



## Agenda for Board of Trustees Meeting Tornillo Independent School District

**Meeting Date:** Tuesday, November 29, 2022

**Meeting Type:** Regular

**Meeting Time:** 5:30 PM

**Meeting Location:** W.E. Neill Service Center, 19210 Cobb, Tornillo, TX 79853

### Disclaimer

This meeting will be conducted in accordance with the Texas Open Meetings Act; hence, the **public is welcomed and invited to attend**. When necessary, the Board may enter into *closed session* under the authority of Chapter 551 of the Texas Government Code.

Public comments related to the agenda items listed for this meeting shall be handled as follows: If you would like to sign up for public comment, please submit the following information to [aguilarr@tisd.us](mailto:aguilarr@tisd.us): (1) your name, (2) contact information, and (3) specify the item(s) you would like to comment upon prior to the board's deliberation. For more information about public comment, see Policy BED.

**All voting will be done in open session.**

**Items on the Agenda:** The subjects (order may be changed) to be discussed, considered, or upon which any formal action may be taken are listed below.

1. **(OTHER) First Order of Business**  
Ms. Marlene Bullard, Board President
  - A. Establish a quorum and call the meeting to order
  - B. Pledge of Allegiance to the United States
2. **Board Elections**
  - A. Discussion and Possible Action to Obtain Statement of Officer and Conduct the Oath of Office for Newly Elected Trustees, and Issue Certificates of Election for Newly Elected Trustees  
Ms. Marlene Bullard, Board President
  - B. Discussion and Possible Action to Elect Officers for the TISD Board of Trustees  
Ms. Marlene Bullard, Board President
3. **(OTHER) Superintendent's Report**  
Mrs. Rosa Vega-Barrio, Superintendent
4. **(OTHER) District Recognitions**
  - A. THS Football Team  
Mr. Luis Vega, Athletic Director
  - B. THS Volleyball Team  
Mr. Luis Vega, Athletic Director
  - C. THS Cross Country Team  
Mr. Luis Vega, Athletic Director
  - D. 2022-2023 Superintendent Student Advisory Board  
Mrs. Rosa Vega-Barrio, Superintendent
5. **(OTHER) Open Forum**  
Ms. Marlene Bullard, Board President
6. **Lone Star Governance**
  - A. Student Outcome Monitoring 1
    1. Goal 3: 2022-2023 College, Career, and Military Readiness Enrollment Update

- Mr. Alejandro Olvera, THS Principal
2. Beginning of Year Staff & Student Climate Survey
    - a. TISD Departments 7  
Mrs. Maria Morales, District At-Risk Coordinator
    - b. Tornillo Elementary School  
Mrs. Maria Hernandez, TES Counselor
    - c. Tornillo Intermediate School  
Mrs. Alicia Alvarado, TIS Counselor
    - d. Tornillo Junior High School  
Mrs. Loretta Aguilar, TJH Assistant Principal & Mrs. Arlene Portillo, TJH Counselor
    - e. Tornillo High School  
Mr. Alejandro Olvera, THS Principal & Mrs. Claudia Beanes, THS Counselor
  - B. (Accountability 1) Review, Discussion, and Possible Action Regarding Board's Time Use Tracker 23  
Ms. Marlene Bullard, Board President
  - C. Discussion, Review, and Possible Action Regarding the Board's Quarterly Progress Tracker from August 1, 2022, through October 31, 2022 24  
Ms. Marlene Bullard, Board President
  7. **(ADVOCACY) Community Engagement on Student Outcome Goals**  
Ms. Marlene Bullard, Board President
  8. **(VISION Y) Information / Reports / Presentations**
    - A. Cotton Valley Connect Project  
Michael Hernandez
    - B. Public Hearing on FIRST Ratings 25  
Mr. Luis M. Guerra, Director of Finance
    - C. Financial Reports-Information Only 53  
Mr. Luis M. Guerra, Director of Finance
    - D. 2022-2023 Annual Immunization Report 75  
Ms. Linda Rivero, District Nurse
    - E. 1st 9 Weeks Human Resources Report 81  
Ms. Lizeth Carroll, HR / Compliance Director
  9. **(VISION Y) Board Items**
    - A. Purchases > \$25,000 threshold - Authorization 114
      1. Consider Approval of Rock Wall around High School 114  
Mr. Rene Estrada, Maintenance/Transportation Director
    - B. Consider Approval of Assigned Fund Balance for the Sheriff Office School Resource Officer (SRO) Program 119  
Mr. Luis M. Guerra, Director of Finance
    - C. Consider Approval of SRO Agreement between El Paso County and Tornillo ISD 122  
Mrs. Rosa Vega-Barrio, Superintendent
    - D. Consider Approval of MOU between the Center Against Sexual and Family Violence and Tornillo ISD 130  
Mrs. Maria Morales, District At-Risk Coordinator
    - E. Consider Approval of Afterschool Enrichment Hourly Rate for Paraprofessionals 135  
Ms. Lizeth Carroll, HR / Compliance Director
    - F. Consider Approval of Stipend for Safety Compliance Officer 136  
Ms. Lizeth Carroll, HR / Compliance Director
    - G. Consider Approval of Memorandum of Understanding Emergency Operation Plan - Reunification 137  
Mr. Carlos Garcia, Technology Director
    - H. Consider Approval of Canceling December Board Meeting  
Mrs. Rosa Vega-Barrio, Superintendent
    - I. Discussion and Possible Action Regarding Date for Team of 8 Training  
Ms. Marlene Bullard, Board President
  10. **(STRUCTURE) Consent Agenda**  
(All items on the Consent Agenda shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration)
    - A. Consider Approval of Minutes from Previous Meetings:

1. Regular Board Meeting Minutes - 10/26/2022	173
B. Consider Approval of 2022-2023 COVID-19 Relief One-Time Lump Sum Payment Mr. Luis M. Guerra, Director of Finance	181
C. Consider Approval of Budget Amendments Mr. Luis M. Guerra, Director of Finance	182
D. Consider Approval of Donations Mr. Luis M. Guerra, Director of Finance	183
E. Consider Approval of Upward Bound Program MOU with UTEP Mrs. Maria Morales, District At-Risk Coordinator	185
F. Consider Approval of Tutor Rates for Students and Non-Certified Personnel Ms. Lizeth Carroll, HR / Compliance Director	190
G. Consider Approval of 2022-2023 Tornillo ISD Dropout Prevention Plan Mrs. Maria Morales, District At-Risk Coordinator	191
11. <b>Next Meeting Tentative Date:</b> December 14, 2022	

**Adjournment of the Meeting**



Rosa Vega-Barrio  
Superintendent of Schools



THS

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NOVEMBER 17, 2022

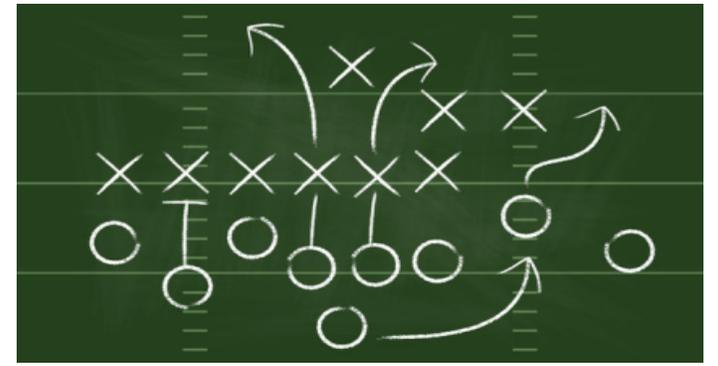
# Tornillo High School



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Data Collection	Number of Students	Notes
Endorsements	16/68	11 students are off track from endorsement they had chosen
Certifications	37/68 pending Certifications	Students continue to get certifications (on-going)
Western Tech	13 seniors	ALL students are on track to obtain certifications
At-Risk	14	Credit Recovery courses
LOC	7/68	Contract
Community Center	8	On-line pathway for credit recovery
Senior Projects	3/14 Require passing 2 EOC Exams	11 students qualify for Senior project before December EOC

# 2022-2023 Playbook



\***Endorsements**: Possible change of endorsements, credit recovery for program of study to complete sequence.

\***Certifications**: Students are being certified through Mr. Silva during the school day, Saturday and March Intersession.

\***At-Risk**: Senior meetings, grade checks, Edmentum verification, Assigned mentors

\***LOC**: Contracts, weekly checks, parent meetings, phone calls

\***Senior Projects**: Projects will be assigned after receiving December EOC Scores. Due in April!



TORNILLO

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EARLY COLLEGE  
DISTRICT

# Student Outcomes

**BOY**

**Staff & Student Climate Survey**

# Introduction & Purpose

- Title 1 & TISD Positive Behavioral Interventions & Supports (PBIS): The School Climate Survey is a survey to measure student, teacher, administrator, and faculty perceptions of school climate at the beginning of the year to inform district and campus improvement teams the areas of strength and areas of focus for the year that will be progressed monitored throughout the year and measured once more at the end of the year.

# School Climate Survey

- The school climate survey is only required and recommended to be given to 3<sup>rd</sup>-12 Grade students. TISD included PK-2<sup>nd</sup>.
- A survey to provide schools with an overall understanding of how students perceive school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations.
- A survey to provide school with an overall understanding of how staff perceive school climate along six dimensions: Staff connectedness, structure for learning, school safety, physical environment, Peer/adult relations, and parental involvement.

# Elementary PK-2nd

	Count	Percentage
2022-2023	156	100%
Total	156	100%

## Student 2 Areas of Strength

- Question #1

“I feel safe at my school.”

148 out of 156 students

94.87% Strongly Agree

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	148	94.87%
Agree (De acuerdo)	6	3.85%
Disagree (Desacuerdo)	2	1.28%

- Question #2

“I feel there are opportunities at my campus to be involved”

145 out of 156 students

92.95% Strongly Agree

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	145	92.95%
Agree (De acuerdo)	10	6.41%
Disagree (Desacuerdo)	1	0.64%

## Student 2 Areas of Focus

- Question #9

“I feel that I am provided on grade level rigorous instruction.”

115 out of 156 students

73.72% Strongly Agree

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	115	73.72%
Agree (De acuerdo)	39	25%
Disagree (Desacuerdo)	2	1.28%

- Question #12

“I feel that my teachers make it clear to all students that bullying is not tolerated.”

134 out of 156 students Agree or Strongly Agree -> 92.31%

\*\*12 students disagree -> 7.69%

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	117	75%
Agree (De acuerdo)	27	17.31%
Disagree (Desacuerdo)	12	7.69%

# Elementary PK-2nd

	Count	Percentage
2022-2023	20	100%
<b>Total</b>	<b>20</b>	<b>100%</b>

## Staff 2 Areas of Strength

- Question #9B

“I feel that my role & duties contribute positively to the student outcomes.”

15 out of 18 ->75% Strongly Agree

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	15	75%
Agree (De acuerdo)	3	15%

- Question #11

“If another student was bullying another student, students would tell one of the teachers or staff in my school.”

15 out of 20 Strong Agree ->75%

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	15	75%
Agree (De acuerdo)	5	25%

## Staff 2 Areas of Focus

- Question #2

“I am provided with opportunities to grow professionally.”

-85% 17 out of 18 Agree/Strongly Agree

-1 person disagree ->5%

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	12	60%
Agree (De acuerdo)	5	25%
Disagree (Desacuerdo)	1	5%

- Question #6

“In my workplace, I have a sense of belonging & unity.”

-90% 18 out of 19 Agree/Strongly Agree

-1 Person Disagree ->5%

	Count	Percentage
Strongly Agree (Totalmente de acuerdo)	12	60%
Agree (De acuerdo)	6	30%
Disagree (Desacuerdo)	0	0%
Strongly Disagree (Muy desacuerdo)	1	5%

# Elementary PK-2<sup>nd</sup> Next Steps

## Student Next Steps

- HQIM in Reading & Math
- How to Report
- Anti-Bullying Message



## Staff Next Steps

- Mentoring Opportunities
- Lead Teachers
- PD Development & Training

# QUESTIONS



# Tornillo Intermediate School 3<sup>rd</sup>-5<sup>th</sup>

## Student 2 Areas of Strength

- I feel that I can tell teachers when other students are being bullied.

70% Strongly Agree & 22% Agree

I feel that my teachers make it clear to all students that bullying is not tolerated.

74% Strongly Agree 20% Agree

## Student 2 Areas of Focus & Next Steps

- At my school students interact respectfully with peers and adults.

35% Strongly Agree 34% Agree

Meet with students & adults in our building to get ideas on how to work on this. This has been a focus for our campus since last year & we are not seeing the data to see evidence of this.

- If another student was bullying me, I would tell one of the teachers or staff in my school.

65% Strongly agree 19% Agree

Dig deeper into the data to determine what group of students are feeling this way since the majority of students strongly agree. Continue circles & SEL lessons.

# Tornillo Intermediate School 3<sup>rd</sup>-5<sup>th</sup>

## Staff 2 Areas of Strength

- My position allows me to make a positive contribution to student outcomes.

80% strongly agree & 15% agree

- I feel that teachers make it clear to students that bullying is not tolerated.

75% strongly agree & 15% agree

## Staff 2 Areas of Focus & Next Steps

- I feel safe and secure at work.  
35% strongly agree, 60% agree & 5% strongly disagree

Implement safety protocols, the safety of students & staff is everyone's responsibility.

- In my work place, students interact respectfully with peers and adults.

40% strongly agree, 45% agree, 15% disagree

We have been conducting SEL lessons daily, we have circles, when there is a disagreement between students we conduct a shorter circle to address the concern, engaging with staff as to how we can improve on this.

# QUESTIONS



# Middle School 6<sup>th</sup>-8<sup>th</sup>

## Student 2 Areas of Strength

- Students are aware of the resources available that allows them to make a positive contribution to my learning outcomes. **(26.8+67.01=93.81%)**
- Students feel that their school offers a well maintained and welcoming learning environment. **(30.93+61.86=92.79%)**

## Student 2 Areas of Focus & Next Steps

- At my school, students interact respectfully with peers and adults. **(16.49+48.45=64.94%)**
- I feel safe at school. **(18.56+57.73=76.29%)**

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Students are receiving SEL lessons daily through their first period classes. They also receive weekly lessons on Monday from the counselor regarding bullying, respect, and advocacy in addition to other topics. Bullying and respect lessons will be spiraled in order to revisit ideals and expectations for all students. Students who repeat bullying behavior receive additional counseling and intervention. Victims also receive counseling and support.

# Middle School 6<sup>th</sup>-8<sup>th</sup>

## Staff 2 Areas of Strength

- I feel that teachers make it clear that bullying is not tolerated. **(50+45.45=95.45%)**
- Staff feel that their school offers a well maintained and welcoming learning environment. **(45.45+45.45=90.9%)**

## Staff 2 Areas of Focus & Next Steps

- In my workplace, students interact respectfully with peers and adults. **(13.64+36.36=50%)**
- If a student was bullying another student, they would tell teachers or staff in my school. **(36.36+40.91=77.27%)**

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Classes will continue with students to relay the expectations of respectful behavior towards others. We will also intervene with individual students that need additional support.

Students are consistently reminded that they should report any cases of bullying immediately. Faculty & staff report changes in behavior or student concerns and an intervention is made immediately.

