

# Agenda of Board Workshop Meeting

## The Board of Trustees Ector County Independent School District

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A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held August 9, 2022, 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. Trustees' Swearing-In Ceremony
  - A. Administration of Board of Trustees' Oath of Office 2
4. Opening Remarks by Superintendent
5. Public Comment
6. Board Policy
  - A. Discussion of TASB Local Policy Update 119 5
7. Report/Discussion Items
  - A. Safety Report 39
  - B. Strategic Plan Quarterly Board Update 40
  - C. Presentation and Discussion of ECISD Bullying Reporting and Investigation Process and Supports 62
  - D. Human Capital Invest in Talent Presentation 77
8. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]  
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
9. Closing Remarks by Superintendent
10. Adjournment



## Ector County Independent School District

### Action Page

**TO:** Board of Trustees

**FROM:** Dr. Scott Muri, Superintendent of Schools

**SUBJECT:** ADMINISTRATION OF BOARD OF TRUSTEES' OATH OF OFFICE

**DATE:** August 9, 2022

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The Honorable Judge Brooke Hendricks will administer the Oath of Office for the newly appointed Ector County ISD Position 7 Trustee, Dennis Jones.

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



OATH OF OFFICE

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

\_\_\_\_\_  
Signature of Officer

Certification of Person Authorized to Administer Oath

State of \_\_\_\_\_

County of \_\_\_\_\_

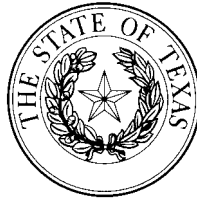
Sworn to and subscribed before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

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

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

\_\_\_\_\_  
Printed or Typed Name

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



**STATEMENT OF OFFICER**

**Statement**

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

Title of Position to Which Elected/Appointed: \_\_\_\_\_

**Execution**

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

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Officer



## **TASB Local Policy Update 119**

### **CPC(Local): OFFICE MANAGEMENT - RECORDS MANAGEMENT**

Recent updates by the Texas State Library and Archives Commission (TSLAC) to Bulletin B: Electronic Records Standards and Procedures prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records. To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet the minimum components required by law.

### **DMA(Local): PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT**

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse. To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development. We recommend for deletion your locally developed text that was added to this policy in 2000. In addition to the board-adopted professional development plan referenced in the new policy text, the district may address the implementation of the plan in administrative regulations.

### **EHAA(Local): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

### **EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS**

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

### **EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

### **EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS**

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

### **EIF(LOCAL): ACADEMIC ACHIEVEMENT – GRADUATION**

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

### **FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE**

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information. SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

### **FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator. District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.



# Update 119

# Local Policy Overview

# CPC(LOCAL)

## Records Management

- Revisions address new rules that the Texas State Library and Archives Commission (TSLAC) recently adopted to address the management of electronic records to [Bulletin B: Electronic Records Standards and Procedures](#).
- Revisions delegate to the records management officer the responsibility to develop procedures for the management of these electronic records that comply with the district's records control schedules and meet minimum components required by law.

# DMA(LOCAL)

## Required Staff Development

- The new text in DMA(LOCAL) is recommended to comply with [Senate Bill 1267](#) from the Regular Session.
- The bill requires the board to adopt a professional development policy based on the training recommendations in the clearinghouse. The SBEC clearing house is a collection of best practices and industry recommendations for professional development.
- Recommended text reflects that the board must annually approve the district's professional plan, which must be guided by the clearinghouse recommendations.
- TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional plan by August 1, or as soon as possible thereafter, to ensure compliance with the law.

# EHAA(LOCAL)

## Required Instruction (All Levels)

- New provisions are recommended based on [Senate Bill 9](#) from the Second Called Session.
- The legislation imposes several requirements related to instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials related to these topics.
- Provisions follow the required steps by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that meets the requirements in law before acting by a record vote.

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# **EHB(LOCAL) & EHBAA(LOCAL)**

## **Special Programs & Special Education**

- In response to TEA policy requirements associated with the TEA special education cyclical monitoring reviews, two new local policies are recommended for inclusion in the policy manual, EHB and EHBAA. TASB Policy Service recommends that the board adopt these policies in advance of the scheduled special education monitoring review.
- Policy EHB(LOCAL) requires the district to provide regular training opportunities for teachers of students with dyslexia.
- Policy EHBAA(LOCAL) ensures that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday.

# **EHBB(LOCAL)**

## **Gifted and Talented Students**

- Recommended revisions are prompted by [House Bill 1525](#) from the Regular Session.
- This bill removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted and Talented Students.
- The corresponding provision in EHBB(LOCAL) is recommended for deletion.

# EIF(LOCAL)

## Graduation

- New text is recommended to comply with amended Administrative Code rules.
- The new rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application. Completion and submission of this application are a requirement to graduate.
- Recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid, or FAFSA, and the Texas application for state financial aid or TASFA.

# FFBA(LOCAL)

## Trauma-Informed Care

- The proposed revision addresses [Senate Bill 1267](#), from the Regular Session, which requires training and trauma-informed care to be provided in accordance with the board's professional development policy.
- The same bill also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training; therefore, we recommend deleting that provision from the policy.

# FFH(LOCAL)

## Freedom from Discrimination, Harassment, and Retaliation

- Recommendations address a new board policy requirement from [Senate Bill 9](#), which was enacted during the Second Called Session.
  - Required text has been added at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to notify the parent of an alleged victim or perpetrator when it receives a report of dating violence.
  - New law requires that the district's policy include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No further changes are recommended regarding these elements based on the district's existing FFH(LOCAL) policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.
  - Remaining revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.~~0065.007~~ [See BBFA ~~and CHE~~]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

**Local Government  
Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government  
Record”

Records  
Management  
Officer

The ~~Superintendent~~ **Superintendent** shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

*Notification*

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

**Electronic Records**

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control  
Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

**Website Postings**

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

**Records Destruction Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

**Training**

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

**The Superintendent shall recommend Rational e**

~~The Board recognizes the District's need for systematic, ongoing professional development and evaluation for all employees. The Board authorizes the Superintendent to provide an articulated and coordinated plan for all consistent with state and District employees. The Board shall annually review the goals and requirements. For purposes of this local policy, the terms "professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional" and "staff development plan. The District's" are used synonymously.~~

