

- 1) Background. The National Board for Professional Teaching Standards (National Board) in partnership with the Permian Strategic Partnership and Ector County ISD (ECISD), TX will expand and accelerate the work of ensuring all students in the Permian Basin region are taught by accomplished teachers. The day-to-day operations of the initiative will be carried out locally by Ector County ISD. The initiative will support approximately 5% of district teachers in Ector County ISD in Texas in pursuing National Board Certification. The result of this partnership will be a significant increase in the number of accomplished, Board-certified teachers in the targeted districts. In turn, this will lead to increased student learning; enhanced instructional practice, collaboration and community; and increased attraction among local families to local schools and to the community.
- 2) Description of Project and Results to Be Achieved. NBPTS will engage the Consultant to provide the day-to-day operations of the *Recruiting, Retaining, and Supporting National Board Certified Teachers in Southeast New Mexico and West Texas* project. The Scope of Work for the Project is:

- a. Consultant will attend regular status update calls, and other meetings as requested by NBPTS.
- b. Consultant will provide staffing capacity for project planning, coordination, and implementation

i. ECISD Staff Coordinator \$35,000

ii. PLF Mentor Stipend \$2,500

- c. Consultant will engage in programmatic work to inform and advance the Project objectives as specified in the Background section above by utilizing the following strategies:

PLF Mentor Travel \$5,000

Host PLF Training for 12 PLFs \$5,000

Contract Candidate Support through Stanford National Board Resource Center
\$800 per candidate up to \$88,000

Professional Development/New Mexico National Board Conference Attendance \$7,320

Host Principal Training \$7,000

ECISD Network Travel or Virtual Resource Development and Delivery \$7,500

Miscellaneous Costs, including but not limited to printing,
shipping, general recruitment materials \$3,300

Unallocated Site Funds \$2,000

Total contract amount (b and c) \$162,620

- d. Ector County ISD will submit a list of candidates from Ector County ISD undergoing the National Board certification process (Name, Candidate ID, Component selection(s)) to NBPTS to provide monetary support from the Permian Strategic Partnership (PSP) project. NBPTS will be responsible for submitting the payment information to Pearson via third-party-payer web form and will let ECISD know when completed.

- 3) Deliverables. Consultant will be responsible for reporting progress towards identified accomplishments and milestones in a monthly report. NBPTS will verify the report has been completed before processing the invoice for payment. In addition, Consultant will provide support, as necessary, to NBPTS in the preparation and development of reports and updates, including reports to the NBPTS Board of Directors and updates to the Permian Strategic Partnership.
- 4) Billing and Payment.
 - a. Payment Process. Consultant shall be responsible for submitting timely and valid invoices monthly to NBPTS for payment. NBPTS will pay the Consultant within 30 days of receipt of a valid invoice. Each invoice shall identify the expenses, associated budget activity, and all applicable documentation. Payment and acceptance will be made in accordance with Sections 2 and 4 of this Agreement.
 - b. Total Payments. A total amount of up to \$162,620 is expected to be paid to the Consultant over the course of the expected Project Year. All activities must be completed by June 30, 2022 in order to be reimbursed.
- 5) Expected Project Year: July 1, 2021 to June 30, 2022
- 6) Project Changes. Any changes to the project scope and objectives issued or requested by NBPTS, or requested by the Consultant and approved by NBPTS in accordance with this provision, that impact the project cost, the project deliverables, or the percentage billed will be adjusted by written agreement of all Parties.



REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN ECTOR COUNTY ISD AND REGION 18 FOR READING ACADEMIES

This Interlocal Agreement is for Region 18 to provide Ector County ISD Blended Cohorts for Reading Academies – grades Kindergarten through Third Grade as required by HB3.

This agreement will be in effect from August 2021 through May 2022.

INTERLOCAL AGREEMENT

TEA HB 3 Reading Academies

Blended Cohort(s)

THIS INTERLOCAL AGREEMENT (hereinafter referred to as “Agreement”) is made and entered into by and between the Ector County ISD, (hereinafter referred to as “The District” and Education Service Center Region 18, (hereinafter referred to as “Region 18 ESC”),

WHEREAS, the Texas Government Code, Chapter 791, the “Interlocal Cooperation Act,” authorizes local government entities to enter into interlocal contracts for governmental purposes; and

WHEREAS, a goal of House Bill 3 (“HB 3”), an initiative which was passed in the 86th Legislative Session, was to increase teacher knowledge and implementation of evidenced based practices to positively impact student literacy achievement; and

WHEREAS, per HB 3 all Kindergarten through Third Grade teachers and principals must attend a HB 3 literacy achievement academy by the 2022-2023 school year; and

WHEREAS, to accomplish the outcome of every Kindergarten through Third Grade teacher and principal receiving HB 3 Reading Academy training, TEA has published guidance in the form of letters to school districts and FAQ guidance to Education Service Centers; and

WHEREAS, the most recent guidance to Authorized Providers and Education Service Centers regarding their provision of HB 3 Reading Academies to school districts and is incorporated for all purposes into this MOU as if reproduced in its entirety; and

WHEREAS, TEA states that school districts have the following three options relating to ensuring their teachers obtain HB 3 Reading Academies training:

1. Serve as an approved Authorized Provider

District must have submitted an application and gained TEA approval.
District, as an Authorized Provider, accepts full responsibility for administration and costs of HB 3 Reading Academies including providing staff, travel, operating expenses, and technology support.

2. Implement HB 3 Reading Academies Locally

District enters into an agreement with an Authorized Provider, and then employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals.

District pays a flat fee to the Authorized Provider (\$10,000 per Cohort Leader for Blended; \$12,000 per Cohort Leader for Comprehensive).

3. Utilize an Authorized Provider for Blended training for teachers and principals.

District enters into a financial agreement with an Authorized Provider and pays \$400 per participant for Blended Model. Authorized Provider provides all services necessary.

WHEREAS, Region 18 ESC, as an Authorized Provider, desires to comply with the guidance set forth by TEA by entering into this agreement with school districts that opt to provide Reading Academy training for their teachers and principals through Options 2 and 3 above.

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the Parties hereto agree as follows:

I. Designation by District of Reading Academies Services to be Provided by Region 18 ESC:

The District opts to utilize Region 18 ESC as an Authorized Provider to provide the HB 3

Reading Academy training via the **Blended Model** to teachers and principals.

II. Responsibilities of the Parties.

a. For Region 18 ESC:

- 1) Ensure all Cohort Leaders meet the screening requirements determined by TEA.
- 2) Hire Cohort Leaders and assume responsibility for providing salary and benefits.
- 3) Ensure all Cohort Leaders attend the Cohort Leader training provided by TEA.
- 4) Ensure all Cohort Leaders abide by the established participant limitations for each cohort:
 - i. The leader of a Blended Cohort may manage a cohort of no more than 100 participants. Blended Cohort Leaders may lead up to 3 cohorts at a time.
- 5) Support online training as determined by the TEA Blended Model.
- 6) Review submitted assignments and provide individual scoring and feedback.
- 7) Coordinate any additional logistics with the district.
- 8) Communicate monthly progress towards participant course completion.
- 9) Provide registration assistance, logistical support and technical assistance to Cohort Leaders and the District.

b. For the District:

- 1) Assign one or more individuals to support the coordination and implementation of Reading Academies.
- 2) Identify participants, including pathways and cohort start dates for HB 3 Reading Academies.
- 3) Support district participants in creation of TEALearn Account.
- 4) Structure the district professional development calendar to support the implementation of Reading Academies.
- 5) Communicate Reading Academies expectations to participants and collect signed “Participant Statement of Understanding” for all participants enrolled in the course. The statement of understanding will be provided by ESC Region 18.
- 6) Provide necessary resources or technology for participants to participate in digital learning mandated by TEA.
- 5) Submit requested documentation as part of the program evaluation process or information requests from TEA.
- 6) Support Region 18 ESC in tracking and supporting teacher completion of Reading Academy requirements.
- 7) Ensure participants are willing and able to complete the entirety of the Reading Academies content within the course time period, unless one of the following exceptions arises: Resignation, Retirement, Termination, Reassignment outside of K-3, FMLA, personal COVID diagnosis, or another extreme circumstance deemed appropriate by TEA and/or ESC Region 18.

