

# 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 February 14, 2023, beginning at 6:00 PM.

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

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
  - A. Discussion of TASB Local Policy Update 120 2
6. Report/Discussion Items
  - A. Demographic Study Presentation 14
  - B. Presentation of ECISD Choice Schools 15
  - C. ECISD Development Office Presentation 34
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]  
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment



## **TASB Local Policy Update 120**

### **CKC(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT – EMERGENCY PLANS**

Education Code 37.108(d) requires a district's multihazard emergency operations plan to include responding to a train derailment near a district school if a district facility is within 1,000 yards of a railroad track. New recommended local policy text incorporates this requirement into the list of procedures that must be addressed.

### **FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES – STUDENT AND PARENT COMPLAINTS/GRIEVANCES**

Revisions to this local policy are recommended at Other Complaint Processes to:

- Clarify how special education complaints are addressed.
- Encompass all instructional resources policies.
- Reference the required hearing procedure for eligibility disputes under school nutrition programs.

### **FO(LOCAL): STUDENT DISCIPLINE**

Recommended revisions to this local policy are to clarify circumstances when restraint may be used generally and to more prominently address restraint of a student who receives special education services.

**Emergency  
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; ~~and~~
3. [Response to a nearby train derailment, as applicable; and](#)
- ~~3.4.~~ Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint  
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints [within the scope of Section 504, including complaints](#) concerning identification, evaluation, or educational placement of a student with a disability, ~~within the scope of Section 504~~ shall be submitted in accordance with FB and the procedural safeguards handbook.
9. [Complaints within the scope of the Individuals with Disabilities Education Act, including complaints](#) ~~Complaints~~ concerning identification, evaluation, educational placement, or discipline of a student with a disability, ~~within the scope of the Individuals with Disabilities Education Act~~ shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with [the EF series](#).

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**General Provisions**

Filing	Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.  The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.</p>

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

### **Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### **Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board

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shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

**Student Code of Conduct**

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

**Extracurricular Standards of Behavior**

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

**“Parent” Defined** Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

**General Discipline Guidelines** A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
  - a. The seriousness of the offense;
  - b. The student’s age;
  - c. The frequency of misconduct;
  - d. The student’s attitude;
  - e. The potential effect of the misconduct on the school environment;
  - f. Requirements of Chapter 37 of the Education Code; and
  - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned 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.

**Corporal Punishment** The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

**Physical Restraint** [Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. \[See FOF\(LEGAL\)\]](#)

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

~~3.4.~~ Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

~~4. Control an irrational student.~~

~~5.1. Protect property from serious damage.~~

~~A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]~~

**Video and Audio Monitoring**

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]



## **DEMOGRAPHIC STUDY PRESENTATION**

Georgia Leonard, with Davis Demographics, will present their Demographic Study findings. The purpose of this report is to identify and inform the district of the demographic trends occurring within the community. This will assist the district in making facility adjustments that may be necessary to accommodate the potential student population shifts and the need for potential attendance zone boundary changes and/or the construction of additional capacity.



## **PRESENTATION OF ECISD CHOICE SCHOOLS**

Chad Crowson, Executive Director of Choice Programs, Access, and Support will update the progress of our choice schools portfolio work. The presentation will describe how the ECISD Choice Schools program is expanding opportunities for Ector County students by collaborating broadly, removing barriers, and pursuing equity. In addition, progress toward the ECISD Strategic Plan choice schools goal through both brand-new projects and ongoing improvement efforts will be discussed.

# ECISD Choice Schools Update

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Chad Crowson

Executive Director of Choice Programs, Access, and Support

# Setting the Context



*Believing OUR Students are THE Future*, the mission of ECISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



ECISD will create a **comprehensive school choice program** designed to meet the needs of student interests, campus innovation/transformation, enrollment growth and campus capacity, and workforce demands.

A group of diverse young children, including boys and girls of various ethnicities, are smiling and looking towards the camera. They are dressed in casual clothing like sweaters and shirts. The background is a soft-focus outdoor setting with greenery and a grey wall.