~~All professional development plan must: shall be designed, implemented, and evaluated according to state and District standards and shall provide for the diverse learning needs of all employees. Professional development shall be aligned with both District and campus improvement plans and shall be based on assessment of needs, other evaluative documents, best practice research, and priorities derived from student assessment data.~~

- ~~1. Be guided by the SBEC clearinghouse training recommendations;~~
- ~~2. Note any differences in the District's plan from the clearinghouse recommendations; and~~

**Include a schedule of the required professional development for all District employees. Effective Professional Development**

~~In accordance with the TEA and the commissioner's rules, effective professional development will focus on the knowledge, skills, and attitudes required for teachers, administrators, and other school employees so that all students can learn and perform at high levels.~~

~~Quality professional development must consistently model results-driven and student-centered learning, flexible grouping, collaboration, follow-up, and commitment. The approved program shall provide access to various methods of professional development including individually-guided, observation/assessment, school improvement and development, inquiry, and training. To further affect behavioral changes in instructional practices, professional development should be delivered in at least four levels of impact:~~

- ~~1. Awareness,~~
- ~~2. Initiation,~~
- ~~3. Implementation, and~~
- ~~4. Institutionalization.~~

## **Standards**

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LOCAL)

In accordance with the National Staff Development Council, the standards of context, process, and content must be in place to ensure that professional development makes a difference in student learning. Context addresses the organization, system, or culture in which the new learning will be implemented. Process refers to the "how" of professional development. It describes the means for the acquisition of new knowledge and skills. Content refers to the actual skills and knowledge that effective professionals acquire through professional development learning opportunities.

**Number of Days**

Professional development days are determined by the state and/or granted by special staff development waiver requests. Districts must submit staff development waiver requests 31 days before planned implementation. Staff development waivers will be effective for only one year and must be evaluated annually. Staff development waiver days are in lieu of instructional days and must be designated specifically for staff development.

Principals, teachers, and instructional aides must attend staff development days as designated on the District calendar [see DEC(LOCAL)].

**Evaluation**

All professional development will be evaluated by an ongoing process that includes multiple sources of information and focuses on all levels of the organization. Evaluation will measure the impact of professional development on student achievement, employee performance, and organizational effectiveness.

**Reporting**

The Director of Professional Development shall report annually, to both the Board and the Texas Education Agency Waiver Unit, evidence that professional development activities have impacted student learning.

**Human Sexuality  
Instruction**

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

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

**Instruction on  
Prevention of Child  
Abuse, Family  
Violence, Dating  
Violence, and Sex  
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

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

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

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

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b>	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, [school](#) counselors, students in the gifted and talented program, and the community.

### Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

### Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

<b>Course Requirements</b>	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
<b>Foundation Program</b>	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
<b>No Fine Arts Substitutions</b>	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
<b>Physical Education Substitutions</b> Activities and Courses	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.  Students may substitute one year of dance for one year of the required physical education credit only if the student has previously fulfilled the required fine arts credit. Dance may substitute for only 1 credit as a physical education credit. All other dance credits shall remain as fine arts credits. [See EIF(LEGAL)]
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
<b>Financial Aid Application Confirmation</b>	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none"><li>1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;</li><li>2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;</li></ol>

3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan.](#) The District improvement plan shall specify required training for any other District employees as applicable.

~~Annual Report~~

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

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**Note:** This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Statement of  
Nondiscrimination**

~~The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.~~

**Discrimination**

~~Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.~~

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited  
Harassment**

**Prohibited  
harassment**Statement  
t of  
Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

**Harassment**

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Harassment**~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another 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; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual  
Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX Sexual Harassment**~~—Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other Sexual  
Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the 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. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
<b>Dating Violence</b>	<p>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. 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.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none"><li>1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;</li><li>2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or</li><li>3. Otherwise adversely affects the student's educational opportunities.</li></ol>
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
<b>Reporting Procedures</b>	Any student who believes that he or she has experienced prohibited conduct <b>and any person who</b> believes that <b>another</b> student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

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Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
<b>Investigation of Reports Other Than Title IX</b>	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to <a href="#">Title IX Sexual Harassment—Title IX</a> .

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	<p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p>

	<p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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 prohibited conduct has occurred, and reaffirming the District's policy against discrimination, <del>and</del> harassment, <del>and</del> retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>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 and comply with applicable law.</p>
Appeal	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent <del>has the</del> <del>shall be informed of his or her</del> right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX  
Sexual Harassment-  
Title IX**

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

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3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student

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who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

<b>Examples</b>	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
<b>Records Retention</b>	<p>The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>
<b>Access to Policy and Procedures</b>	Information regarding 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 readily available at each campus and the District's administrative offices.



## **SAFETY REPORT**

Superintendent Dr. Scott Muri along with our District Chief of Police Todd Hiner and Assistant Chief of Police Jeff Daniels will provide the Board of Trustees with a School Safety Plan.



## **STRATEGIC PLAN QUARTERLY BOARD UPDATE**

The District began work on the strategic plan, *The Future is Now*, in March 2019 to guide the work of the District through the year 2024. There will be quarterly strategic plan board updates on the different projects of the strategic plan. The following topics will be presented on August 9, 2022: (1) Cultivate Talent Pipelines, (2) Systematize High-Impact Tutoring, (3) and Smart Badging

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



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**Strategic Plan Quarterly Update**

# Strategic Plan Board Updates

Today

- 1. Cultivate Talent Pipelines**
- 2. Systematize High Impact Tutoring**
- 3. Smart Badging**

August  
2022

February  
2023

November  
2022

# Vision:

OUR Students...THE Future

# Mission:

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



# ECISD Board Goals

1

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

2

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

3

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

1. 2018-2019 Texas Education Agency HTML TAPR

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

# 14 Indicators of Success

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% <sup>1</sup>	94% 92.6%	94.5% <b>90.7%</b>	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% <sup>1</sup>	63% NR	66%	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52% 50%	54% <b>53%</b>	56%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% <sup>1</sup>	40% 33.2%	45% <b>46%</b>	60%	65%
1,2,3	3 <sup>rd</sup> Grade Composite (reading and math)	% of 3 <sup>rd</sup> grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% <sup>3</sup>	26% 15%	28%	31%	35%
1,3	6 <sup>th</sup> grade reading or math on grade level	% of 6 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% <sup>1</sup> M - 26% <sup>1</sup>	R – 22% M – 28% R-18% M-20%	R – 25% M – 33%	R – 30% M – 39%	R-37% M-47%
1,3	8 <sup>th</sup> grade reading or math on grade level	% of 8 <sup>th</sup> grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% <sup>1</sup> M - 24% <sup>1</sup>	R – 36% M – 26% R-27% M-16%	R – 41% M – 35%	R – 47% M – 45%	R-55% M-57%