# QUESTIONS



# High School 9<sup>th</sup>-12<sup>th</sup>

## Student 2 Areas of Strength

- Feel safe at School, Positive Learning Environment
- I am ware of the resources available to me.
- –THS offers a variety of programs in which the students have the opportunity to be involved and know they can participate in any program.
- –Student understand that they feel safe in school and enjoy coming to school. Counselors, teachers, and staff are there to provide support.
- –By having the opportunity to see the students one to one and by providing SEL classroom lessons the students feel that there is someone to listen.
- Teachers use Check-in by using Rhythm app in which students expresses how they feel every day•Feel safe at School, Positive Learning Environment
- I am ware of the resources available to me.
- –THS offers a variety of programs in which the students have the opportunity to be involved and know they can participate in any program.
- –Student understand that they feel safe in school and enjoy coming to school. Counselors, teachers, and staff are there to provide support.
- –By having the opportunity to see the students one to one and by providing SEL classroom lessons the students feel that there is someone to listen.
- Teachers use Check-in by using Rhythm app in which students expresses how they feel every day

## Student 2 Areas of Focus & Next Steps

- At my school I feel treated fairly.
- Students interact respectfully with peers and adults.
- I sense of belonging and unity
- –We will continue with our classroom guidance lessons and include lessons on sense of belonging focusing on acceptance and teamwork and respect.
- –We will be promoting PBIS in our school more by highlighting when a student shows respect to one student in the hallway, teacher can immediately let the student know that he is being respectful.

# High School 9<sup>th</sup>-12<sup>th</sup>

## Staff 2 Areas of Strength

- I Contribute Positively
- Facilities are well maintained
- Continue to submit campus work orders to take care of campus concerns.
- Appreciate Teacher work
- NEXT STEPS: TISD will continue to provide clear expectations
- Students and employees get positive reinforcement.

## Staff 2 Areas of Focus & Next Steps

- In my work place, students interact respectfully with peers and adults
- I feel Secure at work
- NEXT STEPS: Provide training and opportunities for discussions with students and adults in order to better student/adult relationships.
- Meetings will be held with support staff in order to go over student behavior goals. We will receive employee feedback in order to improve student outcomes.
- Continue to communicate, train and have safety meetings along with our drills.

21

# QUESTIONS



# TIME USE TRACKER

Date: 10/26/2022

Framework	Student Outcome Minutes	The Board tracks its time invested during public authorized meetings	Other Topic Minutes
Vision & Goals	68	← Minutes setting student outcome goals ← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the Monitoring Calendar	45
		← Minutes setting constraints or theories of action ← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the Monitoring Calendar	
	Minutes setting timelines, deadlines, goals, or plans on other items or outcomes → Minutes receiving reports, discussing, debating, and/or voting on other items or outcomes →		
Progress & Accountability	1	← Minutes performing Board self-evaluations using the LSG Integrity Instrument ← Minutes evaluating the Superintendent on student outcome goals, GPMs, constraints, and CPMs	23
		Minutes performing Board self-evaluations using instruments other than the LSG Integrity Instrument → Minutes evaluating the Superintendent on items other than student outcome goals, GPMs, constraints, and CPMs →	
Systems & Processes		Minutes discussing, debating, and voting on items removed from or on the consent agenda → Time used for public comments on items not on the Board meeting agenda →	5
Advocacy & Engagement		← Minutes hosting two-way communication meetings on student outcome goals, constraints, or theories of action ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	27
		Minutes hosting all other Board led, co-led, or called community or committee meetings → Minutes for all other recognitions →	
Synergy & Teamwork		Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	20
Other		Any time spent on an activity that does not meet the conditions listed above →	4
<b>TOTALS</b>	<b>69</b>		<b>81</b>

Use For Student Outcome Minutes Percentage Calculation:

69

÷

150

× 100 =

46

% Student Outcome Minutes

# QUARTERLY PROGRESS TRACKER

<b>School Board:</b> Tornillo ISD				<b>Date:</b> 11/30/2022		<b>Quarter:</b>
Framework	Nov.- Three Jan. Quarters Ago	Feb.- Two Apr. Quarters Ago	May- One July Quarter Ago	Aug.- Current Oct. Quarter	Nov.- Next Jan. Quarter	Total Possible Points
Vision & Goals 1	12					15
Vision & Goals 2	15					15
Vision & Goals 3	10					10
Vision & Goals 4	5					5
Progress & Accountability 1	4					15 <sub>24</sub>
Progress & Accountability 2	5					5
Systems & Processes	12					15
Advocacy & Engagement	10					10
Synergy & Teamwork	10					10
<b>TOTAL SCORE</b>	<b>83</b>					<b>100</b>

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

*Board Member Signatures:*

% Student Outcome Minutes	Vote Count For	Vote Count Against

### EVALUATION NOTES

The Standard of evidence for items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence. Any Board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the Board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.

Financial  
Integrity  
Rating  
System of  
Texas

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November 29, 2022





# Required Reporting

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- 2021-2022 Ratings are based on 2020-2021 School Year Data
- Within two months of the release of the final School FIRST rating TISD must:
  - Announce and hold a public meeting (Tuesday, November 29<sup>th</sup>)
    - Public Notice to inform taxpayers of the meeting must be published no more than 30 days and no fewer than 10 days before the public meeting (Thursday, November 17<sup>th</sup>)
  - Present a financial management report that explains the district's rating and performance under each indicator for current and previous year's rating
  - Provide additional disclosures related to the Superintendent and Board Members



# Determination of Rating

District must answer “Yes” to indicators 1 through 5.

Indicators 6 through 20 are worth up to 10 points each.

## 2021-2022 Ratings

A – SUPERIOR ACHIEVEMENT	90 – 100 POINTS
B - ABOVE STANDARD	80 – 89 POINTS
C - MEETS STANDARD	70 – 79 POINTS
F - SUBSTANDARD ACHIEVEMENT	<70 POINTS

	2021/22	2020/21
PASS	70 Points	70 Points
TISD Score	94 of 100	92 of 100

**A – Superior Achievement**



# ANNUAL FINANCIAL MANAGEMENT REPORT



# REQUIRED DISCLOSURES

## Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Link to Superintendent's Contract:

[https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=2089&FileName=00\\_Contract\\_-\\_Rosa\\_Vega-Barrio.pdf](https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=2089&FileName=00_Contract_-_Rosa_Vega-Barrio.pdf)

Link to Superintendent's Contract 2nd Amendment:

[https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=2091&FileName=02\\_Second\\_Amendment\\_to\\_Superintendent\\_Contract.pdf](https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=2091&FileName=02_Second_Amendment_to_Superintendent_Contract.pdf)

Link to Superintendent's Contract 3rd Amendment:

<https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=2271&FileName=210428%20Rosy%20Vega-Barrio%20Third%20Amendment.pdf>

Link to Superintendent's Contract 4th Amendment:

<https://www.tisd.us/site/handlers/filedownload.ashx?moduleinstanceid=2878&dataid=4043&FileName=220727%20Superintendent%20Contract%20Amendment.pdf>

## Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period  
Ended August 31, 2021

Description of Reimbursements	2	5	1	3	4	6	7
	Superintendent Rosa I. Vega-Barrio	Board Member Marlene Bullard	Board Member Maria Kika Saldana	Board Member Ofelia Bosquez	Board Member Daniel Dozal	Board Member Hector Lopez	Board Member Aida Estrada
Meals	\$729.22	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lodging	1,211.63	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	2,379.69	0.00	0.00	0.00	0.00	0.00	0.00
Motor Fuel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	1,050.00	395.00	395.00	25.00	25.00	395.00	395.00
<b>Total</b>	<b>\$5,370.54</b>	<b>\$395.00</b>	<b>\$395.00</b>	<b>\$25.00</b>	<b>\$25.00</b>	<b>\$395.00</b>	<b>\$395.00</b>

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:  
 Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).  
 Lodging - Hotel charges.  
 Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).  
 Motor fuel – Gasoline.  
 Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.



# REQUIRED DISCLOSURES

## Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period  
Ended August 31, 2021

<u>Name(s) of Entity(ies)</u>	<u>Amount Received</u>
None received	0
Total	<u>\$0.00</u>

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

## Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period  
Ended August 31, 2021

Superintendent	Board Member	Board Member	Board Member	Board Member	Board Member	Board Member	Board Member
Rosa I. Vega-Barrio	Marlene Bullard	Maria Kika Saldana	Ofelia Bosquez	Daniel Dozal	Hector Lopez	Sally Upchurch	Enrique Vega
Total	\$	\$	\$	\$	\$	\$	\$

**Note** – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

## Business Transactions Between School District and Board Members

For the Twelve-Month Period  
Ended August 31, 2021

Superintendent	Board Member	Board Member	Board Member	Board Member	Board Member	Board Member	Board Member
Rosa I. Vega-Barrio	Marlene Bullard	Maria Kika Saldana	Ofelia Bosquez	Daniel Dozal	Hector Lopez	Sally Upchurch	Enrique Vega
Amounts	\$	\$	\$	\$	\$	\$	\$

**Note** - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.



INDIVIDUAL INDICATORS 1-20  
WITH TWO YEAR COMPARISON



# INDICATOR # 1

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Was the complete annual financial report (AFR) and data submitted to TEA within 30 days of the January 28 deadline?

2021/22	2020/21
Yes	Yes



# INDICATOR #2

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Was there an unmodified opinion in the AFR on the financial statements as a whole?

2021/22	2020/21
Yes	Yes



# INDICATOR #3

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Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

2021/22	2020/21
Yes	Yes



# INDICATOR #4

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Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

2021/22	2020/21
Yes	Yes



# INDICATOR #5

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This indicator not scored.

2021/22	2020/21
Not Scored	Not Scored <sup>36</sup>



# INDICATOR #6

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Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?

**Change = -0.25**

(If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

**2021/22**

**2020/21**

**Passed**

**Passed**



# INDICATOR #7

Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

2021/22	2020/21
10	10

<30 Days	0 POINTS
30-45 DAYS	2 POINTS
45-60 DAYS	4 POINTS
60-74 DAYS	6 POINTS
75-90 DAYS	8 POINTS
>=90 DAYS	10 POINTS

Days Cash on Hand	
2021/22	2020/21
209.8829	188.9933



# INDICATOR #8

Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

2021/22	2020/21
10	10

<1.00	0 POINTS
1.00 - 1.50	2 POINTS
1.50 - 2.00	4 POINTS
2.00 - 2.50	6 POINTS
2.50 - 3.00	8 POINTS
>=3.00	10 POINTS

Ratio	
2021/22	2020/21
6.1301	5.2272



# INDICATOR #9

Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)?

If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

2021/22	2020/21
10	10

$\geq 0\%$	10 POINTS
$< 0\%$	0 POINTS

Revenue > Expenses	
2021/22	2020/21
<b>Revenue:</b> 12,293,429 > <b>Expenses:</b> 11,832,923  <b>Ratio:</b> 1.0389	<b>Revenue:</b> 12,846,492 > <b>Expenses:</b> 13,109,418  <b>Ratio:</b> 1.0201
<b>Days Cash on Hand</b> 209.8829	<b>Days Cash on Hand</b> 188.9933



# INDICATOR #10

---

This indicator not scored.

2021/22	2020/21
Not Rated	10



# INDICATOR #11

Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?

(If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)

2021/22	2020/21
10	10

>1.00	0 POINTS
0.90 - 1.00	2 POINTS
0.80 - 0.90	4 POINTS
0.70 - 0.80	6 POINTS
0.60 - 0.70	8 POINTS
<=0.60	10 POINTS

Ratio	
2021/22	2020/21
0.4417	0.4563



# INDICATOR #12

Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?

2021/22	2020/21
8	8

See ranges below in the Determination of Points section

>13.5	0 POINTS
11.5<=13.5	2 POINTS
10 <=11.5	4 POINTS
7 <=10	6 POINTS
4 <= 7	8 POINTS
<= 4	10 POINTS

Ratio	
2021/22	2020/21
6.1559	5.4868



# INDICATOR #13

Was the school district's administrative cost ratio equal to or less than the threshold ratio?

2021/22	2020/21
6	4

## ADA: 500 to 999

>0.2311	0 POINTS
0.2061- 0.2311	2 POINTS
0.1811 - 0.2061	4 POINTS
0.1561 - 0.1811	6 POINTS
0.1311 – 0.1561	8 POINTS
<=0.1311	10 POINTS

Ratio	
2021/22	2020/21
0.1637	0.1837
ADA	ADA
843.209	871.622





# INDICATOR #14

Did the school district not have a 15% decline in the students to staff ratio over 3 years (total enrollment to total staff)?

(If the student enrollment did not decrease, the school district will automatically pass this indicator.)

2021/22	2020/21
10	10

Yes	10 POINTS
No	0 POINTS

Ratio	
2021/22	2020/21
Yes -0.15%	Yes -0.0624%
Enrollment Decrease -111	Enrollment Decrease -112



# INDICATOR #15

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Not Rated

2021/22	2020/21
Not Rated	Not Rated



# INDICATOR #16

---

- Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

(If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

2021/22	2020/21
Passed	Passed



# INDICATOR #17

---

Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?

(If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)

2021/22	2020/21
Passed	Passed



# INDICATOR #18

---

Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?

2021/22	2020/21
10	10

Yes	10 POINTS
No	0 POINTS



# INDICATOR #19

Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

2021/22	2020/21
5	5

Yes	5 POINTS
No	0 POINTS



# INDICATOR #20

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Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

2021/22	2020/21
Yes	Yes



# QUESTIONS

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## **FINANCIAL REPORTS**

**FOR THE MONTH ENDING OCTOBER, 2022**

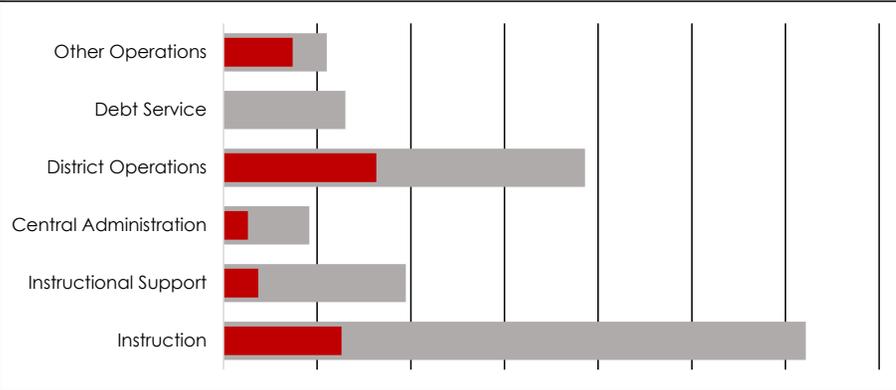
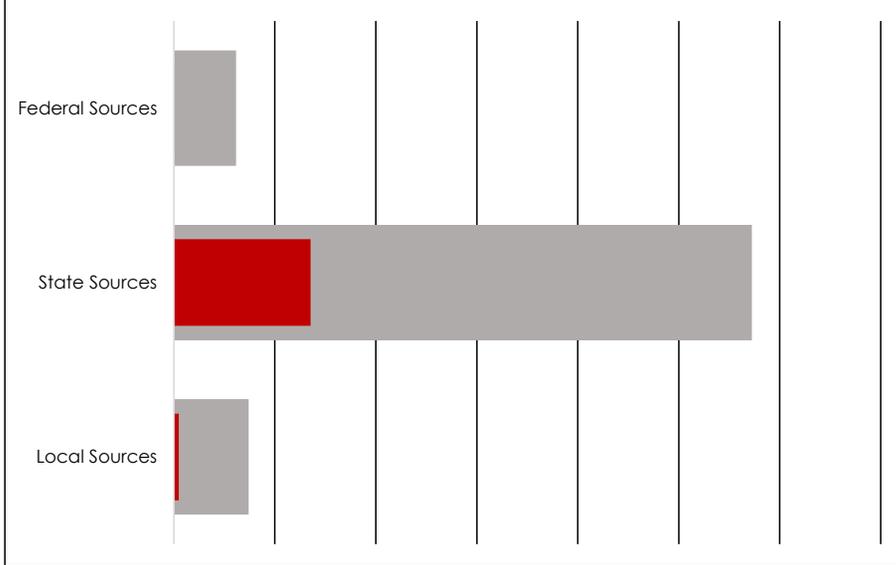
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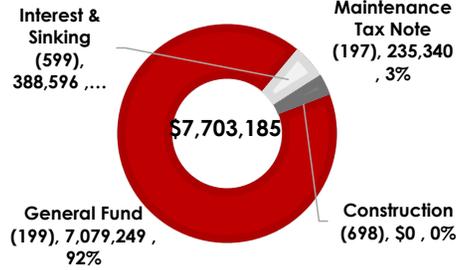
**TORNILLO INDEPENDENT SCHOOL DISTRICT  
BOARD FINANCIAL REPORT SUMMARY  
As of October 31, 2022**