**“High-Quality, Best-Fit  
Schools for Every Child.”**

# Meet Our Team



**Chad Crowson**

Executive Director of Choice Programs, Access, and Support



**Lynda Rhodes**

Director of Choice & Partnership Schools



**Stephanie Hignojo**

Coordinator of Choice Schools



**Edith Sanchez**

Student Admissions Specialist

# Expanding Opportunities

Focus: Removing Barriers and Pursuing Equity



Schools of Choice



Additional Schools



Collaboration with Partners

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**14** Choice Campuses

**5,531** students

**16.6%** of ECISD



**Acceleration  
Academies**



THE UNIVERSITY OF TEXAS  
PERMIAN BASIN

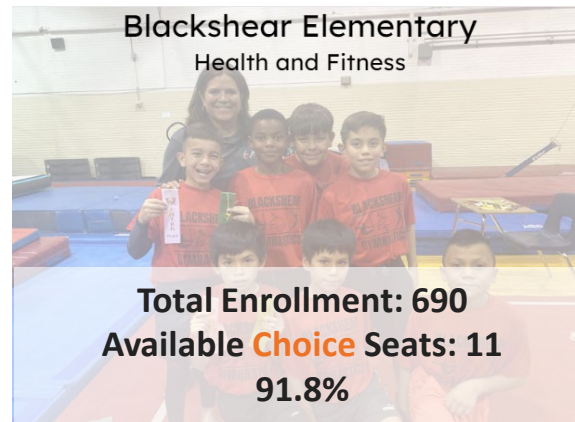


**Austin Montessori Elementary**  
Montessori



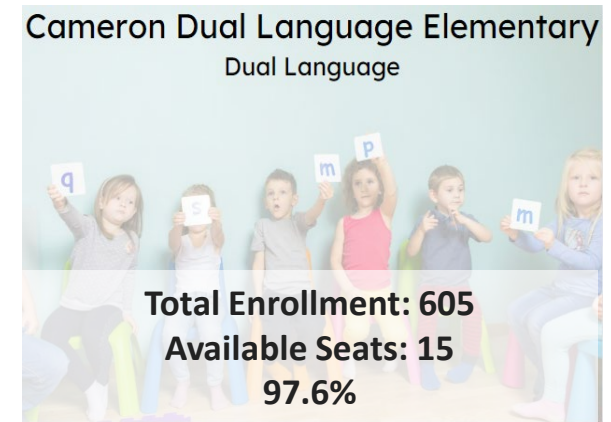
**Total Enrollment: 533**  
**Available Seats: 32**  
**94.3%**

**Blackshear Elementary**  
Health and Fitness



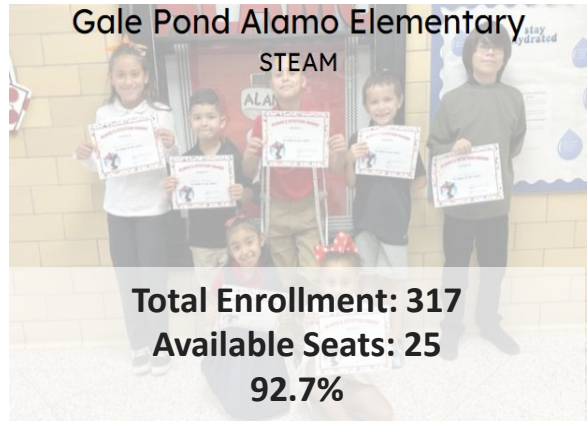
**Total Enrollment: 690**  
**Available Choice Seats: 11**  
**91.8%**

**Cameron Dual Language Elementary**  
Dual Language



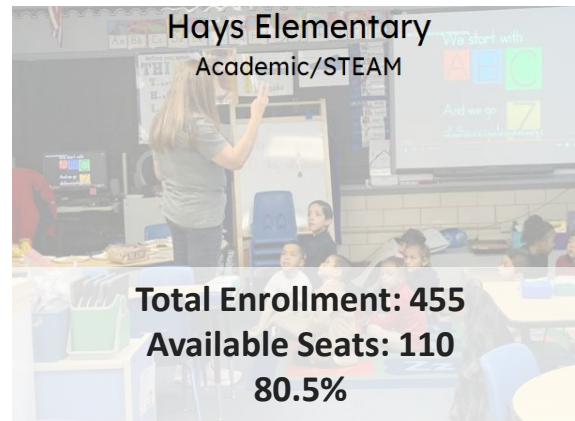
**Total Enrollment: 605**  
**Available Seats: 15**  
**97.6%**

**Gale Pond Alamo Elementary**  
STEAM



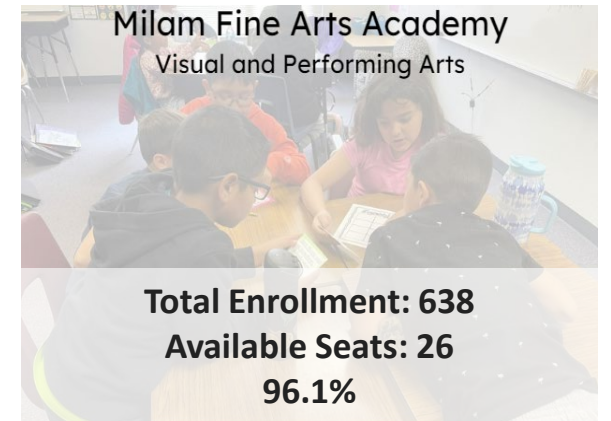
**Total Enrollment: 317**  
**Available Seats: 25**  
**92.7%**

**Hays Elementary**  
Academic/STEAM



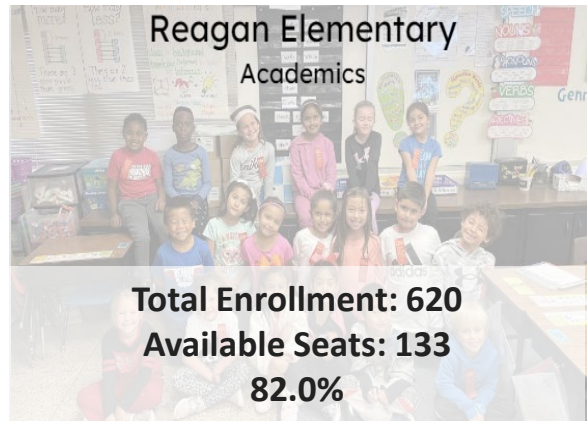
**Total Enrollment: 455**  
**Available Seats: 110**  
**80.5%**