1. 2018-2019 Texas Education Agency TAPR  
2. NWEA MAP Score District Report ECISD Department of Accountability  
3. 2018-2019 Texas Education Agency HTML TAPR [https://rptsrv1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perfreport.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901](https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perfreport.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901)  
4. National Clearinghouse District Report ECISD Department of Accountability  
5. Txschools.gov [https://rptsrv1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&batch=N&app=PUBLIC&\\_program=perfreport.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901](https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perfreport.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901)  
6. Panorama District Report ECISD Department of Accountability  
7. [https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR\\_Web\\_.pdf](https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf)  
8. 2020 CCMR Tracker TEA TEAL report

# 14 Indicators of Success

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% <sup>1</sup> Alg I - 42% <sup>1</sup>	Eng I – 38% Alg 1 – 44%	Eng I –41% Alg 1 – 49%	Eng I – 45% Alg 1 – 55%	Eng I – 50% Alg I – 61%
				Eng I - 28% Alg 1- 22%			
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% <sup>8</sup>	21%	23%	25%	27%
				<b>21.5%</b>			
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% <sup>1</sup>	84%	86%	88%	90%
				<b>84.7%</b>	<b>85.5%</b>		
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	51% <sup>4</sup> Class of 2019	51% Class of 2020	53% Class of 2021	60% Class of 2022	65% Class of 2023
				<b>51%</b>	<b>47%</b>		
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% <sup>4</sup> Class of 2012	31% Class of 2015	33% Class of 2016	35% Class of 2017	65% <sup>7</sup> Class of 2018
				29%			
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) <sup>5</sup>	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
				33%			
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	59% <sup>6</sup>	60%	61%	62%	63%
				57%	<b>59%</b>		

1. 2018-2019 Texas Education Agency TAPR  
 2. NWEA MAP Score District Report ECISD Department of Accountability  
 3. https://www.ecisd.net/...  
 4. https://www.ecisd.net/...  
 5. https://www.ecisd.net/...  
 6. https://www.ecisd.net/...  
 7. https://www.ecisd.net/...  
 8. https://www.ecisd.net/...

3. Feedback.gov  
 4. https://www.ecisd.net/...  
 5. https://www.ecisd.net/...  
 6. https://www.ecisd.net/...  
 7. https://www.ecisd.net/...  
 8. https://www.ecisd.net/...

# STRATEGIC PLAN PROJECTS



## FOUNDATIONAL EXCELLENCE

**Systematize Social Emotional Learning**

**Systematize Equity Based Funding**

**Smart Badging**

Develop Long Range Facilities Master Plan

**Develop Efficient Systems to Increase Productivity in Operations**

Attain Data Interoperability

Earn Trusted Learning Environment Seal

**Establish District Technology Standardization**

**Provide Home Internet Connectivity**



## TALENT DEVELOPMENT

Strengthen Professional Learning Communities

Implement Personalized Professional Learning

**Cultivate Talent Pipelines**

**Incorporate Strategic Staffing and Compensation**

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



## LEARNING JOURNEY

**Establish “To and Through” Efforts**

Develop Choice Schools

**Systematize Blended Learning**

Redesign the Student Summer Experience

**Implement a Learning Management System**

**Expand PreK**

**High Impact Tutoring**



# **Cultivating Talent Pipelines**

**Ashley Osborne**

# Cultivate Talent Pipelines

**What are Talent Pipelines?** A proactive approach to filling future vacancies, particularly for high-skilled, hard-to-staff positions in which preparation of individuals plays a key role.



# Why invest in Talent Pipelines?



## Compensation

Remove financial barriers and competitively compensate.



## Preparation

Ensure team members are well prepared before taking on new roles.



## Strategic Staffing And Retention

Ensure team members are in the right position to be most effective, feel supported, and ultimately stay.



## Teachers

- Odessa Pathway to Teaching – 89
- Opportunity Culture Teacher Residency -36
- Para to Teacher - 6
- Future Teachers of Odessa - 91

## Principals

- Principal Fellowship - 9
- Emerging Leader Academy - 14
- Aspiring Principal Academy -



# Current Talent Pipelines

## Counselors

- Angelo State University - 6

## Diagnosticians

- University of Texas Permian Basin
- Sul Ross University



# The Success of Talent Pipelines



## Compensation

2.5+ million in salaries, benefits, tuition, and preparation.



## Preparation

Full-year, on-the-job professional learning with embedded coaching



## Retention

68% Odessa Pathway Overall  
79% Odessa Pathway Cohort 4  
60% Principal Fellow



# **Systematize High-Impact Tutoring**

**Lisa Wills**



# Smart Badging

Christopher Bartlett

# What is Smart Badge?

## What is Smart Badge?

- ID badge with a RFID (Radio Frequency Identification) chip inside of it
- Student data
- Multiple uses