III. TERM OF AGREEMENT

This Agreement shall be effective from August 2021, and terminate, except as provided herein, in July 2022 unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by Region 18 ESC of the District’s personnel (the “Term”). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies. No monies will be refunded unless Agreement is terminated within 30 days of initial signing date.

IV. FEES

District pays a \$400 fee per participant, not to exceed a total of _\$ __190,000.00_____.

V. ADDITIONAL TERMS AND CONDITIONS.

1. **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.

2. **Entire Agreement.** This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

ESC 18 – INTERLOCAL AGREEMENT – Texas Reading Academies Page 3 of 5

3. **Independent Contractor Status.** Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.

4. **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.

5. **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in Midland County, Texas.

6. **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of Region 18 ESC, of the staff and employees of Region 18 ESC, or of the District.

7. **Dispute Resolution.** The Executive Director of Region 18 ESC or his/her designee and the authorized agent of the District shall resolve disputes that develop under this Agreement.

8. **Severability.** If any of the terms, sections, subsections, sentences, clauses, phrases, provisions, covenants, conditions or any other part of this Agreement, are for any reason held to be invalid, void or unenforceable, the remainder of the terms, sections, subsections, sentences, clauses, phrases, provisions, covenants, conditions or any other part of this Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated.

9. **Public Information.** This Agreement is public information. To the extent, if any, that any provision of this Agreement is in conflict with Chapter 552 of the Texas Government Code as amended (the “Texas Public Information Act”) the same shall be of no force and effect. Each party agrees that it will notify the other party of any public information request which seeks disclosure of confidential information and will assert a lawful objection or privilege to keep such information confidential.

10. **Amendments.** This Agreement may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this AGREEMENT to be executed by their duly authorized representatives.

ESC 18 – INTERLOCAL AGREEMENT – Texas Reading Academies Page 4 of 5

The individuals signing below are authorized to do so by the respective Parties to this Agreement.

FOR AND ON BEHALF OF THE DISTRICT FOR AND ON BEHALF OF REGION 18 ESC

By: _____ By: _____

Superintendent Signature	Authorized Signature
_____ Printed Name	_____ Printed Name and Title
_____ Date	_____ Date
_____ District Contact Person	_____ Region 18 ESC Contact Person
_____ Title of Contact	_____ Title of Contact
_____ Street Address	_____ Street Address
_____ City, State Zip	_____ City, State Zip
_____ Contact's Telephone Number	_____ Contact's Telephone Number



REQUEST FOR APPROVAL OF TEACHER CERTIFICATION WAIVER FOR 2021-2022 SCHOOL YEAR

ECISD has been tasked with the challenge to fill teacher vacancies. The Texas Education Agency has allowed opportunities for certification assignment flexibility. In a review of the known options offered by TEA, we choose to utilize the Teacher Certification Waiver as an option in hiring uncertified individuals. These uncertified individuals are vetted by Human Resources via phone interview, application and resume review, college transcript review, and campus interviews to identify the best fit in our district.

The Teacher Certification Waiver can be used for an individual to teach in an area he or she is not certified to teach. It can also be used for individuals who are not certified but have qualifications to teach and are carefully vetted. The Teacher Certification Waiver must be approved by the Board and the Commissioner of Education. This type of Waiver does not apply to Special Education, Bilingual, or ESL assignments. Approval must be granted each year and no fee is required.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources 

RE: Certification Waivers for the 2021-2022 School Year

DATE: 7/15/2021

Certification Waivers

NAME	JOB CLASS	CAMPUS
DANIELLE ADRIAN	4TH GRADE REGULAR	AUSTIN MONTESSORI ELEMENTARY
LAURA RAMIREZ	GT BILINGUAL	JORDAN ELEMENTARY
ANN BENEFIELD	KINDER REGULAR	CAVAZOS ELEMENTARY
BRANDON BASS	SOCIAL STUDIES/COACH	BOWIE MIDDLE SCHOOL
MARK GIBSON	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL
JOSEPH HILLIARD	SOCIAL STUDIES/COACH	PERMIAN HIGH SCHOOL
TEVIN MCCASTER	AVID/COACH	ODESSA HIGH SCHOOL
BRECKEN REED	SPEECH/COACH	ODESSA HIGH SCHOOL
RON SHIELS	SOCIAL STUDIES/COACH	PERMIAN HIGH SCHOOL



REQUEST FOR APPROVAL OF THE 2021-2022 ELEVATE K-12 AGREEMENT

Presented for your consideration is the 2021-2022 Elevate K-12 Agreement. This online program will allow for quality Elevate K-12 instructors to teach virtually, where we do not have a teacher. Elevate K-12 will be delivered online to the students through the web and the students will have a blend of live streaming of online instruction and project-based learning opportunities. This will not require a budget amendment because HR will work with position control to take the funds in these unfilled positions to pay for this contract.



REQUEST FOR APPROVAL OF SCHOOL NUTRITION MEAL PRICES FOR 2021-2022 AND NEW MEAL CHARGING POLICY

The School Nutrition Department is recommending the following changes to lunch prices and charging policy.

We are recommending the following changes in lunch prices:

- Increasing the adult breakfast to \$3.00 and lunch to \$4.25.
- No breakfast or lunch charge for all elementary students (CEP).
- No breakfast or lunch charge for all secondary students (Universal Free).

We are recommending the following changes in the charge policy:

- Faculty permitted to charge up to 20 meals per month (\$85).

School Nutrition Lunch Prices for SY21-22

Elementary Campuses

We are pleased to announce that we will be continuing the Community Eligibility Provision to all elementary campuses this year. The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Secondary Campuses

We are also pleased to announce that we will be continuing USDA's Universal Free Feeding Program for SY21-22 for all secondary campuses. This program requires that we still collect Free/Reduced meal applications from this group of households (for reimbursement purposes) but allows us to provide breakfast and lunch meals at no cost to all secondary students.

Adult Meal Prices

The charge for adult meals must, at a minimum, be greater than the amount of total reimbursement received for a free meal plus any other supplemental payments received by the our district plus per-meal value of USDA Foods (Commodities) used for our meal service. The adult meal prices listed below meet the minimum requirements.

Breakfast-\$3.00

Lunch-\$4.25

This program is funded by USDA. This institution is an equal opportunity provider.

School Nutrition Charge Policy

Updated for SY1-22

The following policy is on file with the Texas Department of Agriculture (TDA).

Faculty

Charging

Permanent campus faculty will be permitted to charge up to 20 meals per month (\$85.00). If they move campuses during the year, the charge will remain with them but if they leave the district, the balance remains with the campus where they charged their meal. It is highly recommended that they be required to pay their balance in full before leaving the campus or district.

Balance Notification

The district will ensure all balances throughout the year are settled before the next school year.