**Milam Fine Arts Academy**  
Visual and Performing Arts



**Total Enrollment: 638**  
**Available Seats: 26**  
**96.1%**

**Reagan Elementary**  
Academics



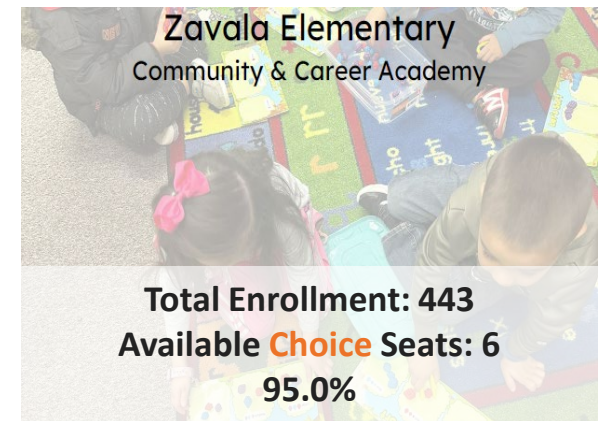
**Total Enrollment: 620**  
**Available Seats: 133**  
**82.0%**

**Travis Elementary**  
Career & Leadership Academy



**Total Enrollment: 299**  
**Available Choice Seats: 14**  
**82.9%**

**Zavala Elementary**  
Community & Career Academy




**Total Enrollment: 443**  
**Available Choice Seats: 6**  
**95.0%**

**Ector College Prep Success Academy**  
College Prep




**Total Enrollment: 155**  
**Available Choice Seats: 14**  
**91.7%**

**George H.W. Bush New Tech Odessa**  
Project-based College Prep




**Total Enrollment: 455**  
**Available Seats: 70**  
**86.7%**

**Odessa Collegiate Academy**  
Academic Early College



**Total Enrollment: 435**  
**Available Seats: 15**  
**96.7%**

**OCTECHS**  
Career/Technical Early College High School

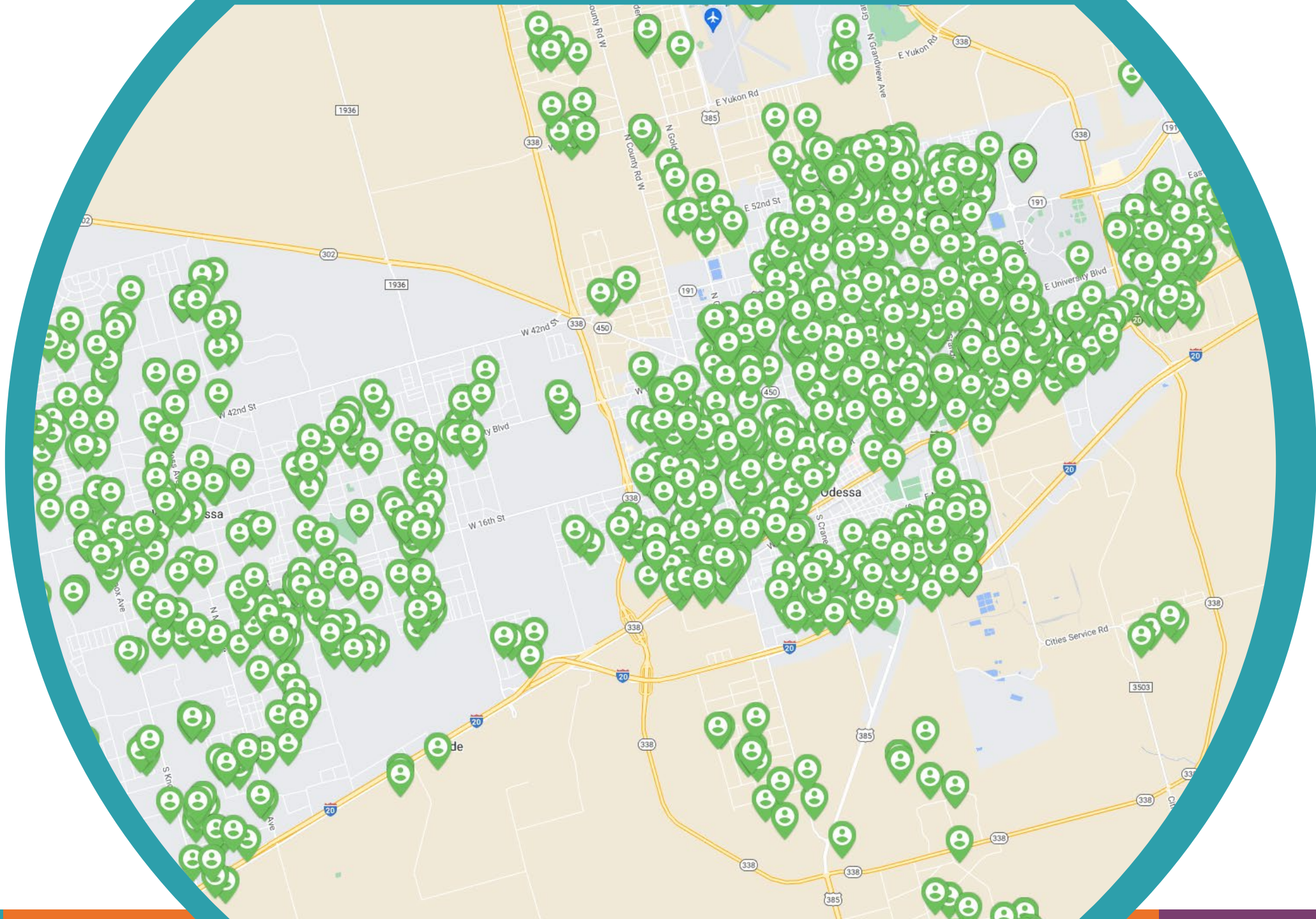


**Total Enrollment: 337**  
**Available Seats: 0**  
**100%**

**STEM Academy**  
K-12 STEM



**Total Enrollment: 760**  
**Available Seats: 15**  
**98.1%**



# Marketing Promotions



Website Updates



Staying Connected Podcast




Social Media Posts



**2607**

2022-2023 Applications



**4008**

2023-2024 Applications



**53.7%**

Increase from last year

# Choice Newsletter



## Upcoming Events:

- December 19: Winter Break
- January 5th: "Pitching Your Program" Session 4 with ECHO Learning
- January 15th: Choice Application Deadline
- February 15th: Choice Lottery

## Choice Resources:

Follow the links below to access Choice Schools documents



## Holiday Performances

# OH WHAT FUN

*Choice Schools visit Admin Building to spread holiday cheer!*