# Pillars of the Smart Badge Project

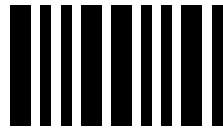
- Safety



- Security

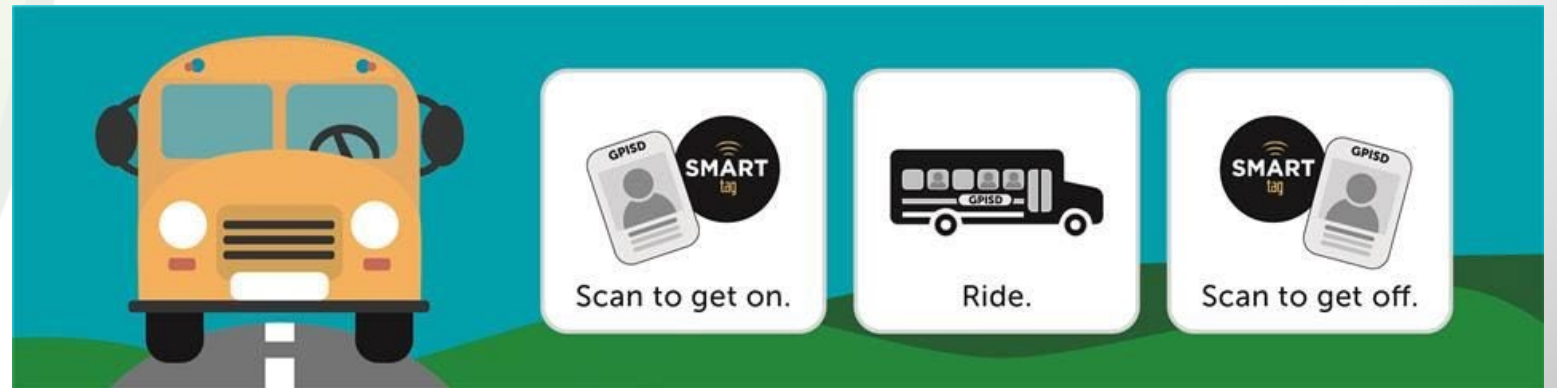


- Efficiency



# Timeline of Project

- Mini-pilot completion: May 2022
- The pilot will continue through the 2022-2023 school year at the following schools:
  - Bowie Middle School
  - Burleson Elementary School
  - Goliad Elementary School
  - Ross Elementary School
  - San Jacinto Elementary School



# The Future of Smart Badge

## Upon completion

- district-wide implementation of Smart Cards with Transportation – Fall 2023
- Additional uses to be explored include checking out in lunch line and library books.



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**Strategic Plan Quarterly Update**



## **PRESENTATION AND DISCUSSION OF ECISD BULLYING REPORTING AND INVESTIGATION PROCESS AND SUPPORTS**

ECISD Leadership and Guidance and Counseling Departments will continue the story of the Doe Family to present the bullying process from start to finish. This presentation will share information about how bullying is defined, the processes followed when bullying is reported, bullying prevention in ECISD and how campus counselors respond to provide support through available resources.

# Bullying Reporting and Investigation Process and Supports

Leadership and Guidance & Counseling Departments



August 9, 2022

# The Doe Family



# Reporting Bullying

**Ector County Independent School District  
Bullying/Harassment Incident Report Form (Student)  
(Policy FFI & FFH)**

Campus: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Student's Name (optional): \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

Alleged Target Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

Alleged Perpetrator's Name(s): \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

Name(s) of Witness(es) to Alleged Conduct: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date(s) of Incident(s): \_\_\_\_\_ Time of Incident(s): \_\_\_\_\_

Location of Incident(s): \_\_\_\_\_

Description of Incident(s) or Event(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other information, including prior incidents or threats:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Signature (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Receiving School Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Ector County Independent School District  
Bullying/Harassment Incident Report Form (Adult)  
(Policy FFI & FFH)**

Campus: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address (if applicable): \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Alleged Target Student's Name: \_\_\_\_\_

Alleged Perpetrator's Name(s): \_\_\_\_\_

\_\_\_\_\_

Describe your relationship to alleged target/perpetrator: \_\_\_\_\_

Name(s) of Witness(es) to Alleged Conduct: \_\_\_\_\_

\_\_\_\_\_

Date(s) of Incident(s): \_\_\_\_\_ Time of Incident(s): \_\_\_\_\_

Location of Incident(s): \_\_\_\_\_

Description of Incident(s) or Event(s): \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

I hereby certify that the information I have provided is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Receiving School Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**YOUR SAFETY IS OUR TOP PRIORITY**




**Some of the things we're doing to keep you safe.**

- ✓ 4 Police Officers on Campus
- ✓ 1 Security Guard Monitoring Parking Lot
- ✓ Visitor Check-in Requirement
- ✓ Badge Requirement for Students & Staff
- ✓ Successful Student Crime Stoppers Program