**Board Adopted Revenue and Expenditures**

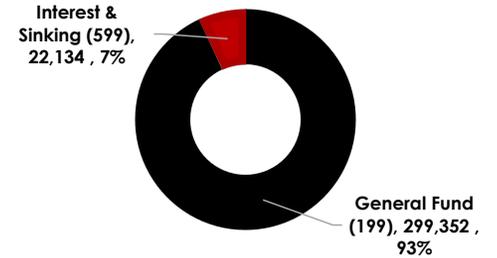


**Banking and Investment Pools**

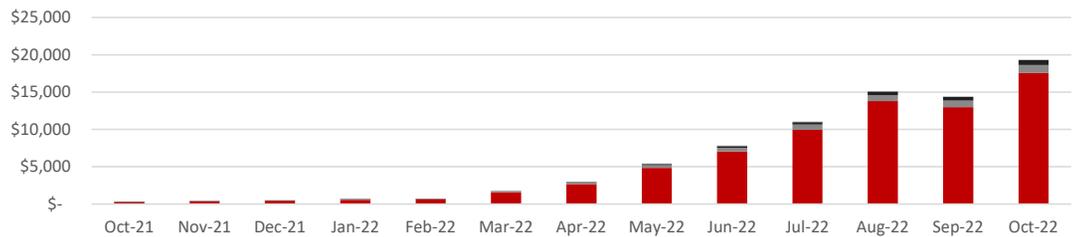
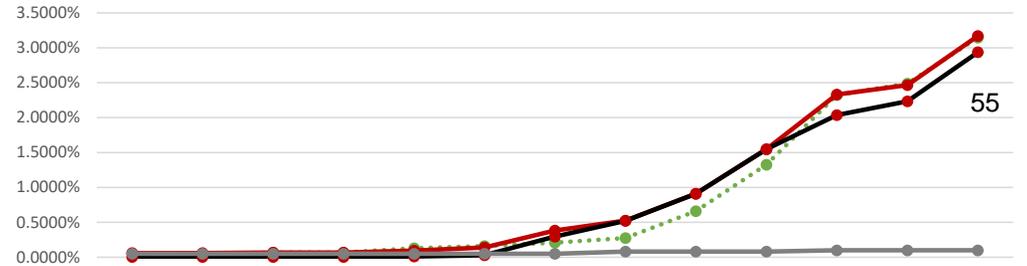
**LONE STAR INVESTMENTS**



**WESTSTAR BANK**

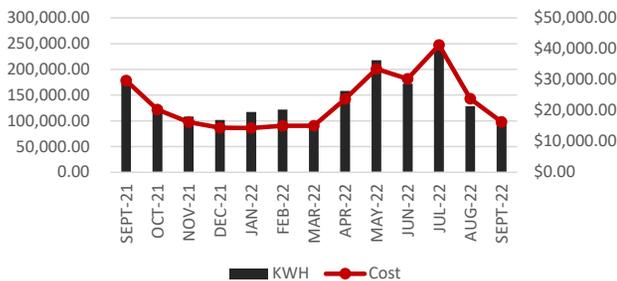


**Investment Rate and Interest Revenue Trends**

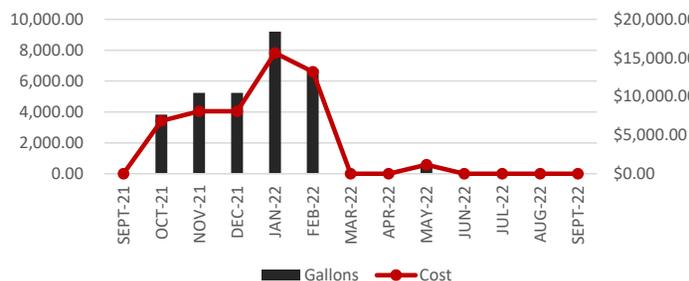


**Utilities**

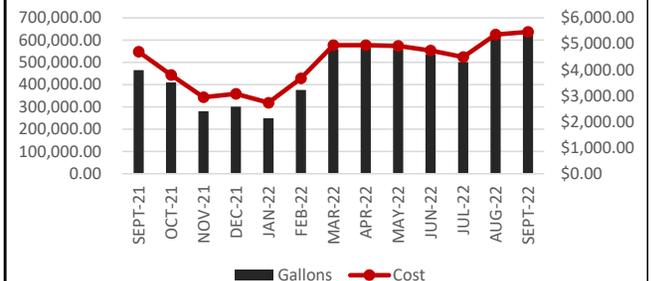
**ELECTRICITY**



**PROPANE**



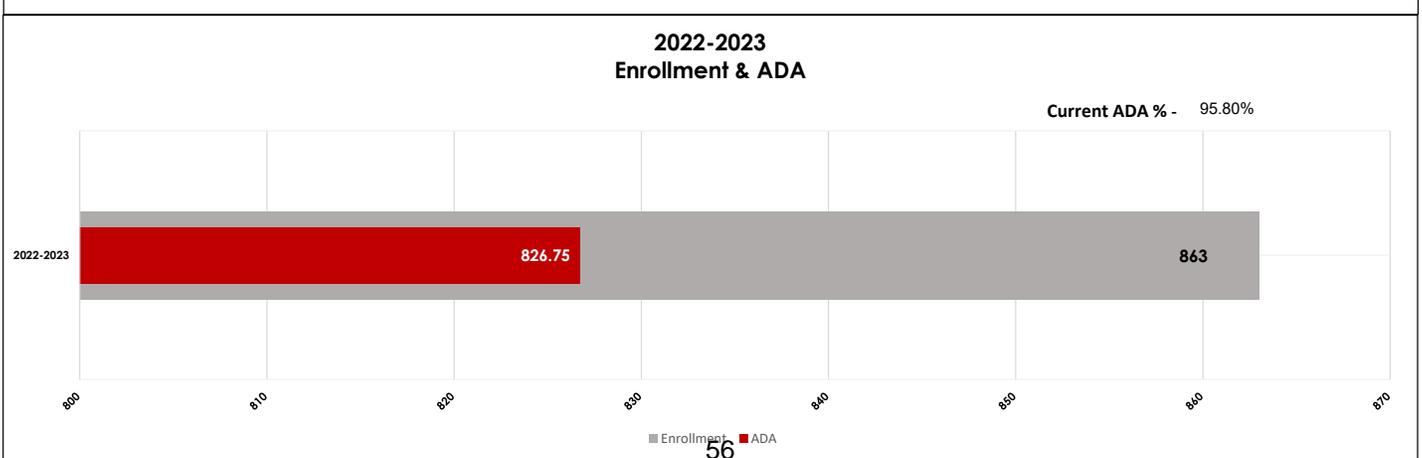
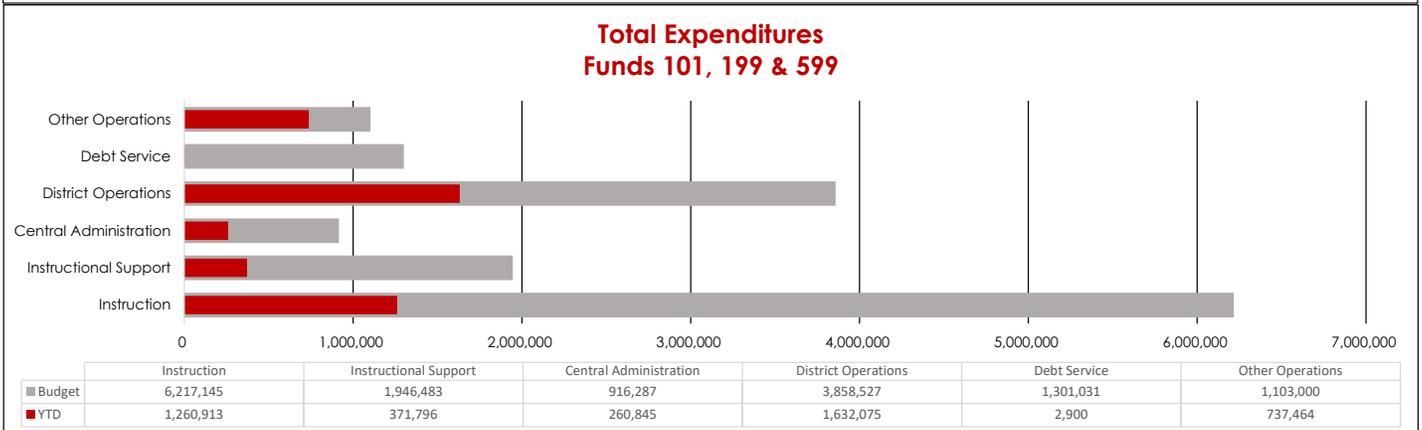
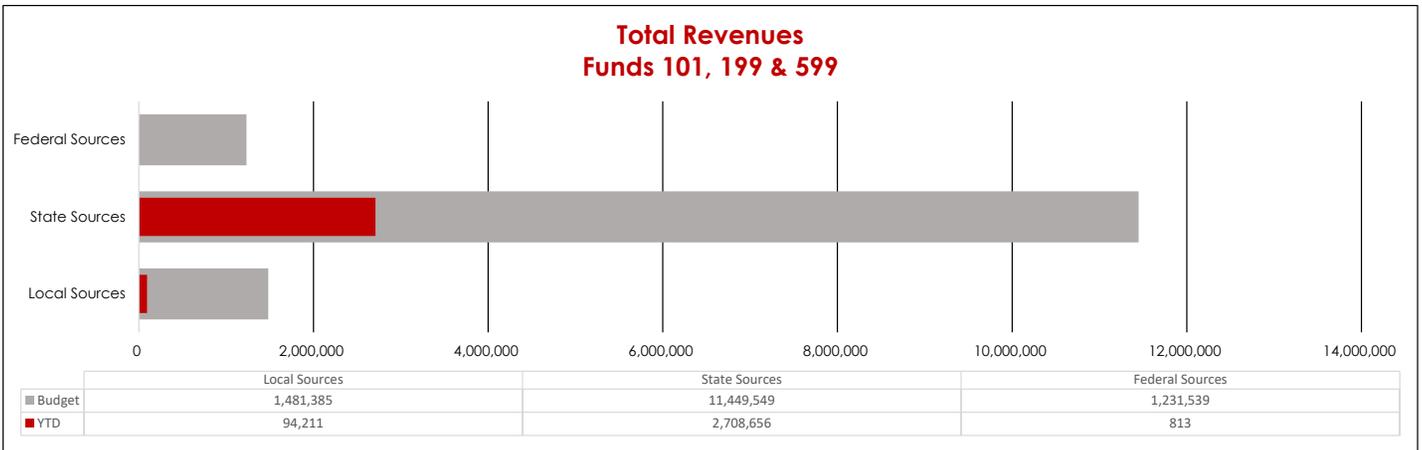
**WATER**



# TORNILLO INDEPENDENT SCHOOL DISTRICT

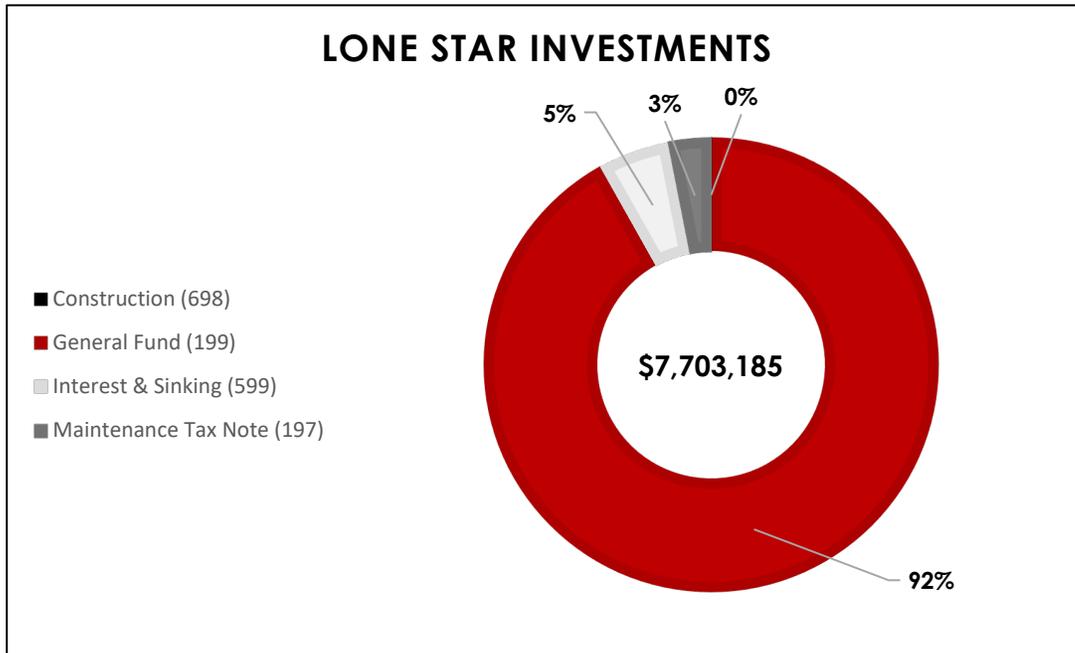
## Revenues & Expenditures As of October 31, 2022

REVENUES	Fund 101 - CNS			Fund 199 - General Fund			Fund 599 - Debt Service			Total		
	Budget	YTD	Remaining	Budget	YTD	Remaining	Budget	YTD	Remaining	Budget	YTD	Remaining
Local Sources	51,000	8,839	42,161	1,008,194	72,966	935,228	422,191	12,406	409,785	1,481,385	94,211	1,387,174
State Sources	3,600	0	3,600	10,567,109	2,708,656	7,858,453	878,840	0	878,840	11,449,549	2,708,656	8,740,893
Federal Sources	911,539	0	911,539	320,000	813	319,187	0	0	0	1,231,539	813	1,230,726
<b>Total Revenue:</b>	<b>966,139</b>	<b>8,839</b>	<b>957,299</b>	<b>11,895,303</b>	<b>2,782,435</b>	<b>9,112,868</b>	<b>1,301,031</b>	<b>12,406</b>	<b>1,288,625</b>	<b>14,162,473</b>	<b>2,803,681</b>	<b>11,358,792</b>
<b>EXPENSES</b>												
Instruction	0	0	0	6,217,145	1,260,913	4,956,232	0	0	0	6,217,145	1,260,913	4,956,232
Instructional Support	0	0	0	1,946,483	371,796	1,574,687	0	0	0	1,946,483	371,796	1,574,687
Central Administration	0	0	0	916,287	260,845	655,442	0	0	0	916,287	260,845	655,442
District Operations	966,139	588,195	377,943	2,892,388	1,043,880	1,848,508	0	0	0	3,858,527	1,632,075	2,226,452
Debt Service	0	0	0	0	0	0	1,301,031	2,900	1,298,131	1,301,031	2,900	1,298,131
Other Operations	0	0	0	1,103,000	737,464	365,536	0	0	0	1,103,000	737,464	365,536
<b>Total Expenses:</b>	<b>966,139</b>	<b>588,195</b>	<b>377,943</b>	<b>13,075,303</b>	<b>3,674,897</b>	<b>9,400,406</b>	<b>1,301,031</b>	<b>2,900</b>	<b>1,298,131</b>	<b>15,342,473</b>	<b>4,265,992</b>	<b>11,076,480</b>