## MILAM FINE ARTS

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*Milam Fine Arts Academy is known for their outstanding musical performances. Thank you to the Suzuki Strings Class and the Milam Choir for showcasing your talent*

## CAMERON DUAL LANGUAGE

*Cameron Dual Language showcased their language abilities by performing holiday music in both English and French! Merci Beaucoup!*



# Evaluation Findings



**Passionate  
Educators**



**Growing  
Interest in  
Families**



**Motivated  
Students**



**Multiple  
Elementary  
and High  
School Options**



**Strategic  
Commitment  
from ECISD**

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# Project Updates



Strengthen district oversight and support



Share school-specific findings with Campus Leadership Teams



Provide professional learning and support



Expand Choice at the Middle School Level



# IB Expansion



## Progress Update

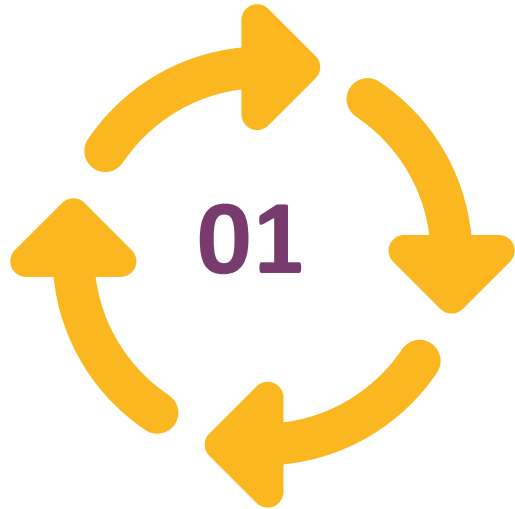
- Lubbock Site Visit
- Researched Training
- Analyzed Potential Campus Sites
- Adding Primary Years Programme (PYP)



## Next Steps

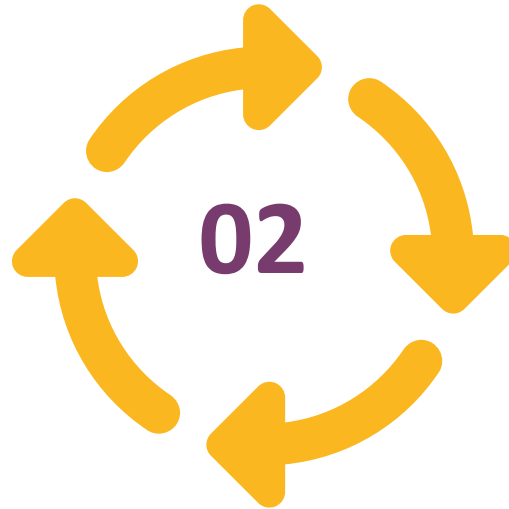
- Department Meetings
- Additional Site Visits
- Campus Site & Leader Selection
- IB Conference

# Universal Technical Assistance



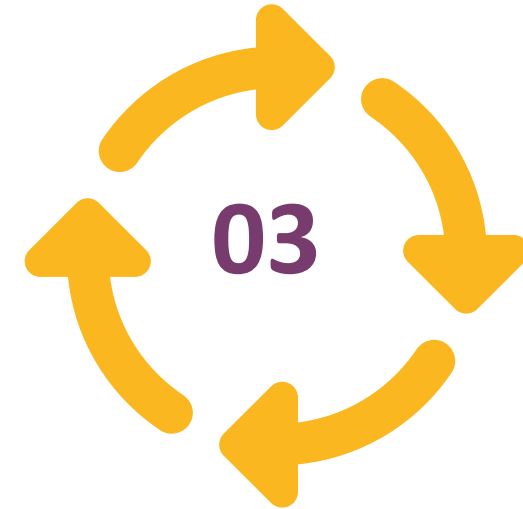
## Marketing and Promotion

- 2 professional learning sessions
- Personalized feedback and office hours between sessions



## Annual Planning Support

- Feedback on annual planning to support choice programs

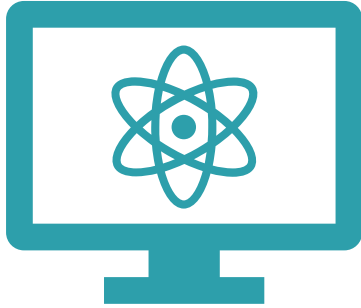


## Technical Assistance

- Support improvement by providing:
  - Coaching conversations
  - Data review
  - Tool creation