IF YOU SEE SOMETHING, SAY SOMETHING

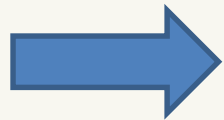
**CALL 333-TIPS**



# Next Steps



The Doe Family

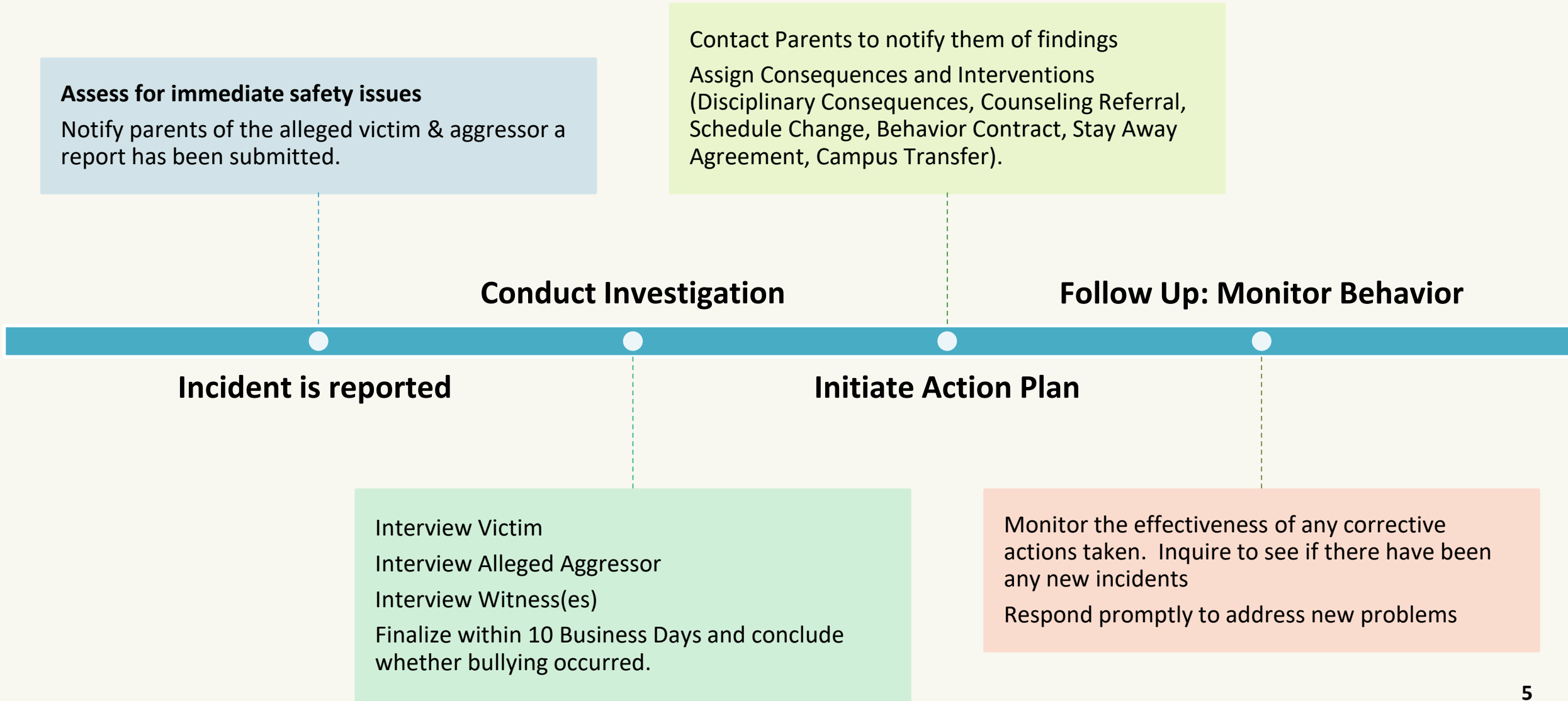


Teacher

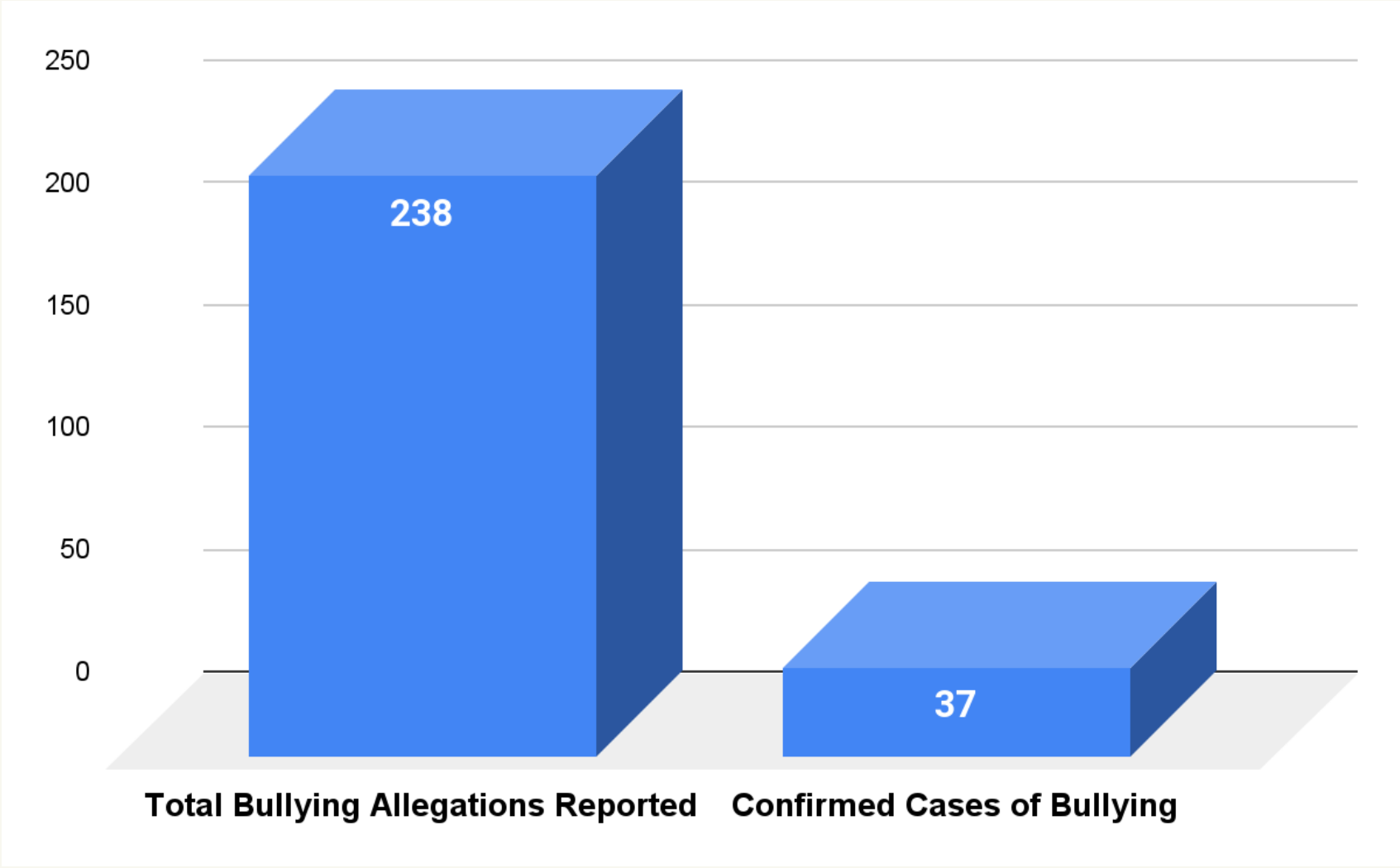


School Administrator

# Process for Responding to a Report of Bullying



# 2021-2022 Reporting





## Counseling Response

# Bullying Prevention

## Guidance Lessons









## Conflict Resolution

**I M E S S A G E**

To: \_\_\_\_\_ From: \_\_\_\_\_

I feel \_\_\_\_\_

					