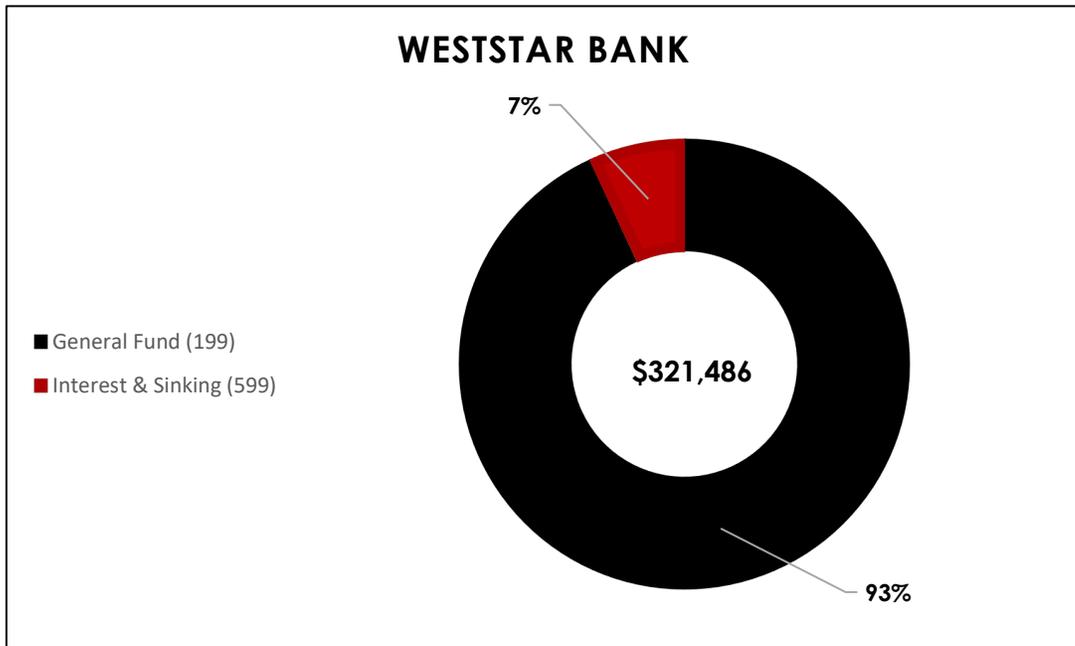


# TORNILLO INDEPENDENT SCHOOL DISTRICT

As of October 31, 2022



Account	Beg. Bal.	End. Bal.	Change
Construction (698)	\$0	\$0	\$0
General Fund (199)	6,181,704	7,079,249	897,545
Interest & Sinking (599)	387,527	388,596	1,070
Maintenance Tax Note (197)	234,692	235,340	648
<b>Lone Star Investment Pool</b>	<b>\$6,803,922</b>	<b>\$7,703,185</b>	<b>\$899,263</b>



Account	Beg. Bal.	End. Bal.	Change
General Fund (199)	90,880	299,352	208,472
Interest & Sinking (599)	16,405	22,134	5,729
<b>WestStar Bank</b>	<b>\$107,284</b>	<b>\$321,486</b>	<b>\$214,202</b>

# TORNILLO INDEPENDENT SCHOOL DISTRICT

## GENERAL FUND - CASH FLOW

As of October 31, 2022

Beginning Balance \$ 90,880

Day	Taxes	Deposits	Interest	Transfers	IRS	TRS	Payroll	Checks Cleared	Fees	Balance
01										\$ 90,880
02										\$ 90,880
03		2,067		200,000				(5,180)		\$ 287,766
04	1,036	32						(23,989)		\$ 264,845
05								(70,889)		\$ 193,956
06		584		400,000		(116,326)	(317,008)	(2,142)		\$ 159,064
07		981						(80,330)		\$ 79,715
08										\$ 79,715
09										\$ 79,715
10										\$ 79,715
11	1,881			200,000		(45,356)		(23,125)		\$ 213,114
12								(47,207)		\$ 165,907
13								(32,775)		\$ 133,132
14					(40,700)		(718)	(30,892)	(785)	\$ 60,037
15										\$ 60,037
16										\$ 60,037
17				200,000				(7,357)		\$ 252,680
18	2,526	85						(136)		\$ 255,156
19		17,587								\$ 272,743
20		209						(5,460)		\$ 267,492
21								(5,569)		\$ 261,923
22										\$ 261,923
23										\$ 261,923
24		67				(2)		(5,829)		\$ 256,159
25	7,000	2,303						(2,501)		\$ 262,960
26		173						(9,481)		\$ 253,652
27				500,000			(330,794)	(38,658)		\$ 384,201
28		259						(24,053)		\$ 360,406
29										\$ 360,406
30										\$ 360,406
31		295	17		(44,859)		(620)	(15,887)		\$ 299,352
									Ending Balance \$	299,352

# Tornillo Independent School District

## Monthly Summary of Investments

As of October 31, 2022

Fnd-Obj	ACCOUNT NAME	BEGINNING	DEPOSITS	CHECKS	INTEREST	ENDING	INTEREST RATE
		BALANCE				BALANCE	
		10/1/2022				10/31/2022	
199-1110	General Operating	\$ 90,879.51	1,537,082.81	1,328,627.93	17.23	\$ 299,351.62	0.10%
197-1107	Maintenance Tax Note	\$ 234,690.51	0.00	0.00	647.78	\$ 235,338.29	3.1697%
199-1107	Lone Star Inv. Pool#1	\$ 6,181,703.57	2,380,001.98	1,500,000.00	17,543.48	\$ 7,079,249.03	3.1697%
698-1107	Lone Star Inv. Pool/Capital Projects	\$ -	0.00	0.00	0.00	\$ -	3.1697%
599-1110	Interest and Sinking	\$ 16,404.97	5,728.65	0.00	0.75	\$ 22,134.37	5.00% 59
599-1107	Lone Star Inv. Pool/Int.&Sinking	\$ 387,526.51	0.00	0.00	1,069.64	\$ 388,596.15	3.1697%
599-1107	Lone Star Inv. Pool/I&S Government	\$ 1.68	0.00	0.00	0.00	\$ 1.68	3.1470%
		\$ -				\$ -	
698-1107	Lone Star Inv. Pool/CP Government	\$ -	0.00	0.00	0.00	\$ -	2.9359%
698-1110	Construction Funds	\$ (0.00)	0.00	0.00	0.00	\$ (0.00)	0.10%

**Statement of Compliance:**

The foregoing Investment Report complies with the Investment Policy and District Strategies of the Tornillo ISD.



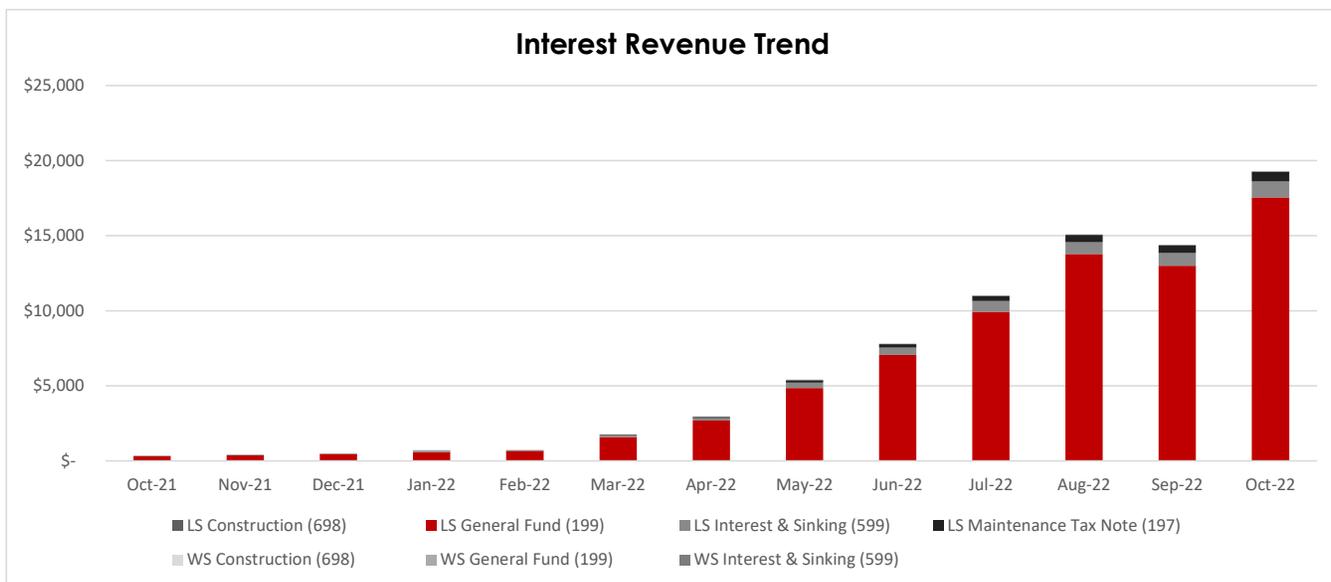
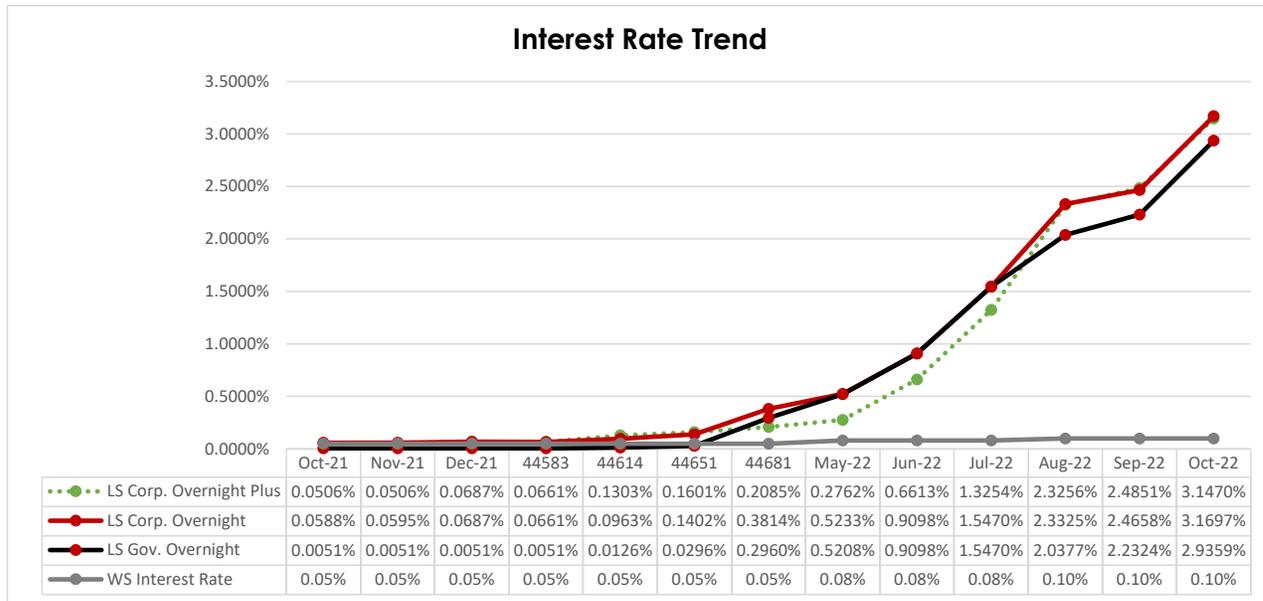

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Luis Guerra, Director of Finance



# TORNILLO INDEPENDENT SCHOOL DISTRICT

## INTEREST RATE TRENDS





Participant #: 71908

**Lone Star™** October 2022  
Investment Pool **Monthly Statement**

Statement Period: 10/01/2022 to 10/31/2022

Luis M Guerra  
Tornillo ISD  
PO Box 170  
Tornillo, Texas 79853-0170



**Summary of Portfolio Holdings**

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
General Fund	Corporate Overnight Fund	7,079,249.03	1.00	7,079,249.03	91.90%
<b>Totals:</b>				<b>7,079,249.03</b>	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Interest & Sinking Account	Corporate Overnight Fund	388,596.15	1.00	388,596.15	5.04%
	Government Overnight Fund	1.68	1.00	1.68	0.00%
<b>Totals:</b>				<b>388,597.83</b>	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Maintenance Tax Note 2008 - Fund 197	Corporate Overnight Fund	235,338.29	1.00	235,338.29	3.06%
<b>Totals:</b>				<b>235,338.29</b>	

**Totals**

Fund	Yield	Share Quantity	Price Per Share	Fund Balance (USD)	% Port.
Corporate Overnight Fund	3.25 %	7,703,183.47	1.00	7,703,183.47	100.00 %
Government Overnight Fund	0.00 %	1.68	1.00	1.68	0.00 %
Corporate Overnight Plus Fund	0.00 %	0.00	1.00	0.00	0.00 %
<b>Total Value:</b>				<b>7,703,185.15</b>	<b>100.00 %</b>

**Portfolio Transactions**

**General Fund - Corporate Overnight Fund**

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2022	Starting Balance	6,181,703.57			6,181,703.57
10/03/2022	Withdrawal	5,981,703.57	-200,000.00	1.00	-200,000.00
10/05/2022	Deposit	6,029,213.32	47,509.75	1.00	47,509.75
10/05/2022	Deposit	6,033,662.53	4,449.21	1.00	4,449.21
10/05/2022	Deposit	6,033,801.07	138.54	1.00	138.54
10/05/2022	Deposit	6,043,071.46	9,270.40	1.00	9,270.40
10/05/2022	Deposit	6,075,591.04	32,519.57	1.00	32,519.57



**General Fund - Corporate Overnight Fund (Continued)**

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/05/2022	Deposit	6,076,187.00	595.96	1.00	595.96
10/05/2022	Deposit	6,096,340.84	20,153.84	1.00	20,153.84
10/05/2022	Deposit	6,120,364.03	24,023.19	1.00	24,023.19
10/05/2022	Deposit	6,120,477.24	113.21	1.00	113.21
10/05/2022	Deposit	6,182,450.89	61,973.65	1.00	61,973.65
10/05/2022	Deposit	6,268,311.42	85,860.53	1.00	85,860.53
10/06/2022	Deposit	6,287,180.43	18,869.01	1.00	18,869.01
10/06/2022	Deposit	6,323,036.48	35,856.05	1.00	35,856.05
10/06/2022	Withdrawal	5,923,036.48	-400,000.00	1.00	-400,000.00
10/11/2022	Deposit	6,024,798.54	101,762.06	1.00	101,762.06
10/11/2022	Withdrawal	5,824,798.54	-200,000.00	1.00	-200,000.00
10/17/2022	Deposit	6,195,162.58	370,364.04	1.00	370,364.04
10/17/2022	Deposit	6,651,687.55	456,524.97	1.00	456,524.97
10/17/2022	Withdrawal	6,451,687.55	-200,000.00	1.00	-200,000.00
10/25/2022	Deposit	7,472,747.55	1,021,060.00	1.00	1,021,060.00
10/27/2022	Withdrawal	6,972,747.55	-500,000.00	1.00	-500,000.00
10/28/2022	Deposit	7,061,705.55	88,958.00	1.00	88,958.00
10/31/2022	Interest	7,079,249.03	17,543.48	1.00	17,543.48
10/31/2022	Ending Balance	7,079,249.03			7,079,249.03

**Interest & Sinking Account - Corporate Overnight Fund**

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2022	Starting Balance	387,526.51			387,526.51
10/31/2022	Interest	388,596.15	1,069.64	1.00	1,069.64
10/31/2022	Ending Balance	388,596.15			388,596.15

**Interest & Sinking Account - Government Overnight Fund**

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2022	Starting Balance	1.68			1.68
10/31/2022	Ending Balance	1.68			1.68

**Maintenance Tax Note 2008 - Fund 197 - Corporate Overnight Fund**

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2022	Starting Balance	234,690.51			234,690.51
10/31/2022	Interest	235,338.29	647.78	1.00	647.78
10/31/2022	Ending Balance	235,338.29			235,338.29

**Important Information about this statement**

Please review this statement carefully, it is the official record of your account with Lone Star Investment Pool and First Public, LLC. If you disagree with any transaction, or if there are any errors or omissions in this statement please notify us promptly in writing, but no later than 10 business days after receipt of this statement. Trades pending settlement will not appear on this statement. All such trades will appear in the next monthly statement. The yield for the period is an annualized rate that reflects the relationship between the average amount of income earned and the average daily balance for the account. Please notify First Public promptly and in writing of any changes of address or phone number. Times of transactions will be furnished upon written request. The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges and expenses associated with municipal fund securities before investing. All transactions are no load. No remuneration has, or will be, paid to any entity in connection with this transaction. An investor may obtain an Information Statement by contacting First Public at the address and phone number identified above. An investment in Lone Star investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation ("FDIC") or any other government agency and although Lone Star Investment Pool seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in municipal fund securities.