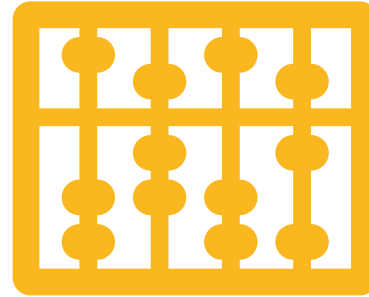
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# Targeted Technical Assistance & Support



## GP Alamo

- Identifying STEAM-aligned programming and professional learning



## Austin Montessori

- Strengthening campus vision for the TEKS-aligned Montessori through curated campus visits
- Short-term and long-term planning and implementation support



## Blackshear

- Cultivating a robust extended day program, including planning and implementation coaching

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# Conclusion



By removing barriers and pursuing equity, **Choice Programs are growing** and improving!



Based on findings of 2021-22 program evaluation, **several improvements** have already been made.



**Long-range vision** for several larger projects and expanded support.



**Thank You**



## **ECISD DEVELOPMENT OFFICE PRESENTATION**

Celeste Potter, Director of Development will provide an update on the work of the Development Office whose goal is to engage the community in support of the district's instructional programs through successful fundraising and communications to help us meet the needs of our growing student population.



Working together for *our students...the future*

# Development Office Team



**Celeste Potter**  
Director



**Sarah Aguirre**  
Parent-Community  
Engagement  
Specialist



**Ana Lee Tarango**  
Parent-Community  
Engagement  
Specialist

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**Dr. Susan Lara**  
Grant Writer



**Dawn Hernandez**  
Administrative  
Assistant

# Our Office



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619 W. 10<sup>th</sup> Street

# What we do...

- Oversight for Parent-Teacher and Booster Club Organizations
- Volunteer Management
- Partners in Education
- Oversight of Texas Scholars Program
- Grant Writing
- Donations/Crowdfunding
- Parent-Community Engagement
- Education Foundation

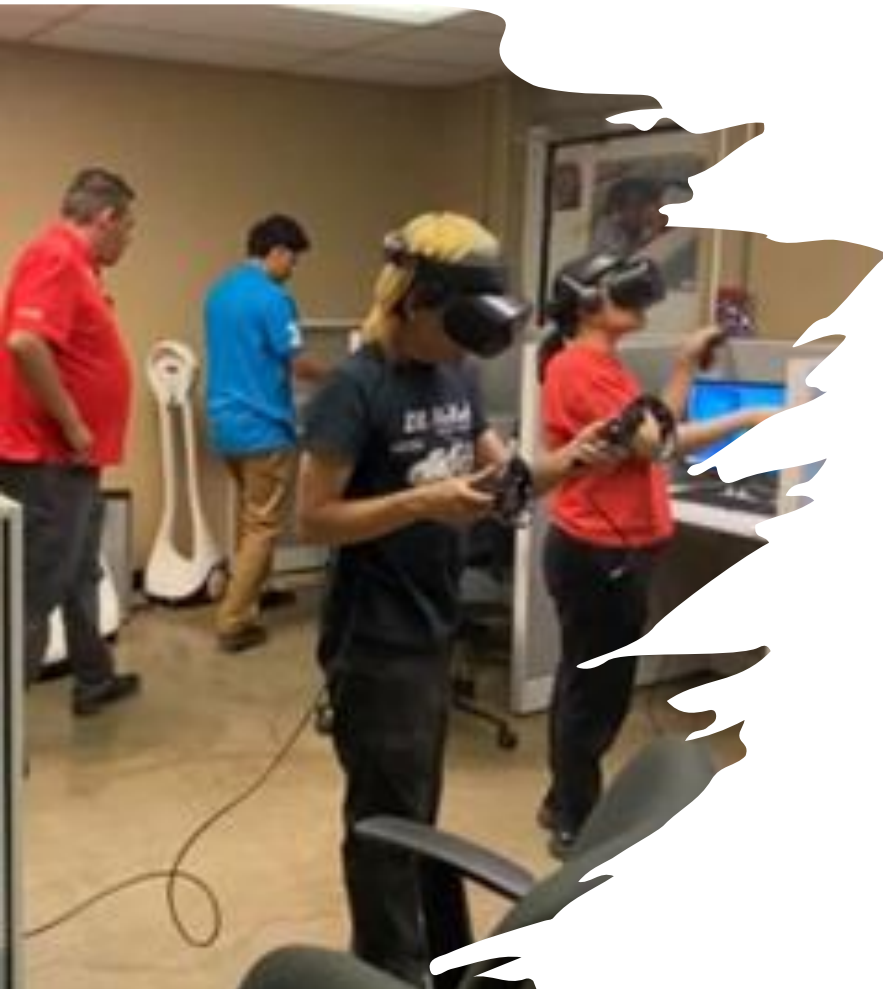
38

# Grant Writing

- 119 Grants Submitted by Grant Writer
- 42 Grants Funded totaling **\$7,605,772.03**
- Regular training provided to district staff

39

# Innovations for Students with Autism



**\$2,328,835**

40

# Parent-Teacher Booster Organizations

All parent-teacher and booster club organizations operating within ECISD are required to have the following items on file as required by district policy.