Payments

Payments may be made with cash or check at the campus or online at www.schoolcafe.com/EctorCounty.

Outstanding Faculty Debt

Outstanding faculty debt resulting from nonpayment for meals is not an allowable cost to the nonprofit school food service account and cannot be absorbed by our department. We are required to receive funding from the district finance office for any faculty meal charges that remain at the end of each school year.



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

**SUBJECT: REQUEST FOR APPROVAL OF CLARIFICATION ON 2020-2021
BUDGET AMENDMENT #8 AND #9**

DATE: July 27, 2021

Attached are revised summaries of the recommended Budget Amendment #8 and Budget Amendment #9 for the 2020-2021 budget. Typos were on the forms as follows:

Budget Amendment #8 – Debt Service Fund as originally submitted reflected function 51 as a deduction instead of reflecting as an addition.

Budget Amendment #9 – School Nutrition Funds as originally submitted did not include function 81 although total expenditure budget was correct.

Budget Amendment #9 – Debt Service Fund as originally submitted did not reflect the Other Financing Sources (Uses) total and therefore reflected a smaller fund balance.

Administrative Recommendation:

Approval of clarification of End of Year Budget Amendment for 2020/2021.

ORIGINAL

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2020 THRU MAY 31, 2021
FISCAL YEAR 2020-2021



		GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 04/30/2021	Additions (Deductions) #8	AMENDED BUDGET 05/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021
REVENUES													
5700	Local and Intermediate	\$ 168,865,254	\$ 169,681,204	\$ -	\$ 169,681,204	\$ 3,376,000	\$ 3,376,000	\$ -	\$ 3,376,000	\$ 17,173,495	\$ 17,173,495	\$ -	\$ 17,173,495
5800	State	136,163,746	140,343,251	-	140,343,251	370,000	370,000	-	370,000	268,836	268,836	-	268,836
5900	Federal	2,100,000	2,100,000	-	2,100,000	14,168,000	14,168,000	-	14,168,000	-	-	-	-
Total - All Revenues		307,129,000	312,124,455	-	312,124,455	17,914,000	17,914,000	-	17,914,000	17,442,331	17,442,331	-	17,442,331
APPROPRIATIONS by FUNCTION													
11	Instruction	184,054,708	180,061,268	-	180,061,268	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,665,093	2,655,093	4,000	2,659,093	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	6,385,873	6,851,012	-	6,851,012	-	-	-	-	-	-	-	-
21	Instructional Leadership	6,314,483	6,425,346	1,000	6,426,346	-	-	-	-	-	-	-	-
23	School Leadership	20,325,522	22,215,251	15,000	22,230,251	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	11,231,935	11,148,125	140,000	11,288,125	-	-	-	-	-	-	-	-
32	Social Work Services	919,660	1,013,080	170,000	1,183,080	-	-	-	-	-	-	-	-
33	Health Services	2,638,775	2,728,243	-	2,728,243	-	-	-	-	-	-	-	-
34	Student Transportation	10,017,309	9,069,619	15,000	9,084,619	-	-	-	-	-	-	-	-
35	Food Services	86,512	86,512	-	86,512	17,479,332	17,479,332	-	17,479,332	-	-	-	-
36	Co/Extra Curricular Activities	6,148,134	6,151,121	(380,706)	5,770,415	-	-	-	-	-	-	-	-
41	General Administration	8,564,766	8,950,094	-	8,950,094	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	33,584,867	39,980,949	9,045,558	49,026,507	434,668	434,668	-	434,668	-	-	-	-
52	Security and Monitoring Services	3,256,239	3,257,039	-	3,257,039	-	-	-	-	-	-	-	-
53	Data Processing Services	7,170,304	21,092,383	-	21,092,383	-	-	-	-	-	-	-	-
61	Community Services	1,374,337	1,386,837	-	1,386,837	-	-	-	-	-	-	-	-
71	Debt Services	500,000	500,000	2,244,750	2,744,750	-	-	-	-	13,059,794	13,059,794	(4,322,672)	8,737,122
81	Facilities Acquisition and Construction	15,000	815,000	25,706	840,706	-	-	-	-	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	1,875,483	1,920,483	-	1,920,483	-	-	-	-	-	-	-	-
Total - All Appropriations		307,129,000	326,307,455	11,280,308	337,587,763	17,914,000	17,914,000	-	17,914,000	13,059,794	13,059,794	(4,322,672)	8,737,122
OTHER FINANCING SOURCES/(USES)													
Other Financing Sources (Uses)													
7000	Total - Other Financing Sources (Uses)	-	-	-	-	-	-	-	-	-	-	317,672	317,672
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations		-	(14,183,000)	(11,280,308)	(25,463,308)	-	-	-	-	4,382,537	4,382,537	(4,005,000)	377,537
Fund Balance Beginning (July 1)		66,900,745	66,900,745	-	66,900,745	3,418,158	3,418,158	-	3,418,158	13,904,664	13,904,664	-	13,904,664
3000	Fund Balance Ending (Estimated)	\$ 66,900,745	\$ 52,717,745	\$ (11,280,308)	\$ 41,437,437	\$ 3,418,158	\$ 3,418,158	\$ -	\$ 3,418,158	\$ 18,287,201	\$ 18,287,201	\$ (4,005,000)	\$ 14,282,201
APPROPRIATIONS by OBJECT													
6100	Payroll Costs	\$ 240,873,843	\$ 238,614,538	\$ 200,040	\$ 238,814,578	\$ 7,776,366	\$ 7,812,666	\$ -	\$ 7,812,666	\$ -	\$ -	\$ -	\$ -
6200	Purchased/Contracted Services	26,868,409	42,004,762	239,799	42,244,561	364,700	403,700	-	403,700	-	-	-	-
6300	Supplies and Materials	22,743,522	25,420,244	657,571	26,077,815	9,599,934	9,358,634	-	9,358,634	-	-	-	-
6400	Other Operating Expenses	14,324,023	13,191,168	(1,339,180)	11,851,988	173,000	218,000	-	218,000	-	-	-	-
6500	Debt Service	500,000	500,000	2,226,140	2,726,140	-	-	-	0	13,059,794	13,059,794	(4,322,672)	8,737,122
6600	Capital Outlay	1,819,203	6,576,743	9,295,938	15,872,681	-	121,000	-	121,000	-	-	-	-
Total - All Appropriations		\$ 307,129,000	\$ 326,307,455	\$ 11,280,308	\$ 337,587,763	\$ 17,914,000	\$ 17,914,000	\$ -	\$ 17,914,000	\$ 13,059,794	\$ 13,059,794	\$ (4,322,672)	\$ 8,737,122

REVISED

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2020 THRU MAY 31, 2021
FISCAL YEAR 2020-2021



		GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 04/30/2021	Additions (Deductions) #8	AMENDED BUDGET 05/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021
REVENUES													
5700	Local and Intermediate	\$ 168,865,254	\$ 169,681,204	\$ -	\$ 169,681,204	\$ 3,376,000	\$ 3,376,000	\$ -	\$ 3,376,000	\$ 17,173,495	\$ 17,173,495	\$ -	\$ 17,173,495
5800	State	136,163,746	140,343,251	-	140,343,251	370,000	370,000	-	370,000	268,836	268,836	-	268,836
5900	Federal	2,100,000	2,100,000	-	2,100,000	14,168,000	14,168,000	-	14,168,000	-	-	-	-
Total - All Revenues		307,129,000	312,124,455	-	312,124,455	17,914,000	17,914,000	-	17,914,000	17,442,331	17,442,331	-	17,442,331
APPROPRIATIONS by FUNCTION													
11	Instruction	184,054,708	180,061,268	-	180,061,268	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,665,093	2,655,093	4,000	2,659,093	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	6,385,873	6,851,012	-	6,851,012	-	-	-	-	-	-	-	-
21	Instructional Leadership	6,314,483	6,425,346	1,000	6,426,346	-	-	-	-	-	-	-	-
23	School Leadership	20,325,522	22,215,251	15,000	22,230,251	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	11,231,935	11,148,125	140,000	11,288,125	-	-	-	-	-	-	-	-
32	Social Work Services	919,660	1,013,080	170,000	1,183,080	-	-	-	-	-	-	-	-
33	Health Services	2,638,775	2,728,243	-	2,728,243	-	-	-	-	-	-	-	-
34	Student Transportation	10,017,309	9,069,619	15,000	9,084,619	-	-	-	-	-	-	-	-
35	Food Services	86,512	86,512	-	86,512	17,479,332	17,479,332	-	17,479,332	-	-	-	-
36	Co/Extra Curricular Activities	6,148,134	6,151,121	(380,706)	5,770,415	-	-	-	-	-	-	-	-
41	General Administration	8,564,766	8,950,094	-	8,950,094	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	33,584,867	39,980,949	9,045,558	49,026,507	434,668	434,668	-	434,668	-	-	-	-
52	Security and Monitoring Services	3,256,239	3,257,039	-	3,257,039	-	-	-	-	-	-	-	-
53	Data Processing Services	7,170,304	21,092,383	-	21,092,383	-	-	-	-	-	-	-	-
61	Community Services	1,374,337	1,386,837	-	1,386,837	-	-	-	-	-	-	-	-
71	Debt Services	500,000	500,000	2,244,750	2,744,750	-	-	-	-	13,059,794	13,059,794	4,322,672	17,382,466
81	Facilities Acquisition and Construction	15,000	815,000	25,706	840,706	-	-	-	-	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	1,875,483	1,920,483	-	1,920,483	-	-	-	-	-	-	-	-
Total - All Appropriations		307,129,000	326,307,455	11,280,308	337,587,763	17,914,000	17,914,000	-	17,914,000	13,059,794	13,059,794	4,322,672	17,382,466
OTHER FINANCING SOURCES/(USES)													
Other Financing Sources (Uses)													
7000	Total - Other Financing Sources (Uses)	-	-	-	-	-	-	-	-	-	-	317,672	317,672
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations		-	(14,183,000)	(11,280,308)	(25,463,308)	-	-	-	-	4,382,537	4,382,537	(4,005,000)	377,537
Fund Balance Beginning (July 1)		66,900,745	66,900,745	-	66,900,745	3,418,158	3,418,158	-	3,418,158	13,904,664	13,904,664	-	13,904,664
3000	Fund Balance Ending (Estimated)	\$ 66,900,745	\$ 52,717,745	\$ (11,280,308)	\$ 41,437,437	\$ 3,418,158	\$ 3,418,158	\$ -	\$ 3,418,158	\$ 18,287,201	\$ 18,287,201	\$ (4,005,000)	\$ 14,282,201
APPROPRIATIONS by OBJECT													
6100	Payroll Costs	\$ 240,873,843	\$ 238,614,538	\$ 200,040	\$ 238,814,578	\$ 7,776,366	\$ 7,812,666	\$ -	\$ 7,812,666	\$ -	\$ -	\$ -	\$ -
6200	Purchased/Contracted Services	26,868,409	42,004,762	239,799	42,244,561	364,700	403,700	-	403,700	-	-	-	-
6300	Supplies and Materials	22,743,522	25,420,244	657,571	26,077,815	9,599,934	9,358,634	-	9,358,634	-	-	-	-
6400	Other Operating Expenses	14,324,023	13,191,168	(1,339,180)	11,851,988	173,000	218,000	-	218,000	-	-	-	-
6500	Debt Service	500,000	500,000	2,226,140	2,726,140	-	-	-	0	13,059,794	13,059,794	4,322,672	17,382,466
6600	Capital Outlay	1,819,203	6,576,743	9,295,938	15,872,681	-	121,000	-	121,000	-	-	-	-
Total - All Appropriations		\$ 307,129,000	\$ 326,307,455	\$ 11,280,308	\$ 337,587,763	\$ 17,914,000	\$ 17,914,000	\$ -	\$ 17,914,000	\$ 13,059,794	\$ 13,059,794	\$ 4,322,672	\$ 17,382,466

ORIGINAL

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2020 THRU JUNE 30, 2021
FISCAL YEAR 2020-2021



		GENERAL FUND				SCHOOL NUTRITION FUNDS				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 05/31/2021	Additions (Deductions) #9	AMENDED BUDGET 06/30/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 5/31/2021	Additions (Deductions) #9	AMENDED BUDGET 6/30/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 5/31/2021	Additions (Deductions) #9	AMENDED BUDGET 6/30/2021
REVENUES													
5700	Local and Intermediate	\$ 168,865,254	\$ 169,681,204	\$ (7,951,200)	\$ 161,730,004	\$ 3,376,000	\$ 3,376,000	\$ (3,280,200)	\$ 95,800	\$ 17,173,495	\$ 17,173,495	\$ (1,200,000)	\$ 15,973,495
5800	State	136,163,746	140,343,251	13,886,101	154,229,352	370,000	370,000	(50,000)	320,000	268,836	268,836	-	268,836
5900	Federal	2,100,000	2,100,000	6,583,172	8,683,172	14,168,000	14,168,000	1,324,403	15,492,403	-	-	-	-
Total - All Revenues		307,129,000	312,124,455	12,518,073	324,642,528	17,914,000	17,914,000	(2,005,797)	15,908,203	17,442,331	17,442,331	(1,200,000.00)	16,242,331
APPROPRIATIONS by FUNCTION													
11	Instruction	184,054,708	180,061,268	779,378	180,840,646	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,665,093	2,659,093	(164,911)	2,494,182	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	6,385,873	6,851,012	(379,484)	6,471,528	-	-	-	-	-	-	-	-
21	Instructional Leadership	6,314,483	6,426,346	174,396	6,600,742	-	-	-	-	-	-	-	-
23	School Leadership	20,325,522	22,230,251	1,504,620	23,734,871	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	11,231,935	11,288,125	1,876,582	13,164,707	-	-	-	-	-	-	-	-
32	Social Work Services	919,660	1,183,080	87,034	1,270,114	-	-	-	-	-	-	-	-
33	Health Services	2,638,775	2,728,243	201,133	2,929,376	-	-	-	-	-	-	-	-
34	Student Transportation	10,017,309	9,084,619	982,229	10,066,848	-	-	-	-	-	-	-	-
35	Food Services	86,512	86,512	32,454	118,966	17,479,332	17,479,332	-	17,479,332	-	-	-	-
36	Co/Extra Curricular Activities	6,148,134	5,770,415	224,319	5,994,734	-	-	-	-	-	-	-	-
41	General Administration	8,564,766	8,950,094	412,321	9,362,415	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	33,584,867	49,026,507	2,325,933	51,352,440	434,668	434,668	-	434,668	-	-	-	-
52	Security and Monitoring Services	3,256,239	3,257,039	(68,367)	3,188,672	-	-	-	-	-	-	-	632
53	Data Processing Services	7,170,304	21,092,383	(1,285,256)	19,807,127	-	-	-	-	-	-	-	-
61	Community Services	1,374,337	1,386,837	115,747	1,502,584	-	-	-	-	-	-	-	-
71	Debt Services	500,000	2,744,750	-	2,744,750	-	-	-	-	13,059,794	17,382,466	-	17,382,466
81	Facilities Acquisition and Construction	15,000	840,706	-	840,706	-	-	-	-	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	1,875,483	1,920,483	-	1,920,483	-	-	-	-	-	-	-	-
Total - All Appropriations		307,129,000	337,587,763	6,818,128	344,405,891	17,914,000	17,914,000	-	17,914,000	13,059,794	17,382,466	-	17,382,466
OTHER FINANCING SOURCES/(USES)													
Other Financing Sources (Uses)			-	(452,000)	(452,000)	-	-	-	-	-	-	-	-
7000	Total - Other Financing Sources (Uses)	-	-	(452,000)	(452,000)	-	-	-	-	-	-	-	-
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations		-	(25,463,308)	5,247,945	(20,215,363)	-	-	(2,005,797)	(2,005,797)	4,382,537	59,865	(1,200,000)	(1,140,135)
Fund Balance Beginning (July 1)		66,900,745	66,900,745	-	66,900,745	3,418,158	3,418,158	-	3,418,158	13,904,664	13,904,664	-	13,904,664
3000	Fund Balance Ending (Estimated)	\$ 66,900,745	\$ 41,437,437	\$ 5,247,945	\$ 46,685,382	\$ 3,418,158	\$ 3,418,158	\$ (2,005,797)	\$ 1,412,361	\$ 18,287,201	\$ 13,964,529	\$ (1,200,000)	\$ 12,764,529