# Tornillo Independent School District

## El Paso Electric Transformer Upgrades

	High School 430 Oil Mill Lighting & Fire Pump 17121	Junior High 300 Oil Mill Upgrade 17124	Intermediate 420-A Oil Mill Upgrade 17123	Elementary 19200 Gabby Upgrade 17122	Total
Paid	\$ 27,545.82	\$ 20,082.17	\$ 22,333.48	\$ 17,853.07	\$ 87,814.54
Total Reimbursed	8,131.51	20,082.17	8,998.08	17,853.07	55,064.83
Balance	\$ 19,414.31	\$ -	\$ 13,335.40	\$ -	\$ 32,749.71
Balance per EP Electric	\$ 19,414.31	\$ -	\$ 13,335.40	\$ -	\$ 32,749.71
Additional Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -

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Date	Reimbursements				Total
10/3/2018	\$ 1,444.95	\$ 1,465.95	\$ 4,951.78	\$ 7,552.49	\$ 15,415.17
10/15/2019	\$ 1,565.01		\$ 1,794.80	\$ 2,523.03	\$ 5,882.84
10/8/2020				\$ 1,537.64	\$ 1,537.64
11/30/2020	\$ 1,303.10				\$ 1,303.10
9/27/2021		\$ 19,105.81			\$ 19,105.81
9/15/2021	\$ 1,025.26				\$ 1,025.26
9/1/2021			\$ 1,312.08		\$ 1,312.08
9/21/2021				\$ 6,689.74	\$ 6,689.74
8/31/2022		\$ (489.59)	\$ 939.42	\$ (449.83)	\$ -
9/9/2022	\$ 2,793.19				

# TORNILLO INDEPENDENT SCHOOL DISTRICT

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## \$25K AND ABOVE PAYMENTS

As per Board policy CH Local, any single payment of twenty-five-thousand dollars and above must be board approved the transactions take place. The following are the (5) payments over the twenty-five thousand dollar threshold paid to several vendors:

<b>Check #</b>	<b>Amount</b>	<b>Vendor</b>	<b>Comments</b>
157474	\$26,782.49	El Paso Electric	Consisted of Various Invoices
157488	\$147,532.00	El Paso Trade School	Board Approved
157543	\$31,581.54	First Financial Group Of America	Consisted of Various Invoices

Note: Payments made to First Financial Group of America are for the employee benefit plan premiums deducted from employees of the District.

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**VendorID : WestStar Bank - 100003379**

465	10/07/2022	500837	Lizeth Carroll		Issued	\$175.00	Employee Reimbursement Direct Deposit
466	10/07/2022	501203	Sandra Cruz		Issued	\$204.00	Employee Reimbursement Direct Deposit
467	10/07/2022	501026	Nadia De La Rosa		Issued	\$117.00	Employee Reimbursement Direct Deposit
468	10/07/2022	500814	Lilia Delgado		Issued	\$117.00	Employee Reimbursement Direct Deposit
469	10/07/2022	500205	Imelda Garcia		Issued	\$326.22	Employee Reimbursement Direct Deposit
470	10/07/2022	500459	Jesus Garcia		Issued	\$894.00	Employee Reimbursement Direct Deposit
471	10/07/2022	501157	Luis Guerra		Issued	\$234.00	Employee Reimbursement Direct Deposit
472	10/07/2022	500021	Dania Sotelo		Issued	\$117.00	Employee Reimbursement Direct Deposit
473	10/20/2022	501157	Luis Guerra		Issued	\$700.00	Employee Reimbursement Direct Deposit
474	10/27/2022	501206	Alejandro Olvera		Issued	\$118.00	Employee Reimbursement Direct Deposit
475	10/27/2022	501061	Rodrigo Portillo		Issued	\$268.00	Employee Reimbursement Direct Deposit
476	10/27/2022	500185	Heriberto Reyes		Issued	\$198.00	Employee Reimbursement Direct Deposit
477	10/27/2022	501023	Rosa Vega-Barrío		Issued	\$153.00	Employee Reimbursement Direct Deposit
157428	10/07/2022	10044	B&H Wholesale		Issued	\$363.90	Paper Check
157429	10/07/2022	10050	Barnes & Noble		Issued	\$466.01	Paper Check
157430	10/07/2022	10080	Ced-Triangle Electric -El Paso		Issued	\$310.00	Paper Check
157431	10/07/2022	10097	Communities In Schools El Paso Inc.		Issued	\$5,000.00	Paper Check
157432	10/07/2022	10138	El Paso Disposal, LP		Issued	\$1,922.98	Paper Check
157433	10/07/2022	10190	Fabens Oil Co.		Issued	\$2,525.08	Paper Check
157434	10/07/2022	10224	Flowers Baking Co.		Issued	\$209.60	Paper Check
157435	10/07/2022	10543	Labatt Food Service		Issued	\$3,556.90	Paper Check
157436	10/07/2022	10617	Pitneybowes		Issued	\$201.00	Paper Check
157437	10/07/2022	10630	Region 19 Education Service Center	66	Issued	\$11,289.00	Paper Check
157438	10/07/2022	10657	Segovia'S Distributing, Inc.		Issued	\$313.25	Paper Check

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157439	10/07/2022	10736	Texas Association Of Rural Schools	Issued	\$500.00	Paper Check
157440	10/07/2022	10808	Tornillo I.S.D. Cafeteria	Issued	\$957.00	Paper Check
157441	10/07/2022	10864	Walmart Community/Capital One	Issued	\$78.74	Paper Check
157442	10/07/2022	20022	Citibank	Issued	\$825.00	Paper Check
157443	10/07/2022	20022	Citibank	Issued	\$127.11	Paper Check
157444	10/07/2022	20022	Citibank	Issued	\$107.72	Paper Check
157445	10/07/2022	20022	Citibank	Issued	\$848.91	Paper Check
157446	10/07/2022	20022	Citibank	Issued	\$867.92	Paper Check
157447	10/07/2022	20022	Citibank	Issued	\$23.98	Paper Check
157448	10/07/2022	20022	Citibank	Issued	\$271.97	Paper Check
157449	10/07/2022	20022	Citibank	Issued	\$2,107.84	Paper Check
157450	10/07/2022	20022	Citibank	Issued	\$477.95	Paper Check
157451	10/07/2022	20180	ACET	Issued	\$900.00	Paper Check
157452	10/07/2022	20196	Enrique Esparza	Issued	\$850.00	Paper Check
157453	10/07/2022	20572	Dell Marketing L.P.	Issued	\$1,744.50	Paper Check
157454	10/07/2022	20575	Eduphoria! Inc	Issued	\$4,005.75	Paper Check
157455	10/07/2022	20656	Nearpod Inc.	Issued	\$9,275.00	Paper Check
157456	10/07/2022	20662	Citibank	Issued	\$65.32	Paper Check
157457	10/07/2022	20662	Citibank	Issued	\$150.58	Paper Check
157458	10/07/2022	20662	Citibank	Issued	\$199.97	Paper Check
157459	10/07/2022	20662	Citibank	Issued	\$288.64	Paper Check
157460	10/07/2022	20734	Purvis Industries, LLC	Issued	\$98.18	Paper Check
157461	10/07/2022	20762	Mexican American School Boards Members Association	Issued	\$500.00	Paper Check
157462	10/07/2022	20788	Sandra Mercuri Educational Consultants	Issued	\$6,000.00	Paper Check
157463	10/07/2022	20796	Fireplace Inc	Issued	\$1,199.00	Paper Check
157464	10/07/2022	20876	GH Dairy El Paso	Issued	\$1,242.90	Paper Check

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157465	10/07/2022	20912	countryman & co	Issued	\$16,600.00	Paper Check
157466	10/07/2022	20955	CATCH Global Foundation	Issued	\$499.00	Paper Check
157467	10/07/2022	501206	Alejandro Olvera	Issued	\$153.00	Paper Check
157468	10/07/2022	500185	Heriberto Reyes	Issued	\$560.00	Paper Check
157470	10/07/2022	10190	Fabens Oil Co.	Issued	\$153.04	Paper Check
157471	10/07/2022	20022	Citibank	Issued	\$583.37	Paper Check
157472	10/17/2022	20180	ACET	Issued	\$525.00	Paper Check
157473	10/20/2022	500459	Jesus Garcia	Issued	\$1,010.00	Paper Check
157474	10/20/2022	10139	El Paso Electric Co.	Issued	\$26,782.49	Paper Check
157475	10/20/2022	10171	El Paso Community College	Issued	\$7,993.28	Paper Check
157476	10/20/2022	10190	Fabens Oil Co.	Issued	\$167.65	Paper Check
157477	10/20/2022	10268	Gibson,Ruddock,Patterson, Llc.	Issued	\$7,000.00	Paper Check
157478	10/20/2022	10543	Labatt Food Service	Issued	\$5,621.23	Paper Check
157479	10/20/2022	10630	Region 19 Education Service Center	Issued	\$1,750.00	Paper Check
157480	10/20/2022	10657	Segovia'S Distributing, Inc.	Issued	\$477.54	Paper Check
157481	10/20/2022	10731	Texas Assoc. Of Community Schools	Issued	\$550.00	Paper Check
157482	10/20/2022	10864	Walmart Community/Capital One	Issued	\$315.41	Paper Check
157483	10/20/2022	20022	Citibank	Issued	\$364.00	Paper Check
157484	10/20/2022	20022	Citibank	Issued	\$375.91	Paper Check
157485	10/20/2022	20169	El Paso County Water Improvement	Issued	\$4,467.20	Paper Check
157486	10/20/2022	20280	Region 6	Issued	\$1,788.00	Paper Check
157487	10/20/2022	20456	Ann Morales	Issued	\$1,081.25	Paper Check
157488	10/20/2022	20509	El Paso Tradew School inc.	Issued	\$147,532.00	Paper Check
157489	10/20/2022	20600	FileWave USA Inc.	Issued	\$7,332.50	Paper Check
157490	10/20/2022	20662	Citibank	Issued	\$28.62	Paper Check
157491	10/20/2022	20690	Total Equipment & Rental of El Paso	Issued	\$686.09	Paper Check

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157492	10/20/2022	20705	Asset Panda LLC	Issued	\$4,041.99	Paper Check
157493	10/20/2022	20709	xSPEDite School Services	Issued	\$442.50	Paper Check
157494	10/20/2022	20718	SHI International	Issued	\$109.65	Paper Check
157495	10/20/2022	20876	GH Dairy El Paso	Issued	\$1,150.00	Paper Check
157496	10/20/2022	20922	Ana Maria Quintero Munoz	Issued	\$908.75	Paper Check
157497	10/20/2022	10617	Pitneybowes	Issued	\$201.00	Paper Check
157498	10/20/2022	20022	Citibank	Issued	\$375.91	Paper Check
157499	10/20/2022	20022	Citibank	Issued	\$187.96	Paper Check
157500	10/20/2022	20169	El Paso County Water Improvement	Issued	\$992.71	Paper Check
157501	10/20/2022	20763	Walsh Gallegos Trevino Russo & Kyle P.C.	Issued	\$1,000.00	Paper Check
157502	10/27/2022	10224	Flowers Baking Co.	Issued	\$250.80	Paper Check
157503	10/27/2022	10361	Home Depot Credit Services	Issued	\$781.77	Paper Check
157504	10/27/2022	10543	Labatt Food Service	Issued	\$8,633.81	Paper Check
157505	10/27/2022	10592	National Restaurant Supply	Issued	\$1,671.80	Paper Check
157506	10/27/2022	10657	Segovia'S Distributing, Inc.	Issued	\$1,901.94	Paper Check
157507	10/27/2022	10705	Tasb Risk Management Fund	Issued	\$13,819.00	Paper Check
157508	10/27/2022	10784	The Cable Source	Issued	\$7,187.68	Paper Check
157509	10/27/2022	10864	Walmart Community/Capital One	Issued	\$709.23	Paper Check
157510	10/27/2022	10870	Windstream	Issued	\$1,914.28	Paper Check
157511	10/27/2022	20022	Citibank	Issued	\$306.96	Paper Check
157512	10/27/2022	20022	Citibank	Issued	\$84.11	Paper Check
157513	10/27/2022	20022	Citibank	Issued	\$205.34	Paper Check
157514	10/27/2022	20022	Citibank	Issued	\$232.34	Paper Check
157515	10/27/2022	20022	Citibank	Issued	\$375.96	Paper Check
157516	10/27/2022	20022	Citibank	Issued	\$229.78	Paper Check
157517	10/27/2022	20022	Citibank	Issued	\$232.34	Paper Check