- Federal Identification Number with the IRS, in good standing
- Constitution and/or bylaws
- Financial Activity Overview within 30 days of the end of the organizations fiscal year
- List of current organization officers, with contact information

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# What's the difference?

## PTA

- It benefits a school as a whole
- PTA's are part of an established national organization
- Organizations must abide by their bylaws and national and state group rules
- 25 Members and membership fees are required for an active PTA. Fees do not stay within the school's PTA.
- Automatic 501c3 status when established and is required
- Principals are executive members and have a vote
- PTA representative assigned for assistance
- Principals required to complete training
- PTA Launch is scheduled every year for training and networking for all PTA Organizations, one ECISD Staff personnel can attend for free



<https://www.txpta.org/>

## PTO

- It benefits a school as a whole
- PTO is used as a general term for PTO, PTC, other than PTA.
- A local and independent organization
- Create bylaws individually and may be amended
- Membership criteria are followed according to bylaws and *if* fees are required determined by the group. Fees stay with the school's PTO
- 501c3 Status is not granted automatically but it is not a requirement; although highly recommended.
- PTO University (3rd party resource) hosts a launch for PTO organizations for training and networking

<https://www.ptoday.com/pto-today-articles/article/705-pto-vs-pta-differences-at-a-glance>

## BOOSTER CLUBS

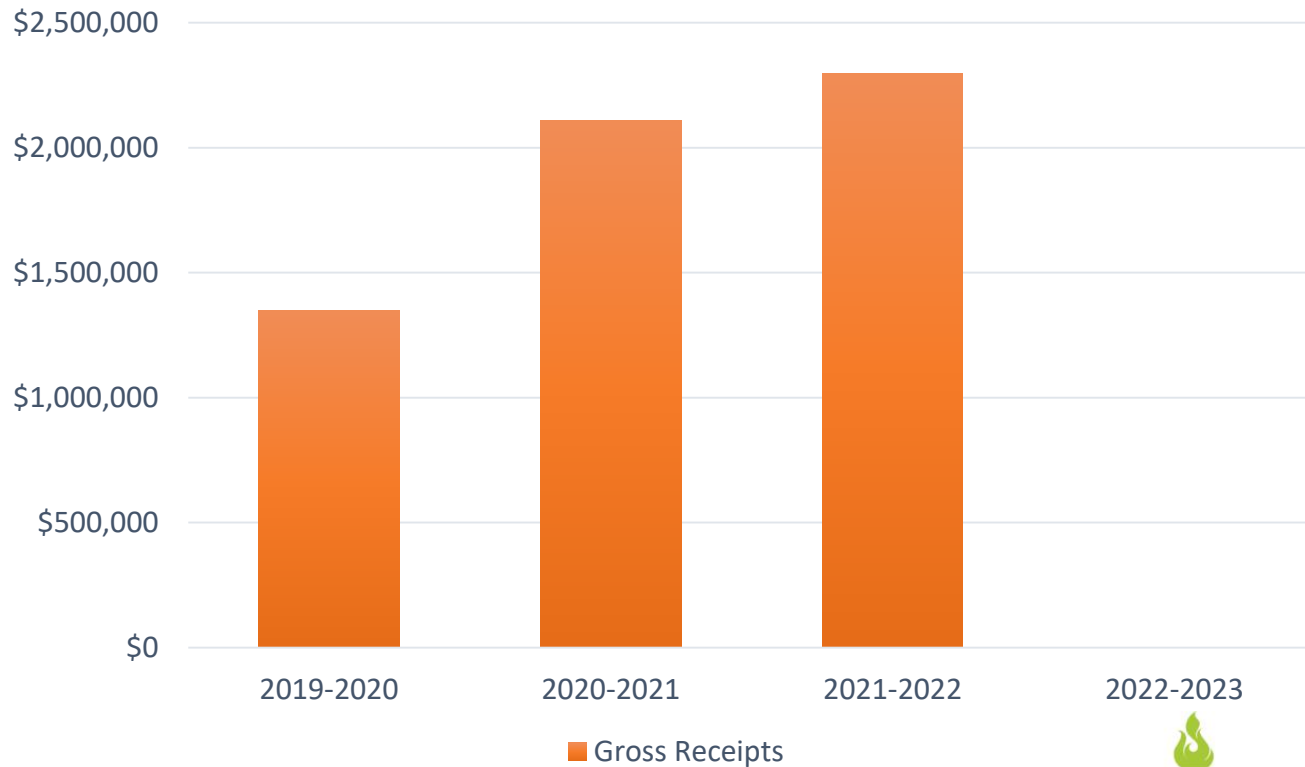
- Affiliated and provides support to a specific student group or club (Tennis, Football, Choir, Etc.)
- 501c3 is not granted automatically
- Bylaws are created by the organization independently
- Booster clubs that support students in UIL-sponsored contests and activities must follow UIL Guidelines.