REVISED

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2020 THRU JUNE 30, 2021
FISCAL YEAR 2020-2021



		GENERAL FUND				SCHOOL NUTRITION FUNDS				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 05/31/2021	Additions (Deductions) #9	AMENDED BUDGET 06/30/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 5/31/2021	Additions (Deductions) #9	AMENDED BUDGET 6/30/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 5/31/2021	Additions (Deductions) #9	AMENDED BUDGET 6/30/2021
REVENUES													
5700	Local and Intermediate	\$ 168,865,254	\$ 169,681,204	\$ (7,951,200)	\$ 161,730,004	\$ 3,376,000	\$ 3,376,000	\$ (3,280,200)	\$ 95,800	\$ 17,173,495	\$ 17,173,495	\$ (1,200,000)	\$ 15,973,495
5800	State	136,163,746	140,343,251	13,886,101	154,229,352	370,000	370,000	(50,000)	320,000	268,836	268,836	-	268,836
5900	Federal	2,100,000	2,100,000	6,583,172	8,683,172	14,168,000	14,168,000	1,324,403	15,492,403	-	-	-	-
Total - All Revenues		307,129,000	312,124,455	12,518,073	324,642,528	17,914,000	17,914,000	(2,005,797)	15,908,203	17,442,331	17,442,331	(1,200,000.00)	16,242,331
APPROPRIATIONS by FUNCTION													
11	Instruction	184,054,708	180,061,268	779,378	180,840,646	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,665,093	2,659,093	(164,911)	2,494,182	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	6,385,873	6,851,012	(379,484)	6,471,528	-	-	-	-	-	-	-	-
21	Instructional Leadership	6,314,483	6,426,346	174,396	6,600,742	-	-	-	-	-	-	-	-
23	School Leadership	20,325,522	22,230,251	1,504,620	23,734,871	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	11,231,935	11,288,125	1,876,582	13,164,707	-	-	-	-	-	-	-	-
32	Social Work Services	919,660	1,183,080	87,034	1,270,114	-	-	-	-	-	-	-	-
33	Health Services	2,638,775	2,728,243	201,133	2,929,376	-	-	-	-	-	-	-	-
34	Student Transportation	10,017,309	9,084,619	982,229	10,066,848	-	-	-	-	-	-	-	-
35	Food Services	86,512	86,512	32,454	118,966	17,479,332	17,479,332	(651,021)	16,828,311	-	-	-	-
36	Co/Extra Curricular Activities	6,148,134	5,770,415	224,319	5,994,734	-	-	-	-	-	-	-	-
41	General Administration	8,564,766	8,950,094	412,321	9,362,415	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	33,584,867	49,026,507	2,325,933	51,352,440	434,668	434,668	614,521	1,049,189	-	-	-	-
52	Security and Monitoring Services	3,256,239	3,257,039	(68,367)	3,188,672	-	-	-	-	-	-	-	-
53	Data Processing Services	7,170,304	21,092,383	(1,285,256)	19,807,127	-	-	-	-	-	-	-	-
61	Community Services	1,374,337	1,386,837	115,747	1,502,584	-	-	-	-	-	-	-	-
71	Debt Services	500,000	2,744,750	-	2,744,750	-	-	-	-	13,059,794	17,382,466	-	17,382,466
81	Facilities Acquisition and Construction	15,000	840,706	-	840,706	-	-	36,500	36,500	-	-	-	-
91	Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	1,875,483	1,920,483	-	1,920,483	-	-	-	-	-	-	-	-
Total - All Appropriations		307,129,000	337,587,763	6,818,128	344,405,891	17,914,000	17,914,000	-	17,914,000	13,059,794	17,382,466	-	17,382,466
OTHER FINANCING SOURCES/(USES)													
Other Financing Sources (Uses)			-	(452,000)	(452,000)	-	-	-	-	-	317,672	-	317,672
7000	Total - Other Financing Sources (Uses)	-	-	(452,000)	(452,000)	-	-	-	-	-	317,672	-	317,672
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations		-	(25,463,308)	5,247,945	(20,215,363)	-	-	(2,005,797)	(2,005,797)	4,382,537	377,537	(1,200,000)	(822,463)
Fund Balance Beginning (July 1)		66,900,745	66,900,745	-	66,900,745	3,418,158	3,418,158	-	3,418,158	13,904,664	13,904,664	-	13,904,664
3000	Fund Balance Ending (Estimated)	\$ 66,900,745	\$ 41,437,437	\$ 5,247,945	\$ 46,685,382	\$ 3,418,158	\$ 3,418,158	\$ (2,005,797)	\$ 1,412,361	\$ 18,287,201	\$ 14,282,201	\$ (1,200,000)	\$ 13,082,201



STATE ASSESSMENT UPDATE

Dr. Scott Muri, Superintendent of Schools will provide an update on STAAR and End of Course Exams.



TO: Board of Trustees

FROM: Staci Ashley, Executive Director of Human Resources

SUBJECT: **REQUEST FOR APPROVAL OF RECOMMENDATIONS FOR
EXECUTIVE DIRECTOR OF LEADERSHIP, BURLESON
ELEMENTARY PRINCIPAL, CAVAZOS ELEMENTARY PRINCIPAL,
AND G. E. BUDDY WEST ELEMENTARY PRINCIPAL**

DATE: July 27, 2021

Recommendation to hire Executive Director of Leadership, Burleson Elementary Principal, Cavazos Elementary Principal, and GE Buddy West Elementary Principal.

Administrative Recommendation:

Approval of Personnel Recommendations for Executive Director of Leadership, Burleson Elementary Principal, Cavazos Elementary Principal, and G. E. Buddy West Elementary Principal.