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157518	10/27/2022	20022	Citibank	Issued	\$637.65	Paper Check
157519	10/27/2022	20022	Citibank	Issued	\$163.72	Paper Check
157520	10/27/2022	20022	Citibank	Issued	\$138.88	Paper Check
157521	10/27/2022	20022	Citibank	Issued	\$274.05	Paper Check
157522	10/27/2022	20022	Citibank	Issued	\$167.74	Paper Check
157523	10/27/2022	20215	Spectrum Paper Co, Inc.	Issued	\$29.00	Paper Check
157524	10/27/2022	20333	Navex Global Inc.	Issued	\$2,182.95	Paper Check
157525	10/27/2022	20465	806 Technologies, Inc	Issued	\$450.00	Paper Check
157526	10/27/2022	20494	RedGear LLC	Issued	\$654.55	Paper Check
157527	10/27/2022	20569	FBLA Area 2	Issued	\$96.00	Paper Check
157528	10/27/2022	20739	Riverside Assessments, LLC	Issued	\$936.00	Paper Check
157529	10/27/2022	20821	Winsupply of West El Paso	Issued	\$1,012.36	Paper Check
157530	10/27/2022	20859	Solution Tree Inc	Issued	\$2,836.00	Paper Check
157531	10/27/2022	20876	GH Dairy El Paso	Issued	\$1,042.90	Paper Check
157532	10/27/2022	20895	linde gas & equipment inc	Issued	\$20.61	Paper Check
157533	10/27/2022	20928	Calian Corp	Issued	\$6,617.88	Paper Check
157534	10/27/2022	501260	Claudia Beanes	Issued	\$131.00	Paper Check
157535	10/27/2022	500459	Jesus Garcia	Issued	\$810.00	Paper Check
157536	10/27/2022	10724	Texas AFT- Associate Membership Program	Issued	\$192.50	Paper Check
157537	10/27/2022	10848	United Way Of El Paso County	Issued	\$15.00	Paper Check
157538	10/27/2022	20007	Stuart C. Cox	Issued	\$284.00	Paper Check
157539	10/27/2022	20008	Texas State Teacher Association	Issued	\$138.24	Paper Check
157540	10/27/2022	20009	Association of Texas Professional Educator	Issued	\$79.63	Paper Check
157541	10/27/2022	20009	Association of Texas Professional Educator	Issued	\$79.63	Paper Check
157542	10/27/2022	20010	LegalShield	Issued	\$135.52	Paper Check
157543	10/27/2022	20011	First Financial Group of America	Issued	\$31,581.54	Paper Check

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157544	10/27/2022	20215	Spectrum Paper Co, Inc.	Issued	\$249.45	Paper Check
10002144	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
10002145	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$311.00	ACH
10002146	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
10002147	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
10002148	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$265.00	ACH
10002149	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$311.00	ACH
10002150	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$265.00	ACH
10002151	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
10002152	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
10002153	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$39.30	ACH
10002154	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$137.50	ACH
10002155	10/27/2022	20012	Texas Child Support Disbursement Unit	Issued	\$1.50	ACH
200000837	10/07/2022	10679	Spectrum Imaging	Issued	\$4,575.55	Vendor Credit Card
200000838	10/07/2022	10706	TASB, Inc.	Issued	\$1,401.16	Vendor Credit Card
200000839	10/07/2022	20036	Johnstone Supply	Issued	\$740.25	Vendor Credit Card
200000840	10/07/2022	20255	Mentru Enterprises	Issued	\$1,630.00	Vendor Credit Card
200000841	10/07/2022	20490	Blanco Ordonez Mata & Wallace P.	Issued	\$2,440.00	Vendor Credit Card
200000842	10/20/2022	10062	Blick Art Materials	Issued	\$681.96	Vendor Credit Card
200000843	10/20/2022	10068	Bsn Sports Collegiate	Issued	\$2,000.00	Vendor Credit Card
200000844	10/20/2022	10105	Continental Termite & Pest Control,	Issued	\$475.00	Vendor Credit Card
200000845	10/20/2022	10229	Follett School Solutions, Inc.	Issued	\$19,706.19	Vendor Credit Card
200000846	10/27/2022	10068	Bsn Sports Collegiate	Issued	\$2,023.00	Vendor Credit Card
200000847	10/27/2022	10070	C & M Plaque & Trophy Inc.	Issued	\$85.00	Vendor Credit Card
200000848	10/27/2022	10603	Oriental Trading Co., Inc.	Issued	\$246.93	Vendor Credit Card
200000849	10/27/2022	10622	Power School	Issued	\$20,666.32	Vendor Credit Card

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200000850	10/27/2022	10687	Staples Advantage	Issued	\$1,289.70	Vendor Credit Card
200000851	10/27/2022	10707	TASBO	Issued	\$335.00	Vendor Credit Card
200000852	10/27/2022	20052	DEMCO, Inc	Issued	\$21,317.66	Vendor Credit Card
200000853	10/27/2022	20312	Service Supply	Issued	\$1,298.60	Vendor Credit Card
200000854	10/27/2022	20470	O'Reilly Auto Enterprises LLC	Issued	\$724.21	Vendor Credit Card
200000855	10/27/2022	20480	National Center for Youth Issues	Issued	\$200.00	Vendor Credit Card
200000856	10/27/2022	20490	Blanco Ordonez Mata & Wallace P.	Issued	\$1,815.00	Vendor Credit Card
200000857	10/27/2022	20517	Super Duper Inc	Issued	\$285.60	Vendor Credit Card
200000858	10/27/2022	20597	El Paso Reprographics	Issued	\$4,781.50	Vendor Credit Card
200000860	10/27/2022	10052	Baudville, Inc.	Issued	\$531.96	Vendor Credit Card
200000861	10/27/2022	10229	Follett School Solutions, Inc.	Issued	\$6,383.04	Vendor Credit Card
200000862	10/27/2022	10603	Oriental Trading Co., Inc.	Issued	\$273.89	Vendor Credit Card

**Total Checks:** 166

**Total Amount:** 494,039.23

<u>Payee ID</u>	<u>Payee Name</u>	<u>Invoice Number</u>	<u>Invoice Date</u>	<u>Check Number</u>	<u>Check Date</u>	<u>Check Status</u>	<u>Invoice Description</u>	<u>Account Number</u>	<u>Invoice Amount</u>	<u>Doc ID</u>
20022	Citibank	1856-1086	09/21/2022	157442	10/07/2022	Issued	Breakthrough Coach Phoenix	255-23-6411-00-001-11-0-00	825	152249
20022	Citibank	508-121344	09/16/2022	157443	10/07/2022	Issued	Hotel Reservations Cross Country Invitational	181-36-6412-00-001-91-0-72	127.11	152394
20022	Citibank	367623550	10/04/2022	157444	10/07/2022	Issued	Car Rental	211-13-6411-22-044-11-0-00	107.72	152479
20022	Citibank	269EK2	09/25/2022	157445	10/07/2022	Issued	Breakthrough Coach Hotel, rental car and flights for ACET Conference L. Guerra and S. Cruz	199-41-6411-00-750-99-0-00	848.91	152496
20022	Citibank	3ZUFAM	09/28/2022	157446	10/07/2022	Issued	Flight - Breakthrough Coach	211-13-6411-22-044-11-0-00	867.92	152516
20022	Citibank	1984	09/10/2022	157447	10/07/2022	Issued	Misc. items for PD	199-41-6499-00-701-99-0-00	23.98	152403
20022	Citibank	4JVZGV	09/29/2022	157448	10/07/2022	Issued	LSSSCA Conference	281-13-6411-00-999-30-0-00	271.97	152519
20022	Citibank	4AD7IY	10/03/2022	157449	10/07/2022	Issued	Phoenix AZ roundtrip flight	255-23-6411-00-001-11-0-00	2,107.84	152526
20022	Citibank	3NIQMZ	09/23/2022	157450	10/07/2022	Issued	Nutrition Expo	101-35-6411-00-902-99-0-00	477.95	152553
20022	Citibank	90143193642	09/13/2022	157471	10/07/2022	Issued	Enterprise car rental	199-41-6419-07-702-99-0-00	194.46	80834
20022	Citibank	90143193642	09/13/2022	157471	10/07/2022	Issued	Enterprise car rental	199-41-6419-07-702-99-0-00		
20022	Citibank	90143193642	09/13/2022	157471	10/07/2022	Issued	Enterprise car rental	199-41-6419-06-702-99-0-00	194.46	80834
20022	Citibank	90143193642	09/13/2022	157471	10/07/2022	Issued	Enterprise car rental	199-41-6419-05-702-99-0-00	194.45	80834
20022	Citibank	3229	09/30/2022	157483	10/20/2022	Issued	All Access: TEKS: Algebra 1 w/ Intervention- School Owned License	199-11-6399-00-001-30-0-00	364	152520
20022	Citibank	1000101346	10/06/2022	157484	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6411-00-701-99-0-00	93.98	152413
20022	Citibank	1000101346	10/06/2022	157484	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-05-702-99-0-00	93.98	73 152413
20022	Citibank	1000101346	10/06/2022	157484	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-02-702-99-0-00	93.97	152413
20022	Citibank	1000101346	10/06/2022	157484	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-06-702-99-0-00	93.98	152413
20022	Citibank	1000101351	10/06/2022	157498	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6411-00-701-99-0-00	93.98	152413
20022	Citibank	1000101351	10/06/2022	157498	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-02-702-99-0-00	93.97	152413
20022	Citibank	1000101351	10/06/2022	157498	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-06-702-99-0-00	93.98	152413
20022	Citibank	1000101351	10/06/2022	157498	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-05-702-99-0-00	93.98	152413
20022	Citibank	1000101347	10/06/2022	157499	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-05-702-99-0-00	46.99	152413
20022	Citibank	1000101347	10/06/2022	157499	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6411-00-701-99-0-00	46.99	152413
20022	Citibank	1000101347	10/06/2022	157499	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-02-702-99-0-00	46.99	152413
20022	Citibank	1000101347	10/06/2022	157499	10/20/2022	Issued	Flight & Hotel for MASBA Conference; Superintendent and BOT	199-41-6419-06-702-99-0-00	46.99	152413
20022	Citibank	3E389T	10/24/2022	157511	10/27/2022	Issued	Travel arrangements for Texas Assessment Conference	199-13-6411-00-916-11-0-00	12.28	152602
20022	Citibank	3E389T	10/24/2022	157511	10/27/2022	Issued	Travel arrangements for Texas Assessment Conference	279-13-6411-01-916-11-0-00	294.68	152602
20022	Citibank	280671683	09/28/2022	157512	10/27/2022	Issued	Nutrition Expo	101-35-6411-00-902-99-0-00	84.11	152553
20022	Citibank	405092295	10/18/2022	157513	10/27/2022	Issued	Hotel, rental car and flights for ACET Conference L. Guerra and S. Cruz	199-41-6411-00-750-99-0-00	205.34	152496
20022	Citibank	338770	10/04/2022	157514	10/27/2022	Issued	Hotel - Breakthrough Coaching	211-13-6411-22-044-11-0-00	232.34	152517
20022	Citibank	3CXGEZ	10/24/2022	157515	10/27/2022	Issued	Travel for LSSSCA Conference	199-41-6411-00-701-99-0-00	375.96	152603
20022	Citibank	391797405	10/17/2022	157516	10/27/2022	Issued	Flight & Hotel - Transcend	199-13-6411-00-916-11-0-00	24.95	152564
20022	Citibank	391797405	10/17/2022	157516	10/27/2022	Issued	Flight & Hotel - Transcend	211-13-6411-22-044-11-0-00	204.83	152564
20022	Citibank	338771	10/04/2022	157517	10/27/2022	Issued	Hotel - Breakthrough Coaching	211-13-6411-22-044-11-0-00	232.34	152517
20022	Citibank	8345599	10/18/2022	157518	10/27/2022	Issued	Hotel, rental car and flights for ACET Conference L. Guerra and S. Cruz	199-41-6411-00-750-99-0-00	637.65	152496
20022	Citibank	175729	09/28/2022	157519	10/27/2022	Issued	Nutrition Expo	101-35-6411-00-902-99-0-00	163.72	152553

20022	Citibank	263791	10/21/2022	157520	10/27/2022	Issued	Catering for student advisory meeting w/superintendent	211-11-6499-00-999-30-0-00	138.88	152601
20022	Citibank	361003112	09/06/2022	157521	10/27/2022	Issued	AVIS Rental Car - 2022 TUG Conference - The Woodlands, TX	199-53-6411-00-953-99-0-00	274.05	152430
20022	Citibank	039161	10/21/2022	157522	10/27/2022	Issued	Principals Month Recognition Gift	199-41-6499-00-727-99-0-00	167.74	152595
20662	Citibank Sams Club	10000118552	09/28/2022	157456	10/07/2022	Issued	Concession Items	461-11-6499-00-044-11-0-00	65.32	152442
20662	Citibank Sams Club	701828318893983326398	10/04/2022	157457	10/07/2022	Issued	Supplies needed	199-21-6399-00-918-23-0-00	150.58	152558
20662	Citibank Sams Club	462182491217629782782	09/29/2022	157458	10/07/2022	Issued	Items for Teacher Luncheon	461-11-6499-00-041-11-0-00	199.97	152505
20662	Citibank Sams Club	296172890217221652573	09/27/2022	157459	10/07/2022	Issued	Concession Items	461-11-6499-00-044-11-0-00	288.64	152442
20662	Citibank Sams Club	41343423344033483443	10/18/2022	157490	10/20/2022	Issued	Snacks for Superintendent Parent Meeting	281-61-6499-00-999-30-0-00	28.62	152583
									\$ 11,327.55	



**Wellness Department**

430-D Oil Mill Road

Tornillo, TX 79853

Phone 915.765.3565

Fax 915.765.3599

# MEMORANDUM

To:

From:

Subject:

Date:

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HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:

# School Compliance

**TORNILLO ISD  
P O BOX 170 - TORNILLO, TX 79853**

**School Year: 2022-2023  
Grade: Seventh Grade**

**School Enrollment this Grade: 50**

<b>Vaccine Name</b>	<b>Percent Compliance</b>
Hepatitis A	100
Polio	100
Tdap/Td#	100
Meningococcal	100
Hepatitis B	100
Varicella (2 doses)	100
MMR (2 doses)	100

# School Compliance

**TORNILLO ISD  
P O BOX 170 - TORNILLO, TX 79853**

**School Year: 2022-2023**

**Grade: Kindergarten**

**School Enrollment this Grade: 45**

<b>Vaccine Name</b>	<b>Percent Compliance</b>
Polio	100
DTP/DTaP/DT/Td	100
Hepatitis B	100
Varicella	100
MMR (2 doses)	100
Hepatitis A	100

# School Compliance

## Comparison with State Percentages

**TORNILLO ISD**  
**P O BOX 170 - TORNILLO, TX 79853**

**School Type: Public School**  
**School Year: 2022-2023**  
**Grade: Seventh Grade**  
**School Enrollment this Grade: 50**  
**State Enrollment this Grade (Public School): 524277**

Vaccine Name	School Percent	State Percent
Hepatitis A	100	100
Hepatitis B	100	100
Meningococcal	100	99
MMR (2 doses)	100	100
Polio	100	100
Tdap/Td#	100	99
Varicella (2 doses)	100	100

# School Compliance

## Comparison with State Percentages

**TORNILLO ISD**  
**P O BOX 170 - TORNILLO, TX 79853**

**School Type: Public School**  
**School Year: 2022-2023**  
**Grade: Kindergarten**  
**School Enrollment this Grade: 45**  
**State Enrollment this Grade (Public School): 488373**

Vaccine Name	School Percent	State Percent
DTP/DTaP/DT/Td	100	99
Hepatitis A	100	100
Hepatitis B	100	100
MMR (2 doses)	100	99
Polio	100	99
Varicella	100	99

Annual Report of Immunization Status  
For School Year 2022-2023

Name :TORNILLO ISD  
Address: P O BOX 170 , TORNILLO, TX 79853

Facility ID : 9071908000

**District Information**

Completed By : Linda Rivero

Title : District Nurse

What is the total # of students in your District with at least one conscientious exemption? 0  
What is your total District enrollment? 795

**Kindergarten**

What is the total # of schools with this grade? 1  
What is the total enrollment for this grade? 45  
What is the total # of students in this grade with at least one conscientious exemption? 0  
What is the total # of students in this grade with at least one medical exemption? 0  
What is the total # of students in this grade with a conscientious exemption to all vaccines? 0  
What is the total # of students in this grade with a medical exemption to all vaccines? 0  
What is the total # of students in this grade without an immunization record? (Do not include students from 2d above) 0  
What is the total # of students in this grade provisionally enrolled? 1

Vaccine	# Students Current		# Students Exempt Official State of Texas Form	# Students Exempt Statement from Health Care Provider	Students Not Current	History Illness	Total from columns 1-6
	Up-to-Date	Provisional	Conscientious	Medical	Delinquent		
DTP/DTaP/DT/Td	44	1	0	0	0	0	45
Hepatitis A	45	0	0	0	0	0	45
Hepatitis B	45	0	0	0	0	0	45
MMR (2 doses)	45	0	0	0	0	0	45
Polio	45	0	0	0	0	0	45
Varicella	45	0	0	0	0	0	45

**Seventh Grade**

What is the total # of schools with this grade? 1  
What is the total enrollment for this grade? 50  
What is the total # of students in this grade with at least one conscientious exemption? 0  
What is the total # of students in this grade with at least one medical exemption? 0  
What is the total # of students in this grade with a conscientious exemption to all vaccines? 0  
What is the total # of students in this grade with a medical exemption to all vaccines? 0  
What is the total # of students in this grade without an immunization record? (Do not include students from 2d above) 0  
What is the total # of students in this grade provisionally enrolled? 0

Vaccine	# Students Current		# Students Exempt Official State of Texas Form	# Students Exempt Statement from Health Care Provider	Students Not Current	History Illness	Total from columns 1-6
	Up-to-Date	Provisional	Conscientious	Medical	Delinquent		
Hepatitis A	50	0	0	0	0	0	50
Hepatitis B	50	0	0	0	0	0	50
Meningococcal	50	0	0	0	0	0	50
MMR (2 doses)	50	0	0	0	0	0	50
Polio	50	0	0	0	0	0	50
Tdap/Td#	50	0	0	0	0	0	50
Varicella (2 doses)	50	0	0	0	0	0	50



2022-2023

Quarterly Report

Tornillo Special Programs

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# Human Resources

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LIZETH CARROLL

SANDY GARCIA

# 1<sup>st</sup> Nine Weeks Main Projects



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Employee flexible schedule to attend school

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Monthly Incentives by department. HR Employee Gala Luncheon on May. Fundraising of \$7,000 on going.