[www.uil-texas.org/policy/guidelines-for-booster-clubs](http://www.uil-texas.org/policy/guidelines-for-booster-clubs)

# Parent-Teacher Booster Organizations

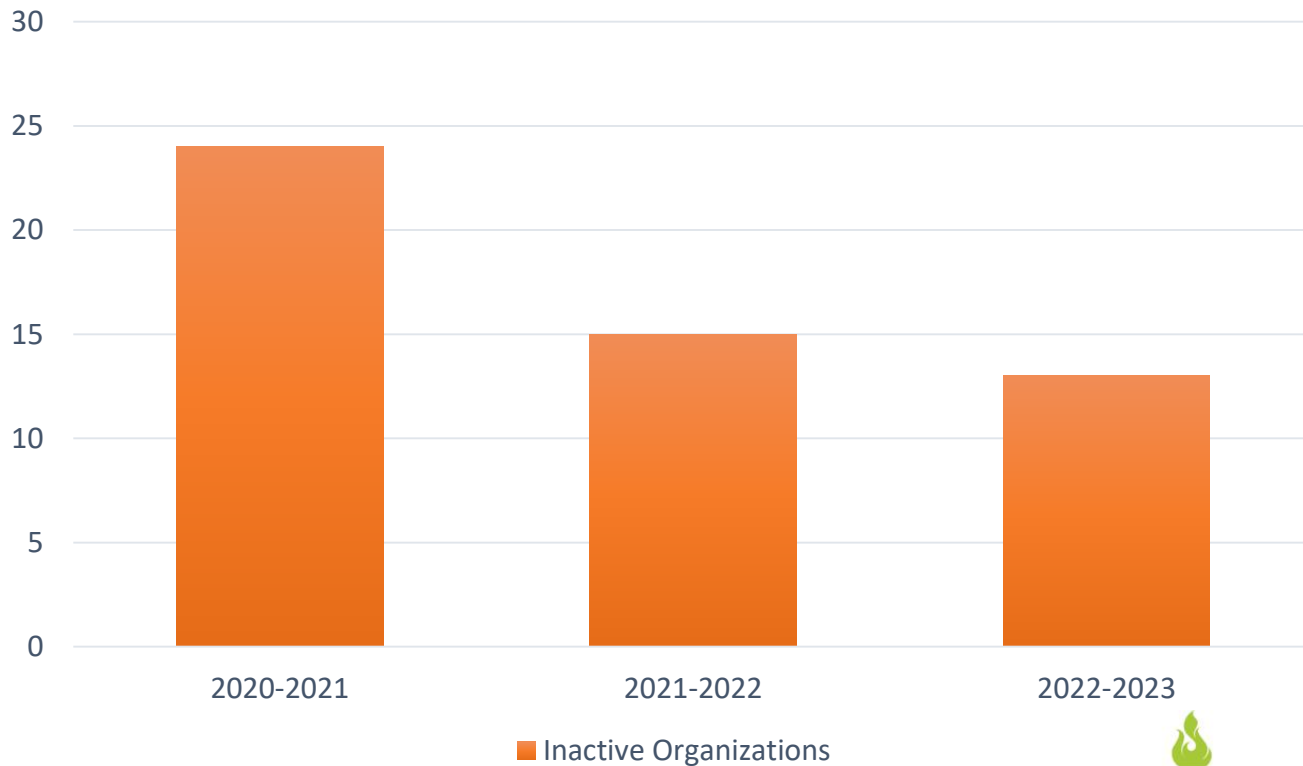
## Gross Receipts



43

# Parent-Teacher Booster Organizations

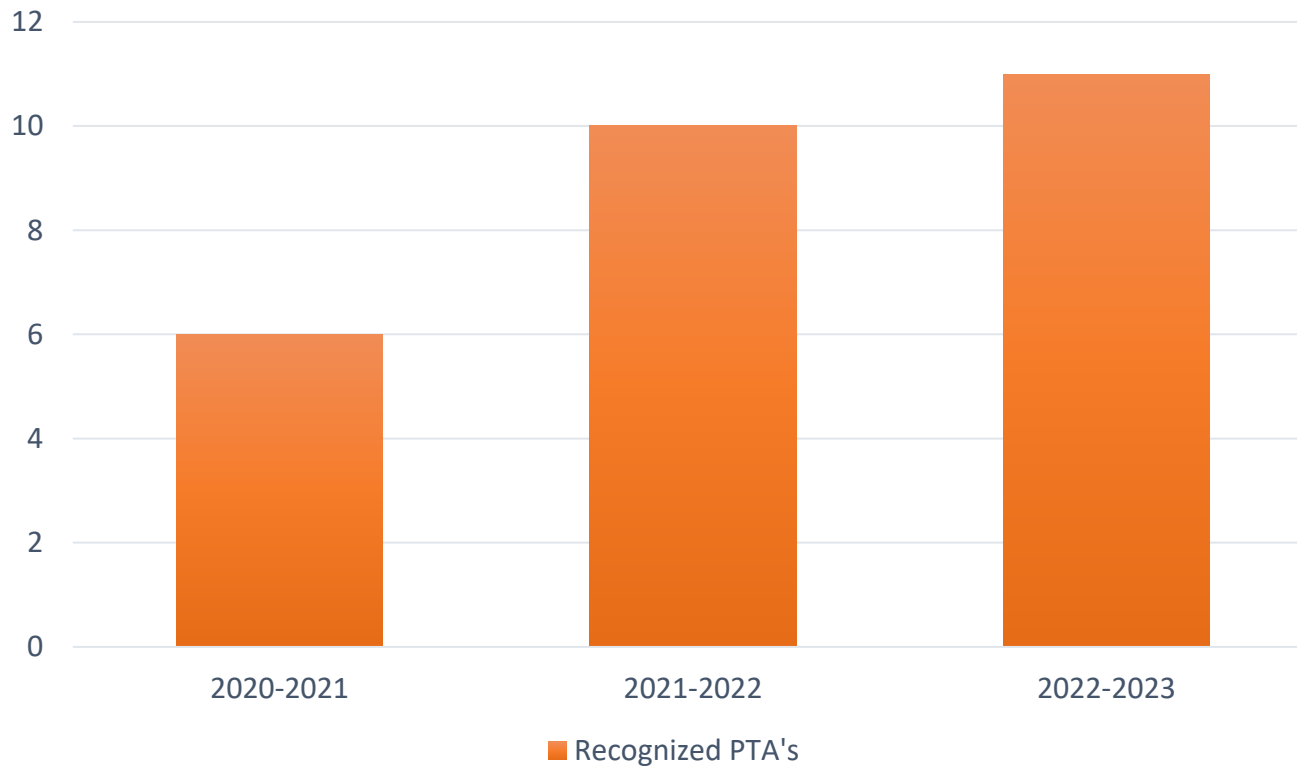
## Inactive Organizations



44

# Parent-Teacher Booster Organizations

## Recognized PTA's



## Recognized PTA's!

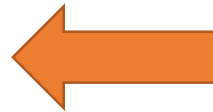
- Blanton
- Buddy West
- Burleson
- Buice
- Hays 45
- Ireland
- Jordan
- Johnson
- Milam
- Pease
- Reagan

# Volunteers & Partners

1,602

46

# Odessa Jackalopes



# Parent Booster USA <sup>47</sup>



# Permian JROTC

# Little Free Libraries

35 LFL's in ECISD!

[Littlefreelibrary.org](http://Littlefreelibrary.org)



# Annual Holiday Drive

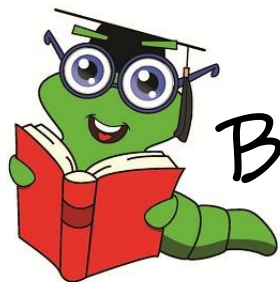


# What's to come...

- Parent Leadership Academy
- Monthly networking/learning opportunities for volunteers, parents and community members
- Menu of options for engagement
- Reading garden
- Special events
- And more...

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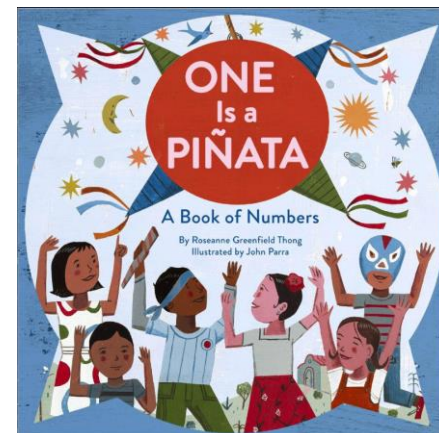