INFORMATION ITEMS

- Acknowledgement of Donations
- Amended Administrative Professional
- Financials
- Purchasing Report
- Routine Personnel Report

TO: Board of Trustees
Ector County ISD

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: Acknowledgement of Donations
April through June 2021

DATE: July 27, 2021



\$ 300,189.03

Donor	Donation Description	Campus/Dept Name		Org #	Value	Total
Lion's Club Odessa	Mariachi Broncho Performance	Odessa	High School	002	\$ 250.00	
		Odessa	High School	002		\$ 250.00
PHS Cheer Booster President, Priscilla Garza	Cheer Uniforms for PHS Cheer Program	Permian	High School	003	\$ 5,040.00	
Education Foundation	Grant-Life in 3D	Permian	High School	003	\$ 3,410.00	
Jack Jordan's Bar B Que, James Jordan	Meals for Principal Appreciation	Permian	High School	003	\$ 183.70	
G&G Investments, Inc.	PHS Girl's Track Needs	Permian	High School	003	\$ 31.20	
Vicky Jones	SPED Prom & Sr. Recognition	Permian	High School	003	\$ 30.00	
		Permian	High School	003		\$ 8,694.90
Education Foundation	EF Grant-To Walk in Their Shoes (transportation cost)	Odessa CTE	ECHS	014	\$ 3,400.00	
		Odessa CTE	ECHS	014		\$ 3,400.00
HEB, April Wright	Teacher Appreciation Gift Cards	Bonham	Middle School	042	\$ 200.00	
		Bonham	Middle School	042		\$ 200.00
Angela Hodge	Cheerleading Program	Nimitz	Middle School	046	\$ 500.00	
		Nimitz	Middle School	046		\$ 500.00
Zoe Crew, Inc. Paula Coffman	Books	Alamo	Elementary School	101	\$ 930.00	
		Alamo	Elementary School	101		\$ 930.00
Kendra Scott LLC	Student Shirts (discretionary acct)	Cameron	Elementary School	105	\$ 292.42	
		Cameron	Elementary School	105		\$ 292.42
Orrex Plastic	Shoes for 5th grade to decorate for STAAR	Hays	Elementary School	112	\$ 600.00	
		Hays	Elementary School	112		\$ 600.00
Education Foundation	Book Vending Machine and Books for Machine	Pease	Elementary School	117	\$ 4,495.00	
		Pease	Elementary School	117		\$ 4,495.00
Education Foundation	EF Grant-Caterpillar Town Shopping	Travis	Elementary School	122	\$ 1,817.09	
		Travis	Elementary School	122		\$ 1,817.09
Education Foundation	EF Grant-It's a Snap Math	Blackshear	Elementary School	127	\$ 2,065.80	
Education Foundation	EF Grant-Keep Calm & Learn the Math	Blackshear	Elementary School	127	\$ 1,491.69	
		Blackshear	Elementary School	127		\$ 3,557.49
CAF Charities & Foundation of America	GT Program	Johnson	Elementary School	128	\$ 2,500.00	
		Johnson	Elementary School	128		\$ 2,500.00
Education Foundation	Grant Writer Salary		Development Office	705	\$ 12,500.00	
Atmos Energy	Leadership University Sponsor		Development Office	705	\$ 5,000.00	
Atkins, Hollman, Jones, Peacock, Lewis & Lyon	Awards for Excellence Sponsorship		Development Office	705	\$ 1,000.00	
Frost Bank	Awards for Excellence Sponsorship		Development Office	705	\$ 1,000.00	
West Texas Credit Union	Awards for Excellence Sponsorship		Development Office	705	\$ 1,000.00	
Maria Cole, FNP Family Practice	Leadership University Sponsor		Development Office	705	\$ 500.00	
Sewell Ford Lincoln	Leadership University Sponsor		Development Office	705	\$ 500.00	
Southwest Bank	Leadership University Sponsor		Development Office	705	\$ 500.00	
Education Foundation	EF Grant-Writing is FUNDamental		Special Education	874	\$ 2,152.13	
Interstate Treating, Inc.	Antigentests, KN 95 Masks, Blue Masks		District Operations	965	\$ 248,800.00	
		Total Departments				\$ 272,952.13

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources 

RE: Amended Administrative Professional

DATE: July 27, 2021

AMENDED ADMINISTRATIVE PROFESSIONAL

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
SPECIALIST, FINE ARTS	227	PG4
COORDINATOR, FINE ARTS	227	PG5

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ECTOR COUNTY ISD, TX
GENERAL FUND YTD BUDGET REPORT
MAY 31, 2021

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FOR 2021 11

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-307,129,000	-4,995,455	-312,124,455	-266,761,449.13	63.24	-45,363,069.11	85.5%
11 INSTRUCTION	184,054,708	-3,993,440	180,061,268	134,405,475.72	26,634,203.07	19,021,589.21	89.4%
12 INSTRUCTIONAL RES & MEDIA SERV	2,665,093	-6,000	2,659,093	1,913,629.07	417,665.69	327,798.24	87.7%
13 CURRICULUM & STAFF DEVELOPMENT	6,385,873	465,139	6,851,012	4,175,615.77	577,982.68	2,097,413.55	69.4%
21 INSTRUCTIONAL LEADERSHIP	6,314,483	111,863	6,426,346	5,393,324.26	630,660.97	402,360.77	93.7%
23 SCHOOL LEADERSHIP	20,325,522	1,904,729	22,230,251	19,196,797.83	3,196,886.33	-163,433.16	100.7%
31 GUID, COUNS & EVALUATION SERVS	11,231,935	56,190	11,288,125	10,089,544.02	1,797,113.52	-598,532.54	105.3%
32 SOCIAL WORK SERVICES	919,660	263,420	1,183,080	816,994.64	349,224.98	16,860.38	98.6%
33 HEALTH SERVICES	2,638,775	89,468	2,728,243	2,302,677.80	404,816.93	20,748.27	99.2%
34 STUDENT TRANSPORTATION	10,017,309	-932,690	9,084,619	7,231,475.59	1,294,696.41	558,447.00	93.9%
35 FOOD SERVICE	86,512	0	86,512	90,105.77	704.42	-4,298.19	105.0%
36 CO/EXTRACURRICULAR ACTIVITIES	6,148,134	-377,719	5,770,415	4,703,018.19	622,134.03	445,262.78	92.3%
41 GENERAL ADMINISTRATION	8,564,766	385,328	8,950,094	7,846,704.45	876,106.80	227,282.75	97.5%
51 FACILITIES MAINT & OPERATIONS	33,584,867	15,441,640	49,026,507	29,430,892.79	8,239,664.71	11,355,949.50	76.3%
52 SECURITY & MONITORING SERVICES	3,256,239	800	3,257,039	2,761,119.39	213,780.98	282,138.63	91.3%
53 DATA PROCESSING SERVICES	7,170,304	13,922,079	21,092,383	18,533,818.23	903,162.36	1,655,402.41	92.2%
61 COMMUNITY SERVICES	1,374,337	12,500	1,386,837	1,224,047.10	162,279.18	510.72	100.0%
71 DEBT SERVICE	500,000	2,244,750	2,744,750	2,726,138.52	.00	18,611.48	99.3%
81 FACILITIES ACQUISITION & CONST	15,000	825,706	840,706	150,917.88	689,088.12	700.00	99.9%
99 INTERGOVERNMENTAL CHARGES	1,875,483	45,000	1,920,483	1,391,928.50	528,554.50	.00	100.0%
TOTAL GENERAL FUND	0	25,463,308	25,463,308	-12,377,223.61	47,538,788.92	-9,698,257.31	138.1%
TOTAL REVENUES	-307,129,000	-4,995,455	-312,124,455	-266,761,449.13	63.24	-45,363,069.11	
TOTAL EXPENSES	307,129,000	30,458,763	337,587,763	254,384,225.52	47,538,725.68	35,664,811.80	
GRAND TOTAL	0	25,463,308	25,463,308	-12,377,223.61	47,538,788.92	-9,698,257.31	138.1%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX
SCHOOL NUTRITION FUND YTD BUDGET REPORT
MAY 31, 2021