angry	scared	embarrassed	sad/hurt	nervous	annoyed

when you \_\_\_\_\_

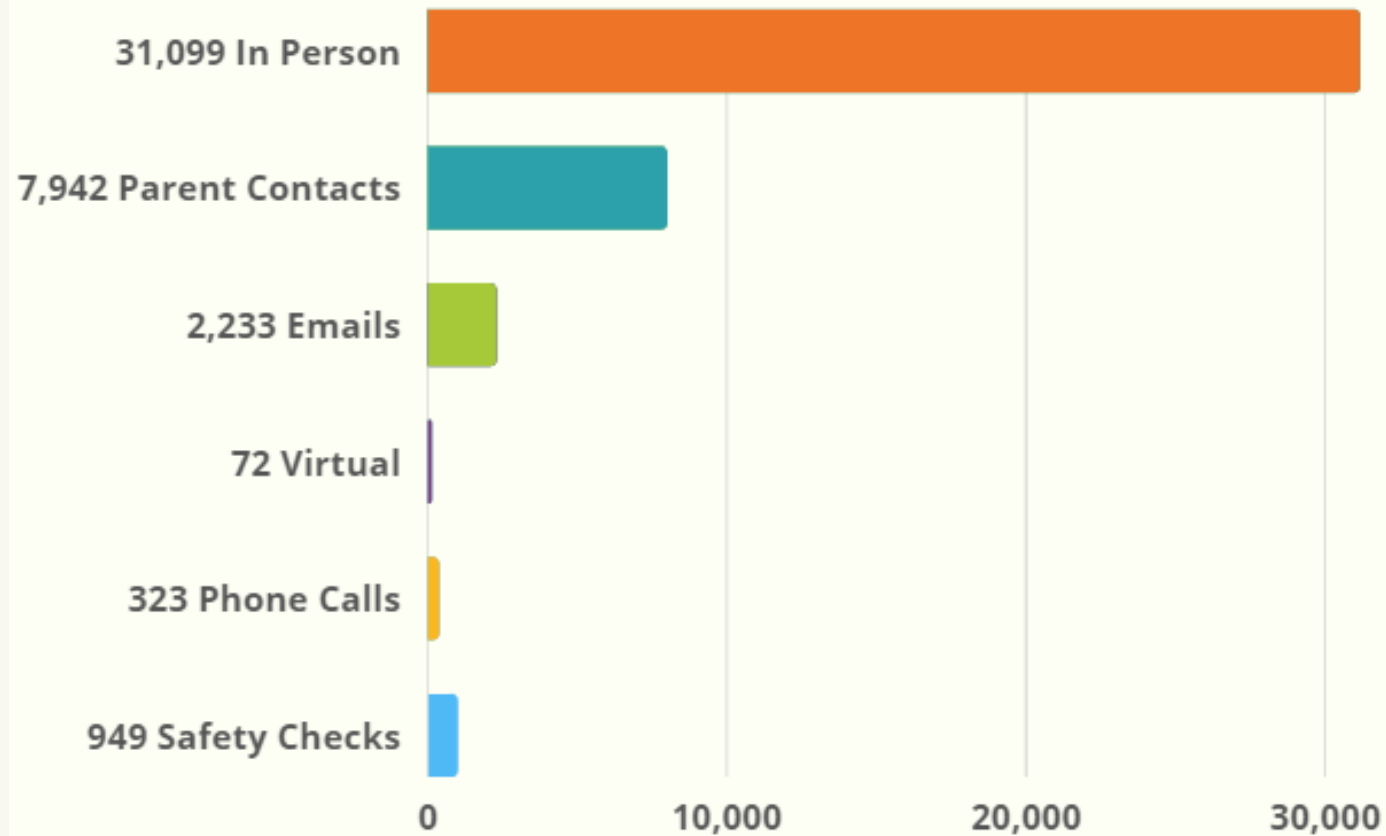
because \_\_\_\_\_

I want/need you to \_\_\_\_\_

\_\_\_\_\_

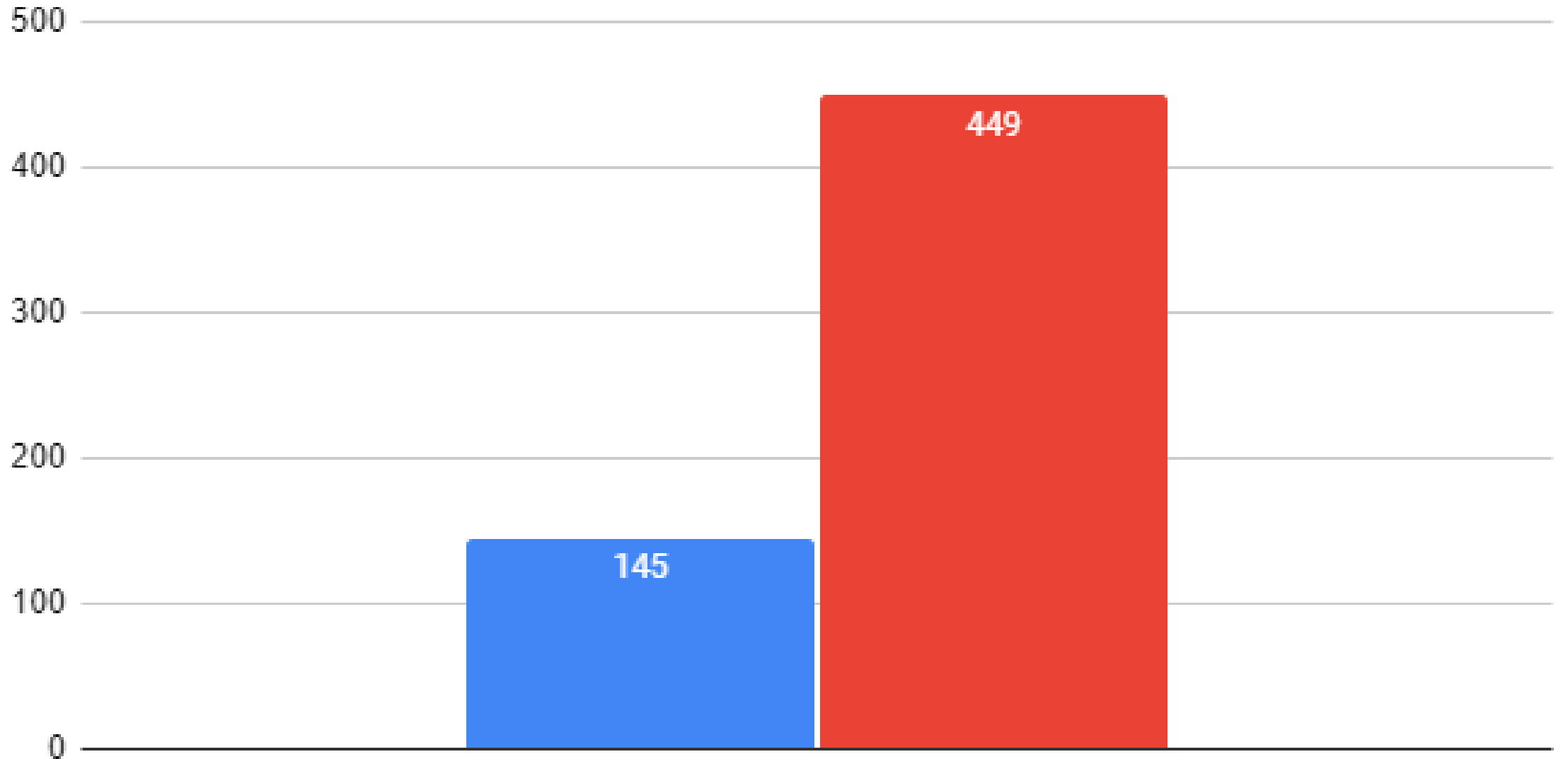
# Counseling Services

## Counseling Responses 2021-2022



# Counseling Related to Bullying

Alleged Perpetrator ■ Alleged Victim ■



# Individual Counseling

---

## **Victim**

- Communication Skills
- Empathy Skills
- Social Awareness
- De-escalation
- Impulse control
- Anger Management
- Emotional Regulation