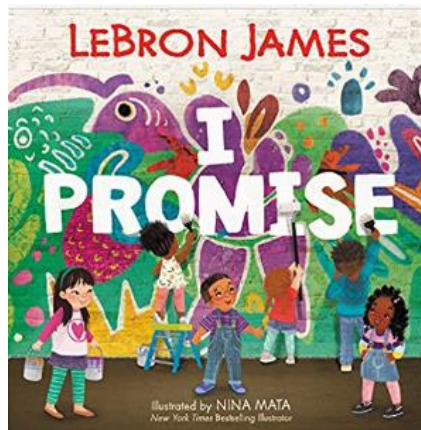
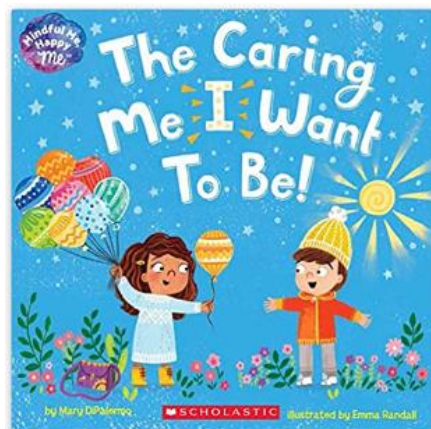


# Bookworms Literacy Program

6,750 students impacted

Grades – PreK, Kinder, 1<sup>st</sup>

52



# Reading

will take you on an  
adventure!

Complete the book review for a  
chance to win cool prizes!

And Then Comes Summer

You Can Read, Pout-Pout Fish!

Whiness A-Z

Biscuit in the Garden

Kindness A-Z

Biscuit Plays Ball

The Caring Me I Want To Be

*SCAN ME*

Or visit:  
<https://qrco.de/bdEota>

**Education Foundation**  
Inspiration in Education

○ 579 participants\*



# Bookworm Vending Machines



- 38 Vending Machines in ECISD!
- Impacts students PK – 12<sup>th</sup>

54

# Bookworm Incentive Program

The more that you

**READ**

the more things  
you will


**KNOW**


the more that you

**LEARN**

the more places  
you'll

**GO**

- Dr. Seuss 



**BOOKS I'VE READ**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_



10. \_\_\_\_\_

**Teacher's Name**

\_\_\_\_\_

**Student's Name**

\_\_\_\_\_

55

- 16 campus participating
- Grades PK – 5<sup>th</sup>

# Questions?

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