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FOR 2021 11

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-17,914,000	0	-17,914,000	-1,832,041.97	.00	-16,081,958.03	10.2%
35 FOOD SERVICE	17,479,332	0	17,479,332	13,245,884.01	1,619,022.14	2,614,425.85	85.0%
51 FACILITIES MAINT & OPERATIONS	434,668	0	434,668	117,702.27	9,741.19	307,224.54	29.3%
81 FACILITIES ACQUISITION & CONST	0	0	0	.00	36,500.00	-36,500.00	100.0%
TOTAL SCHOOL NUTRITION	0	0	0	11,531,544.31	1,665,263.33	-13,196,807.64	100.0%
TOTAL REVENUES	-17,914,000	0	-17,914,000	-1,832,041.97	.00	-16,081,958.03	
TOTAL EXPENSES	17,914,000	0	17,914,000	13,363,586.28	1,665,263.33	2,885,150.39	
GRAND TOTAL	0	0	0	11,531,544.31	1,665,263.33	-13,196,807.64	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

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ECTOR COUNTY ISD, TX
 DEBT SERVICE FUND YTD BUDGET REPORT
 MAY 31, 2021

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FOR 2021 11

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
511 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-17,442,331	-317,672	-17,760,003	-16,499,866.64	.00	-1,260,136.36	92.9%
71 DEBT SERVICE	13,059,794	4,322,672	17,382,466	17,378,440.52	.00	4,025.48	100.0%
TOTAL DEBT SERVICE FUND	-4,382,537	4,005,000	-377,537	878,573.88	.00	-1,256,110.88	-232.7%
TOTAL REVENUES	-17,442,331	-74,322,691	-91,765,022	-90,504,885.22	.00	-1,260,136.78	
TOTAL EXPENSES	13,059,794	78,327,691	91,387,485	91,383,459.10	.00	4,025.90	
GRAND TOTAL	-4,382,537	4,005,000	-377,537	878,573.88	.00	-1,256,110.88	-232.7%

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		OUTSTANDING COLLECTIBLE	CUMULATIVE	ADJUSTED	PRIOR MONTH'S	CURRENT	UNCOLLECTED	PERCENT	
YEAR	AS OF		ADJUSTMENT	ROLL	COLLECTION	MONTH'S	BALANCE	OVERALL	CURRENT
CURRENT TAX	2020 TAX ROLL				CURRENT YEAR	COLLECTION			
	2020	174,100,672.70	(131,948.16)	173,968,724.54	164,442,549.62	1,133,419.91	8,392,755.01		4.82%
DELINQUENT TAX									
	2019	6,381,038.16	(741,340.35)	5,639,697.81	2,382,520.40	32,850.38	3,224,327.03	50.53%	57.17%
	2018	2,659,095.12	(200,122.16)	2,458,972.96	420,063.61	43,613.94	1,995,295.41	75.04%	81.14%
	2017	1,740,611.74	(5,111.40)	1,735,500.34	265,123.74	16,374.51	1,454,002.09	83.53%	83.78%
	2016	1,450,570.09	3,732.53	1,454,302.62	209,490.38	7,363.02	1,237,449.22	85.31%	85.09%
	2015	1,037,826.09	(1,258.10)	1,036,567.99	33,843.00	6,536.82	996,188.17	95.99%	96.10%
	2014	1,051,940.57	(3,273.66)	1,048,666.91	86,317.19	2,538.24	959,811.48	91.24%	91.53%
	2013	663,534.57	(1,659.34)	661,875.23	33,526.25	1,277.77	627,071.21	94.50%	94.74%
	2012	463,472.17	(444.20)	463,027.97	17,409.17	1,410.63	444,208.17	95.84%	95.94%
	2011	461,256.80	(642.95)	460,613.85	12,927.04	818.51	446,868.30	96.88%	97.02%
	2010	353,145.72	(665.28)	352,480.44	7,987.17	641.95	343,851.32	97.37%	97.55%
	2009	341,526.20	(52,232.13)	289,294.07	5,746.81	145.66	283,401.60	82.98%	97.96%
	2008+	1,810,119.77	(8,686.40)	1,801,433.37	21,401.79	388.64	1,779,642.94	98.32%	98.79%
TOTAL DELINQUENT TAX		18,414,137.00	(1,011,703.44)	17,402,433.56	3,496,356.55	113,960.07	13,792,116.94	83.08%	84.97%
CED # 24 SII TAXES		48,507.75	0.00	48,507.75	61.81		48,445.94	99.87%	99.87%
TOTAL ALL TAXES		192,563,317.45	(1,143,651.60)	191,419,665.85	167,938,967.98	1,247,379.98	22,233,317.89		
PENALTY / INTEREST / DISCOUNT									
							YEAR TO DATE		
		CURRENT P & I			726,774.77	158,321.18	885,095.95		
		DISCOUNTS			0.00	0.00	0.00		
		DELINQUENT YEAR P & I			1,306,095.70	59,048.39	1,365,144.09		
TOTAL PENALTY / INTEREST / DISCOUNT					2,032,870.47	217,369.57	2,250,240.04		
OTHER COLLECTIONS									
		TAXES W/O COLLECTED			0.00	0.00	0.00		
		TAX CERTIFICATES			1,745.43	199.05	1,944.48		
		LATE RENDITION FEES			247,045.22	5,277.30	252,322.52		
		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					248,790.65	5,476.35	254,267.00		
TOTAL SCHOOL					170,220,629.10	1,470,225.90	171,690,855.00		
					GENERAL FUND		DEBT SERVICE		
					TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
					1,116,904.04	199,536.23	130,475.94	23,309.69	1,470,225.90