## **Bully**

- Communication Skills
- Empathy Skills
- Social Awareness
- De-escalation
- Impulse control
- Anger Management
- Emotional Regulation

# Counseling Referrals to Local Agencies

## PERMIAN BASIN COUNSELING RESOURCES

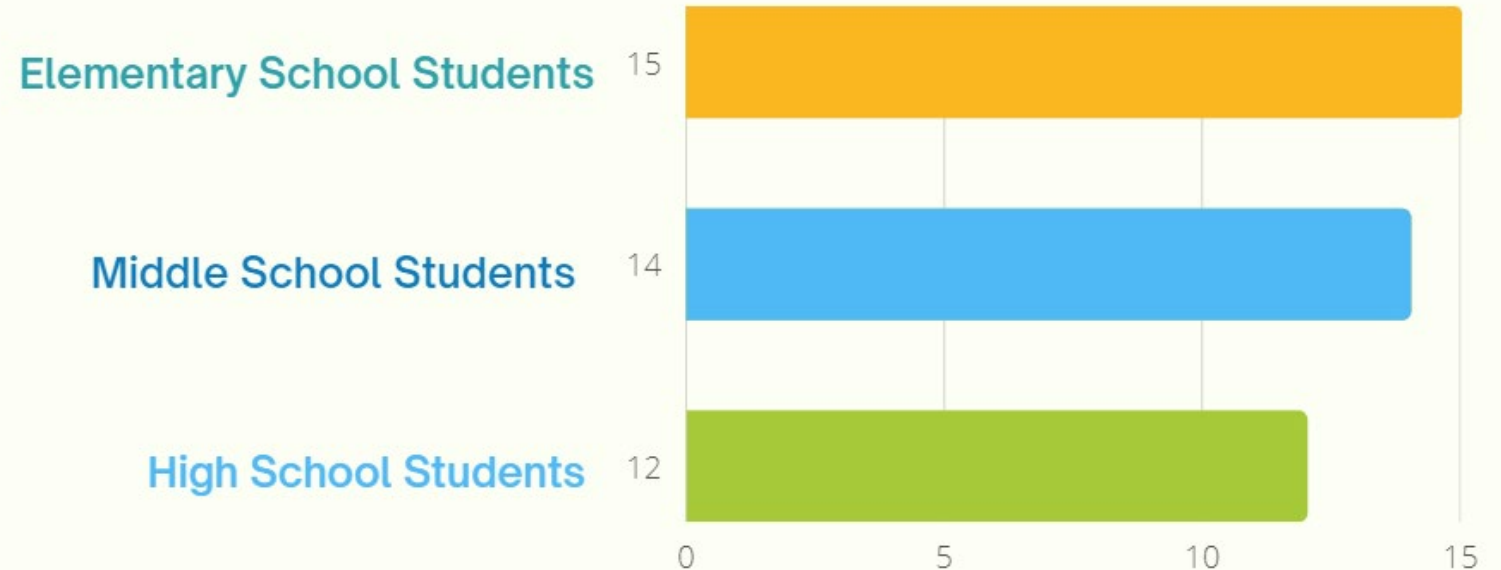
### Odessa – Counseling Centers

Alpha Behavioral Health Services	614-5720
Blest Counseling Services	557-5759
Centers for Children and Families	580-7006
ChoiceWorks Counseling	332-9644
Faith Steps Counseling Center	853-3545
InSight Counseling Center	333-3667
Permian Basin Community Centers (MHMR)	333-3265
New Day Counseling	332-5645
West Texas Area Counseling Center	550-3838

# Texas Tech Campus Alliance for Telehealth Response (CATR)

- Partnership began in the 2020-2021 school year
- Grades PK through 12
- 73 Students have been referred
- 41 Students have utilized services

## 2020-2021 CATR Referrals







## **HUMAN CAPITAL INVEST IN TALENT PRESENTATION**

The Human Capital Team is heavily involved in the ECISD Strategic Plan with a large focus on Invest in Talent. The Human Resources Department works diligently to attract and recruit talent as well as support and encourage employees to reach their full potential through professional learning. We help improve employee performance and create pathway opportunities, ultimately increasing employee retention.

The presentation will provide an update on Investing in Talent.



# Human Capital Invest in Talent

August 9, 2022



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

# MEET THE TEAM



**Staci Ashley**  
Human Resources  
Executive Director



**Nelly Jimenez**  
International Teacher  
Coordinator



**Albert Valencia**  
Human Resources  
Director for Professional,  
Para-Professional, & Part  
Time



**Natalie Fitzgerald**  
Human Resources  
Director for Auxiliary Staff



**Yolanda Gordan**  
Human Resources  
Director for Benefits &  
Risk Management



**Robin Fawcett**  
Human Resources Director  
for Secondary Staff



**Megan Watts**  
Human Resources Director  
for Substitutes, Title IX, &  
ADAA



**Sandra Banda**  
Human Resources Director  
for Elementary Staff

# ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

## **Vision:**

OUR Students...THE Future

## **Mission:**

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



# Strategic Plan



# Human Capital in ECISD

**Attract** and **recruit** talent as well as support and encourage employees to reach their full potential through **professional learning**. We help improve employee performance and create **pathway** opportunities, ultimately, increasing employee **retention**.