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Fundraising T-Shirts project. Revenue \$1,000

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Opportunities to grow professionally within the district.

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Ample opportunities for Professional Development: \$73,196 ,Sep 1-Nov 10

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Open Records Reports- 10

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HR Newsletter - 1

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Participation in Job Fairs – 1 with UTEP, UTEP Residents Match

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Partnerships with UTEP – Resident Teachers, College Tutors

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R19 Alternative Certifications Program – 2 ELAR Teachers going through the Program

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Weekly Employee Guidance/Counseling- Salaries, leave, retirement, certification, etc...

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Grievance Management/Mediation – 2 grievance investigation

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83

TEA reporting on employee's behavior – 3 reports

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Compensation Package- Teacher Salary, Pay Structures, Stipends, New FTEs

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Open Enrollment conducted on August, 2022

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Hosted PAR 19 Meeting in Tornillo on August 18

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Substitute Teacher Orientation - July 25, 2022

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New Employee Orientation - July 21, 2022

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Teacher of the Year Event-Paraprofessional/Employee of the Year

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Eduhero Mandatory Employee Training Schedule

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Teacher Certification Status

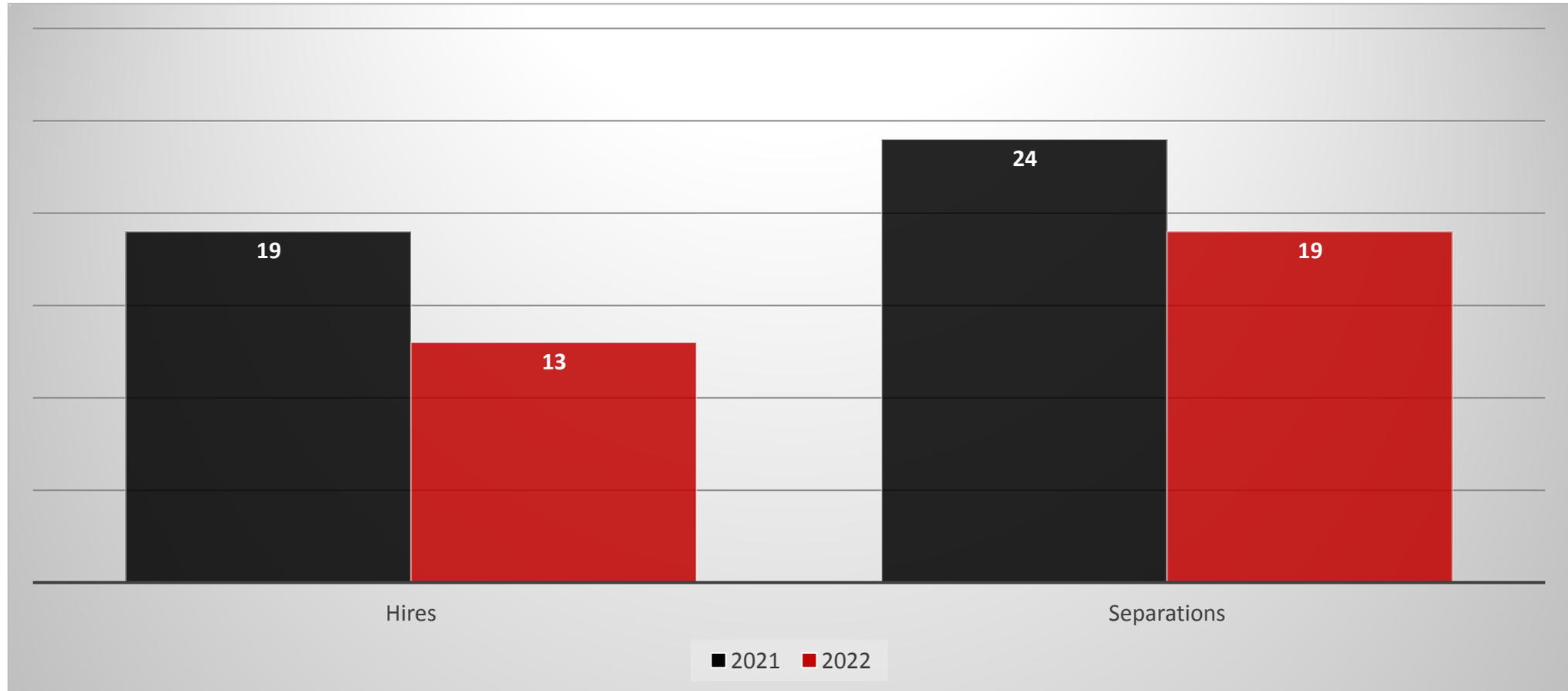
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Paraprofessionals Certification

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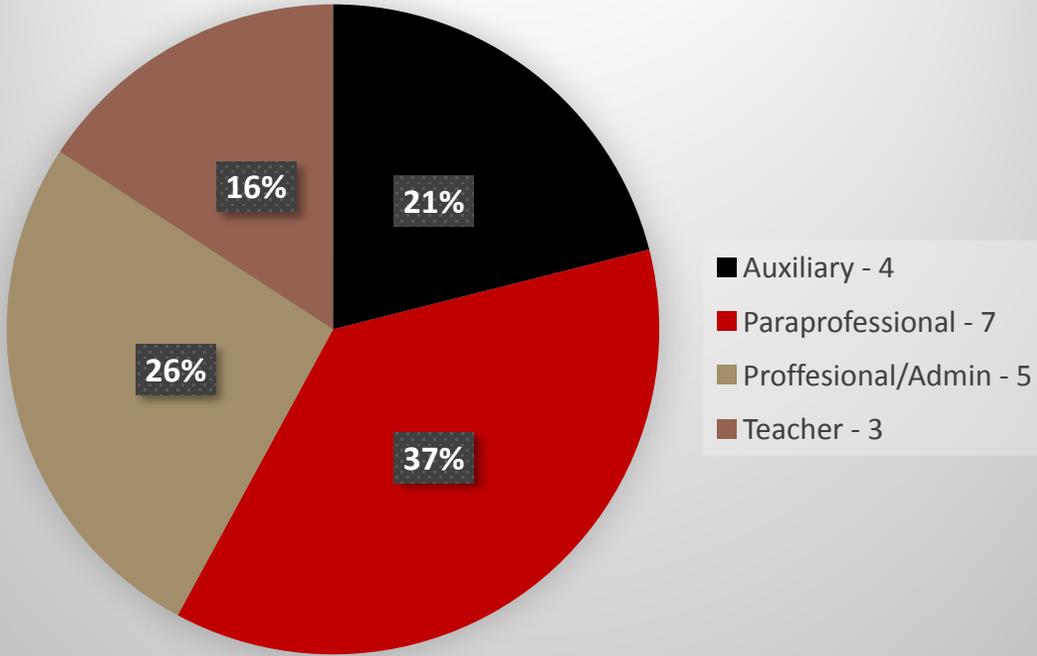
Birthday Recognitions by Superintendents Office

# HR Hires/Separations

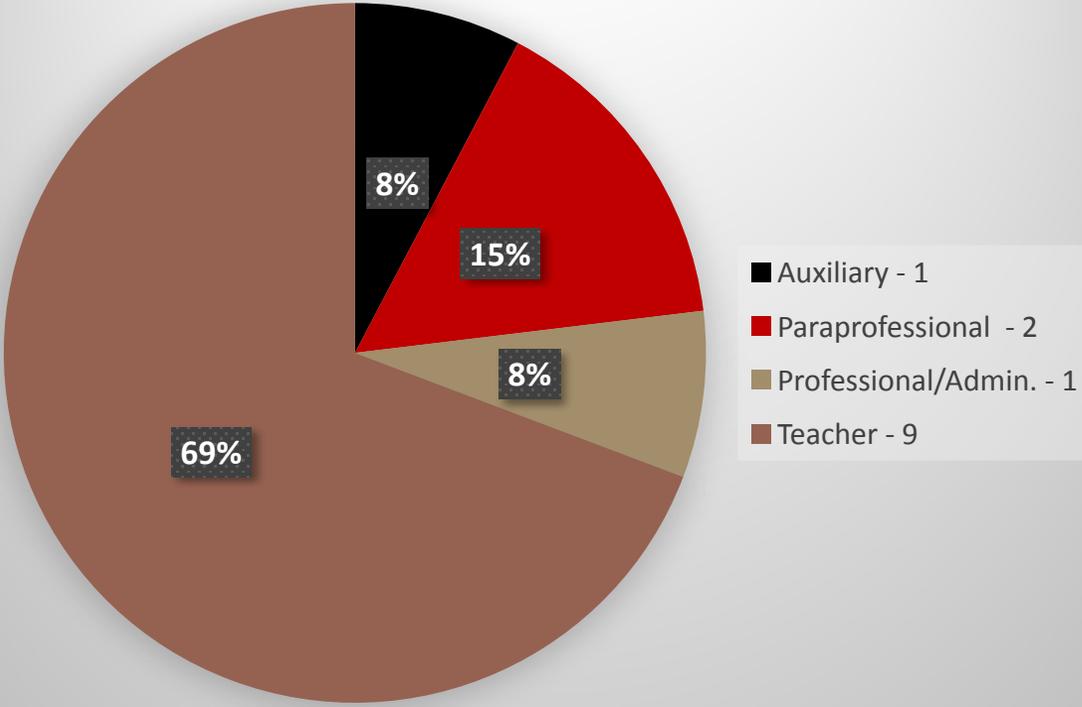


# Hires

Year 21-22

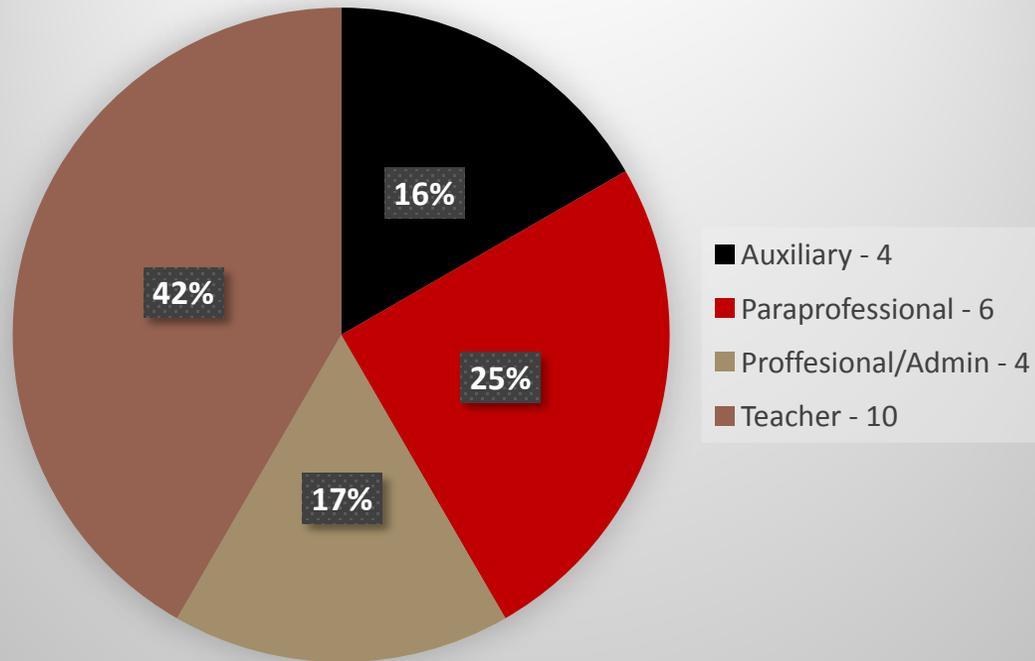


Year 22-23

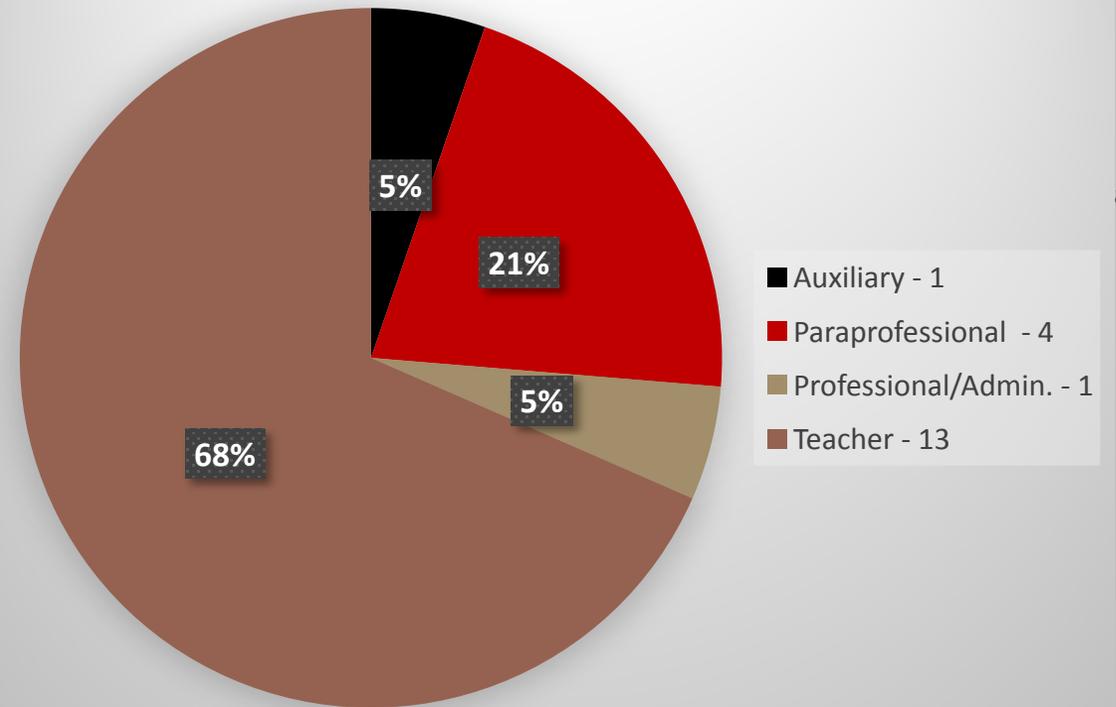


# Separations

End of SY 21



End of SY 22



# Benefits



Medical insurance Contribution \$275.00

Worker's Compensation. 6 cases

Unemployment Compensation Insurance-No claims so far

Family Medical Leave Act (FMLA). 6 cases

Returning to work stipend \$2,000, two one-time lump sums of \$1,000 each during the school year. One in the Fall, one in the Spring