ECISD Over \$50,000 Report for June 2021

PO#	PO Date	Vendor Name	Order Amount	General Comments	Approval Process	1st GL Account	Department	Requestor
21013453	06/24/2021	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	\$ 52,721	CLASSROOM FURNITURE **SPECIAL ORDER**GRANT**	PACE COOP CONTRACT #P00154	289-11-6398-00-045-99-29621	Wilson & Young Middle School	Cristina Domingue
21013311	06/10/2021	FROG STREET PRESS INC	\$ 54,120	Pre-K New Adoption Frog Street Threes (English)	CHOICE PARTNERS COOP CONTRACT #18/058KC-12	410-11-6321-00-999-11-41021	Inst Materials & Records Dept	Robert Sertiche
21013500	07/01/2021	APPLE, INC	\$ 60,398	COMPUTER HARDWARE AND PERIPHERALS FOR MICROCOMPUTE	TEXAS DIR CONTRACT #DIR-TSO-3789	289-11-6398-00-124-11-29721	Noel Elementary School	Linda Hernandez
21013345	06/10/2021	BLUEFIN LLC	\$ 84,200	A/E Services_Ratliff Stadium	RFQ #17-01 Awarded Vendor	199-51-6219-17-905-99	District Operations	Diana Ornelas
21013455	06/24/2021	TEXAS ASSOCIATION OF SCHOOL BOARDS, INC	\$ 84,614	AUTO LIABILITY INSURANCE	Interlocal Agreement	199-00-1410-00-000-00	Transportation	Sondra Junginger
21013346	06/10/2021	BLUEFIN LLC	\$ 110,107	C/M Services_Ratliff Stadium RFQ #17-01	RFP 17-01 Awarded Vendor	199-51-6219-17-905-99	District Operations	Diana Ornelas
21013499	06/30/2021	METLIFE	\$ 120,780	METLIFE DENTAL	RFP #20-06 Awarded Vendor	863-00-2153-28-000-00	Benefits/Risk Management	Maria Melendez
21013222	06/02/2021	METLIFE	\$ 128,903	METLIFE DENTAL	RFP #20-06 Awarded Vendor	863-00-2153-28-000-00	Benefits/Risk Management	Maria Melendez
21013389	06/16/2021	FOCUS CARE INC.	\$ 150,750	FEV Tutor-	CHOICE PARTNERS COOP CONTRACT #14/002DA	199-11-6299-00-699-11	Curriculum & Instruction	Margarita Brooker
21013330	06/10/2021	THE BOSWORTH LTD	\$ 369,800	AUSTIN 1ST FLOOR HVAC REPLACEMENT	RFP 18-09 Awarded Vendor	199-51-6639-00-102-99	Maintenance Services	Kent Clark
21013338	06/10/2021	L WALLACE CONSTRUCTION CO., INC.	\$ 532,737	Ratliff Stadium	RFP #21-12SI Awarded Vendor	199-51-6316-17-905-99	District Operations	Diana Ornelas
21013229	06/02/2021	7 MINDSETS ACADEMY LLC	\$ 614,650	COMPUTER SOFTWARE FOR MICROCOMPUTERS (PREPROGRAMME	RFP #21-04 Awarded Vendor	199-00-1410-00-855-00	Guidance & Counseling	Sandy Ochoa
21013256	06/03/2021	L WALLACE CONSTRUCTION CO., INC.	\$ 8,710,935	Permian High School-Long-term PO	Bid #21-13SI Awarded Vendor	475-51-6316-17-003-99	District Operations	Diana Ornelas

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ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for June 2021

DATE: 6/30/2021

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
DOROTHY ORTIZ	ASST PRIN, ELEM	BURNET ELEMENTARY	6/1/2021
DARYTON RAMSEY	EXEC DIRECTOR OF STUDENT & SCHOOL SUPPORT	SCHOOL SUPPORT	6/23/2021
NOEMI VILLALOBOS	ASSISTANT DIRECTOR FINANCE	FINANCE	6/1/2021

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
DANA ESTEP	DPT HD/CTE	ODESSA HIGH SCHOOL	6/7/2021
RANDY GILLUM	AGRICULTURE	ADVANCED TECHNICAL CENTER	6/23/2021

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
DAVID BARGAS	PRINCIPAL, ELEM	CAMERON ELEMENTARY SCHOOL	6/30/2021
KELLY BRINLEE	COUNSELOR, ELEM	BLANTON ELEM SCHOOL	6/10/2021
KARIME BRIONES	ASST PRINCIPAL, MS	NIMITZ MIDDLE SCHOOL	6/30/2021
VIRGINIA CABALLERO	ASST PRINCIPAL, MS	WILSON & YOUNG MIDDLE SCHOOL	6/30/2021
KIMBERLY CAFFEY	ASST PRIN, ELEM	JOHNSON ELEM SCHOOL	6/30/2021
ARTURO CALDERON	COUNSLR, ELEM SAS	GUIDANCE & COUNSELING	6/16/2021
ALISON CHANDLER	COUNSELOR, EEC	CARVER EARLY EDUC CENTER	6/10/2021
PAULINE COOTS	COUNESLOR-12 MONTH	PERMIAN HIGH SCHOOL	6/30/2021
STEPHEN CROSS	ASST PRINCIPAL, HS	ODESSA HIGH SCHOOL	6/17/2021
NOHEMI CUEVA	COORDINATOR, T3M	ECTOR MIDDLE SCHOOL	6/7/2021
VAN DODD	COUNSLR-SEC-REG	PERMIAN HIGH SCHOOL	6/23/2021
RICHARD FISHER	COUNESLOR-12 MONTH	ODESSA HIGH SCHOOL	6/30/2021
KAMILLE GARCIA	COUNSELOR, ELEM	JORDAN ELEMENTARY SCHOOL	6/10/2021
MITCH GERIG	PRINCIPAL, MS	ECTOR MIDDLE SCHOOL	6/30/2021
JENNIFER HILL	SPCLST-ELEMENTARY INSTRUCTION	BURNET ELEMENTARY	6/7/2021
CHRISTOPHER HOUSTON	PRINCIPAL, ELEM	JORDAN ELEMENTARY SCHOOL	6/30/2021
ROSA ISLAS	SPCLST-BILINGUAL	BILINGUAL EDUCATION	6/7/2021
BILLY JOHNSON	COUNSLR-SEC-REG	WILSON & YOUNG MIDDLE SCHOOL	6/7/2021

MICHELLE LEWALLEN	DIRECTOR, INST SERVICE MS	BONHAM MIDDLE SCHOOL	6/30/2021
HOMEGA LOERA	DIR ADVANCED ACADEMIC SERVICES	ADVANCED ACADEMIC SERVICES	6/30/2021
MARCOS LOPEZ	PRINCIPAL, ELEM	E K DOWNING ELEMENTARY SCHOOL	6/30/2021
ANDREA MARTIN	EXECUTIVE DIRECTOR LEADERSHIP	SECONDARY LEADERSHIP	6/30/2021
BRUCE MCCRARY	EXECUTIVE DIRECTOR ATHLETICS	ATHLETICS	6/30/2021
ANDREA MESSICK	COORDINATOR, BLENDED LEARNING	INFORMATION TECHNOLOGY	6/30/2021
KATHERINE OCHOA	PRINCIPAL, ELEM	IRELAND ELEM SCHOOL	6/30/2021
SHERRY PALMER	PRINCIPAL, EEC	CARVER EARLY EDUC CENTER	6/30/2021
MORGAN ROBERTS	COUNSLR-SEC-REG	ALTERNATIVE EDUC CENTER	6/7/2021
KRISTIN ROSS	ASST PRIN, ELEM	BUICE ELEMENTARY SCHOOL	6/30/2021
DANNY SERVANCE	ADMINISTRATOR ON SPEC ASSIGN	BUICE ELEMENTARY SCHOOL	6/30/2021
ROSSY TIRADO	ASST PRIN, ELEM	IRELAND ELEM SCHOOL	6/30/2021
UVALDINA VALENZUELA	SUPERVISOR, ACCOUNTING	FINANCE	6/30/2021
DAWN WESTBY GARCIA	COUNSELOR, EEC	LAMAR EARLY EDUC CENTER	6/10/2021
STACEY YBARRA	PRINCIPAL, ELEM	PEASE ELEMENTARY SCHOOL	6/30/2021
PATRICK YOUNG	CHIEF OPERATIONS OFFICER	DISTRICT OPERATIONS	6/30/2021



TO: Board of Trustees
FROM: Alicia Syverson, Assistant Superintendent Student and School Support
SUBJECT: **POSSIBLE ACTION CONCERNING LEVEL III GRIEVANCE HEARING-
JESUS AND ANNELIESE MARTINEZ**
DATE: July 27, 2021

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

Administrative Recommendation:

Possible action concerning Level III Grievance Hearing filed by Jesus and Anneliese Martinez.