**”Every system is perfectly designed to get the results you are getting.”**

**- W. Edwards Deming**



# Today's Focus

Teacher  
Updates

Attract,  
Recruit,  
Grow, and  
Retain

Next Steps

# Who does Human Resources serve?

- Teachers
- Students
- Leaders
- Auxiliary Staff
- Instructional Support Staff
- Clerical Support Staff
- Technology
- Police
- The Community
- The School Board

- 82 Campuses and Departments
- 4,100 diverse staff members



# Teachers In ECISD

## 2020-2021 School Year

- 95% fill rate
- Strategic Compensation
- Strategic Staffing
- Opportunity Culture
- Virtual Recruiting
  - In State
  - Out of State
  - International

## 2021-2022 School Year

- 98% Fill Rate
- Strategic Compensation
- Strategic Staffing
- Opportunity Culture
- Odessa Pathway to Teaching
- Pathways/Pipelines
- Face-to-Face and Virtual Recruiting
  - In State
  - Out of State
  - International



# Current Teacher Vacancies

Elementary Teachers	34 vacancies
Secondary Teachers	39 vacancies
Total	73 vacancies
Teacher Fill Rate	96%

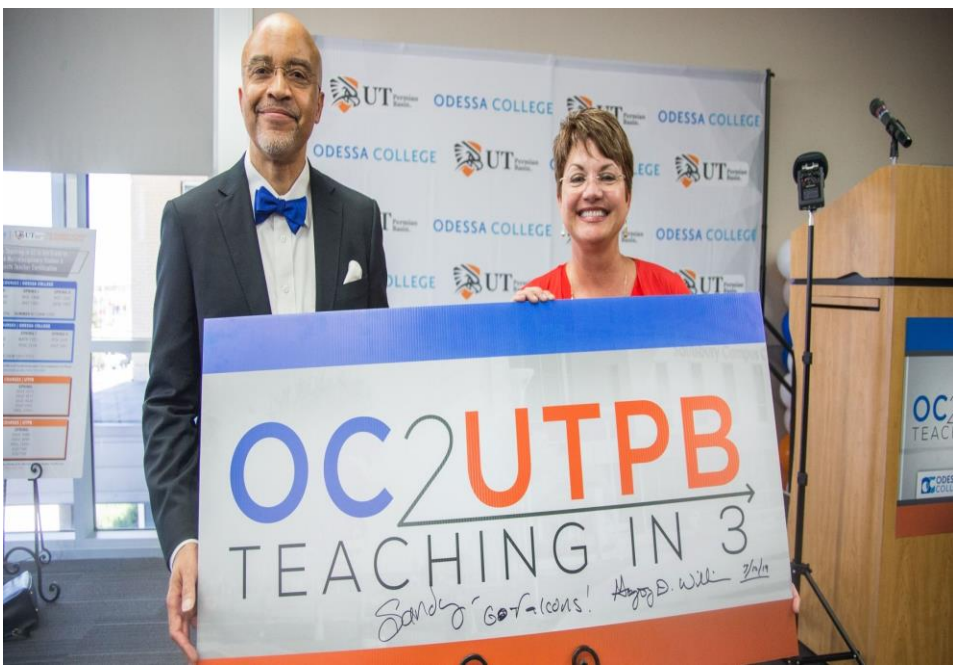
# Teacher Hires for 2022-2023

Elementary Teachers	215
Secondary Teachers	204
Total Hires	419 Teachers



What is ECISD  
doing to address  
Teacher  
vacancies?

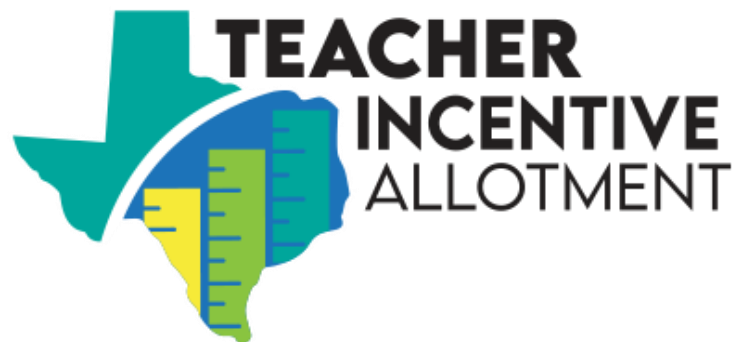




# Alternative Certification Program



# Strategic Staffing and Compensation



## **Additional Opportunities:**

- **International Recruiting**
- **Competitive Salaries**
- **Stipends**
- **Strategic placement of high performing principals**



Teacher  
Incentive  
Allotment  
(TIA)

120  
Teachers  
31  
Campuses



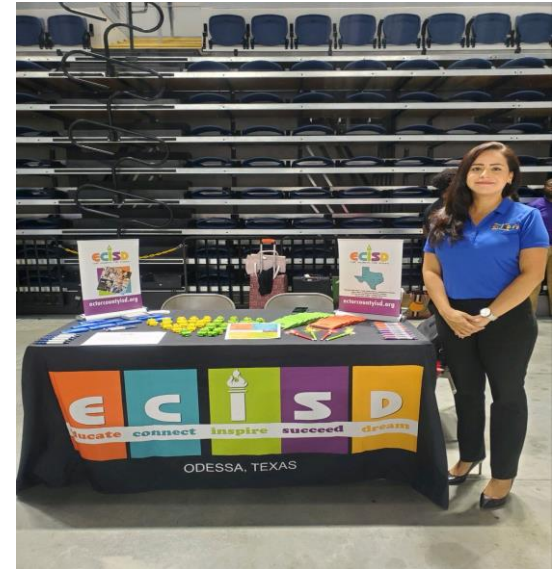
Over  
\$800,000  
Awarded



- \* District Job Fair
- \* Virtual International Job Fair
- \* Campus Job Fairs
- \* University Job Fairs
- \* Guest speaker university education college classes



- \* Campus Social Media
- \* District Social Media
- \* Student Teachers
- \* Substitutes
- \* Instructional Facilitators



Scan Below To Apply!

**ECISD**  
Athletics Department

**WE ARE HIRING!**

Current Coaching Positions Available

**Odessa High**  
Assistant Coaching Positions

**Permian High School**  
Athletic Trainer  
Boys/Girls Cross Country  
Assistant Coaching Positions

Middle School Boys Coach  
Middle School Girls Coach

\$58,750 Starting Salary | Competitive Stipends | Great Students & Staff

LET'S STAY CONNECTED | @ECISDAthletics | www.ectorcountyisd.org

# Next Steps ?

## Refinement

- Marketing approach
- Exit Survey
- Employee Recognition
- Strategic Staffing

## Expansion

- TASB Salary Study
- Face-to-Face Recruiting
- Teacher Incentive Allotment
- Pipeline and Pathways
- Engagement of Employees
- Social Media
- Recruiting
- Strategic Compensation



**”Every system is perfectly designed to get the results you are getting.”**

**- W. Edwards Deming**



**Thank you for your  
continued support!**