Attractive after-school program stipends

Vision, dental, disability, cancer, COBRA, additional term life insurance

Dearborne Life Insurance \$25,000

Bereavement Personal Leave Time: 5 days

Competitive Stipend in areas of shortage

Reimbursement of cost of Registration tests in areas of need

# Compliance

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LIZETH CARROLL

SANDY GARCIA

# Compliance Completed Projects

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- Bilingual/ESL Education Manual
- State Compensatory Education Manual
- LPAC BOY Trainings-Administrators and Parents
- Title I Parent and Family Engagement Policy Compliance. Parent-Std-Teacher Compacts
- Title I compliance activities: Annual meeting, Right to know letters
- TEA Reporting- AskTED update, Title I and Title III compliance reports
- EEO\_5 Report Title III
- Title III

Approval Purchase Requisitions-DIP, Account Code, Strategy-25%

Records Retention-15%

Title I Crate documentation- 20%

District Improvement Plan Formative reviews-25%

Mentoring to LOTE Teacher- Lesson plans, special projects-25%

DAB Meetings-25%

District of Innovation Renewal Year

Public Records Requests – 10 submitted

Auditor's requests for information

HB4545 Documentation – 15%

District Improvement Plan Formative/Summative Reviews – 25%

Legal consultation – 25%

Title III Parental Engagement Activities – 40%

K-12 Summit training and Progress Monitoring

ESSER II Random Validation

# Compliance - On Going Projects

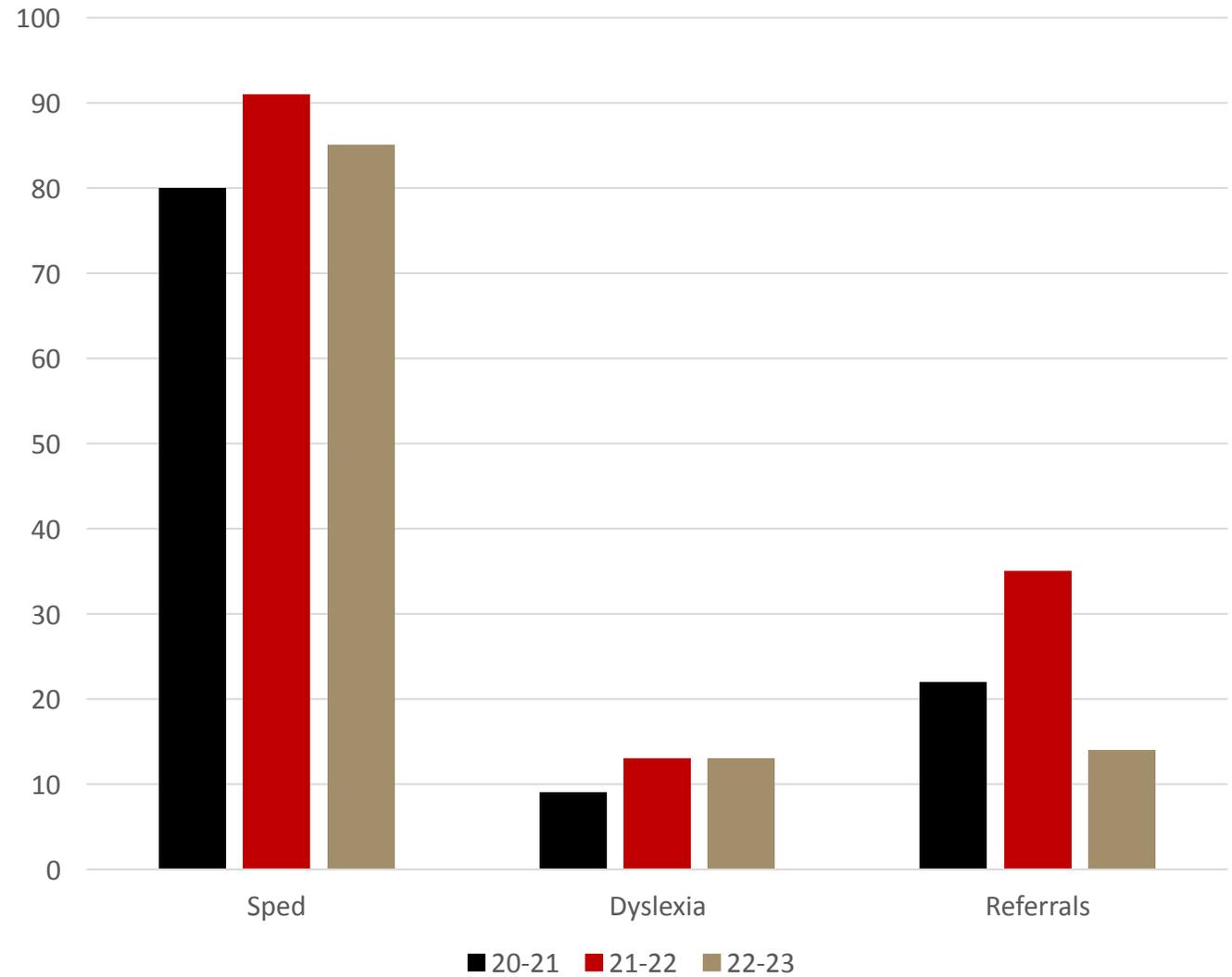
# SPED

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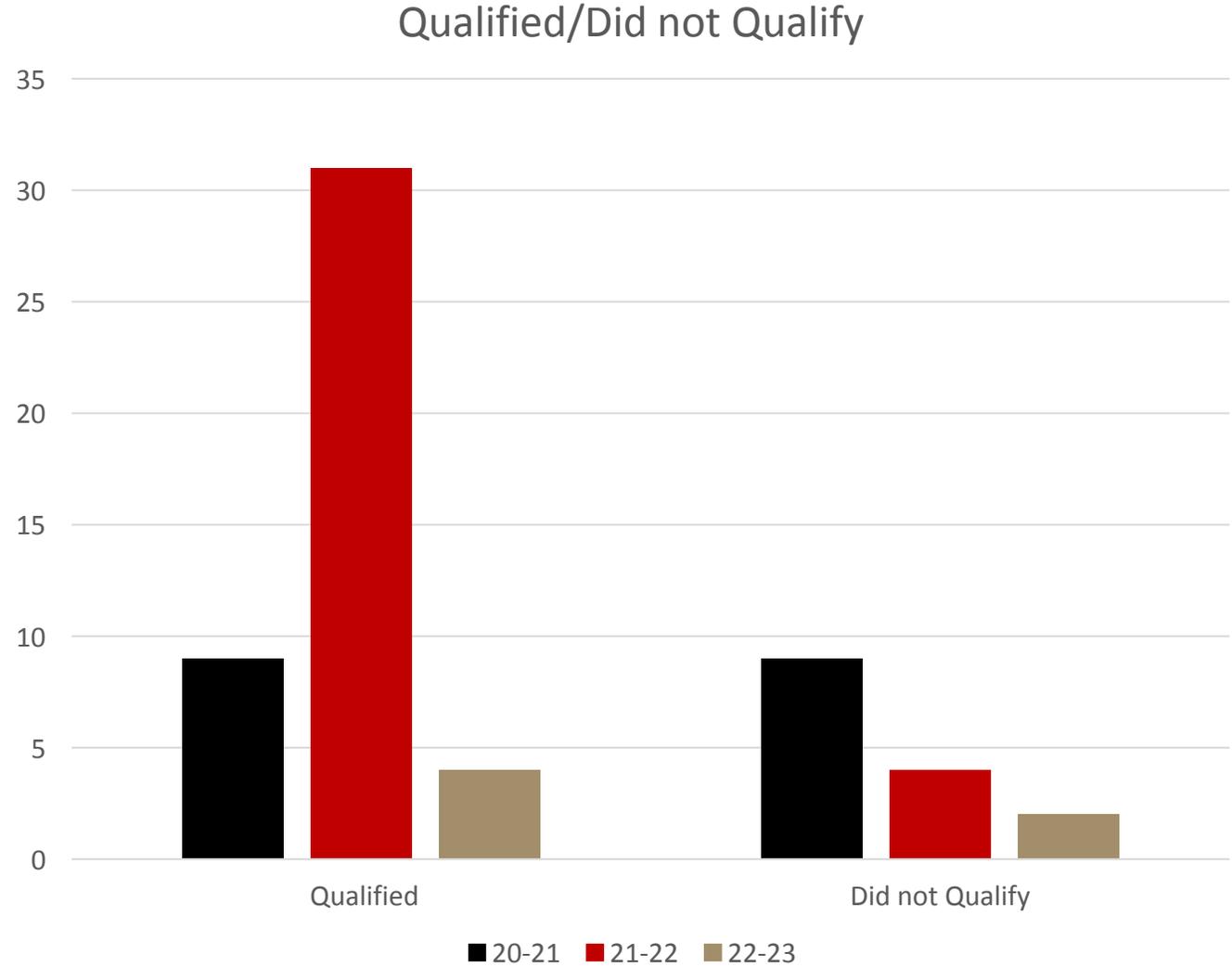
GEORGINA MIRAMONTES

ANNA BREW

# SPECIAL EDUCATION HISTORICAL DATA



# REFERRAL DATA



# Projects: Completed

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Operating Procedures were uploaded prior to due date into the Legal Framework

Held 2<sup>nd</sup> annual Job-a-Like with Fabens ISD

First Miercoles con Miramontes-no parents attended

First Martes con Miramontes-had 2 parents attend and asked to be informed on what Dyslexia is; which will be held November 14<sup>th</sup>

Monthly PLC for Special Education teachers train on Inclusion styles and additional information to district staff from the presentation I prepare. I will also include additional information for all TISD educators to be aware of: such as referral timelines, include behavior strategies, classroom accommodations based on disability, how to understand the diags evaluation, what's needed for a referral, etc.

Attended two Charting the Course events at Region 19 and need to attend 2 more in the spring

Presented at the GT/ELL/Sped Parent Conference Sept. 14.

Planned with both Life Skills teachers the week of Sept. 26<sup>th</sup>

Shared Dyslexia facts during October: Dyslexia Awareness month

Hoop for Dreams 2 held October 5<sup>th</sup>

Thanksgiving dinner with Student Advisory Board and Life Skills (from both campuses) November 18<sup>th</sup>

STAAR Alt 2 Waiver-due November 18: over the 1% due to district size and percentage of students participating with STAAR Alt 2

# Projects: In progress

STAAR Alt 2 waiver- will re-train and train all Sped teacher on STAAR Alt 2 participation criteria; train Leadership on participation criteria; and inform parents about the participation criteria at the next Miercoles con Miramontes

Monthly Sped Dept. mtg held to review: Present Levels of Academic Achievement and Functional Performance, goals/objectives, progress monitoring, supplement completion

Martes con Miramontes: held quarterly for our parents with students identified with Dyslexia, Dysgraphia, and Dyscalculia

Miercoles con Miramontes: held quarterly for our parents with students identified with a disability

Working with Region 19 on how to improve parent attendance

Preparing for Cyclical and Dyslexia review in the Spring, working with Region 19

State file folder preparations will begin November 14<sup>th</sup> for the cyclical reviews

Office hours available to Sped teachers to assist with preparing for upcoming ARDs, any MTSS discussions, and to assist all teachers with any other questions sped related

Will begin to work with teachers on data scoreboards to prepare for the upcoming testing season, to include Dyslexia students reading progress

Manuals for Dyslexia, Special Education, 504 and SHARS

Lower Valley Special Olympics-March 1<sup>st</sup>

Coyote Sluggers year 2: March 8<sup>th</sup> 1:00-3:00

Coyote Games: April 13<sup>th</sup> 1:00-3:00

ESY June 12<sup>th</sup>-15<sup>th</sup> 8:00-11:00 and July 17<sup>th</sup> 20<sup>th</sup> 8:00-11:00 (may include another fishing trip or trip to an observatory)

Strategic Support Plan needs to be finalized- do not need to enter into ASCEND due to number of students assessed

# Child Nutrition Department

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NORMA AGUIRRE

# Lunch Programs

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- School Breakfast Program (SBP)
- National School Lunch Program ( NSLP)
- Seamless Summer Option (SSO), continuation of the NSLP
- Child and Adult Care Food Program (CACFP)
  - Head Start
  - Supper Program
  - Saturday School

# Program and Reimbursement Rate

	August				September				October			
	ES	IS	JH	HS	ES	IS	JH	HS	ES	IS	JH	HS
SBP-BK - \$2.67	4144	2922	2824	3478	3801	2846	2651	3505	1906	1444	1948	2160
NSLP-Lunch - \$4.35	4022	3214	3968	3686	3738	2973	3667	3118	1966	1618	1850	1668
CACFP-Supper- \$4.03	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33	285	191	21 <sub>98</sub>
CACFP-Sat/Intersession BK- \$2.21 Lunch-4.03	BK-49	N/A	N/A	N/A	BK-50 LUN-50	N/A	N/A	N/A	BK-357 LUN-550	BK-669 LUN-646	BK-290 LUN-310	BK-343 LUN-271
<b>CACFP-Head Start</b>	<b>BK</b>	<b>LUNCH</b>	<b>SNACK</b>	<b>ADULTS</b>	<b>BK</b>	<b>LUNCH</b>	<b>SNACK</b>	<b>ADULTS</b>	<b>BK</b>	<b>LUNCH</b>	<b>SNACK</b>	<b>ADULTS</b>
Bk-\$2.75 Lunch- \$5.00 Snack- \$2.00 Adult-\$5.00	372	492	480	98	383	514	511	91	199	264	257	39

# Projects

Project	Status	
New IS/JH Cafeteria	Working on Café Layout	
2021 NSLP Equipment Grant	Equipment Awarded	Status
High School	Serving Line Hot/Cold - \$6,000	Received
High School	Cooler Beverage Milk- \$5,000	ETA-December 2022
High School	Cooler Merchandiser- \$5,000	Pending quote( looking for item that is less or equals to amount awarded)
High School	Oven Convection-\$23,000	ETA-December
Junior High	Serving Line Hot/Cold- \$6,000	Received
Elementary	Serving Line Hot/Cold- \$6,000	Received
Elementary(Non-Grant)	Blender	Received
Elementary	Double Convection Oven	ETA-December
Elementary	Two Compartment Sink	ETA-December
Elementary	Roaster	ETA- December
Elementary	3-Nesting Sheet Pan Rack	Received

# Parent and Family Engagement

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CLAUDIA CASTRO

# Family & Community Engagement

- ❖ Mc Kinney Vento Program Conference – **State Conference August 29-31, 2022 - Creating Connections & Building Bridges August 29-31 Austin Texas**  
<https://twitter.com/TISDFamilyEnga1/status/1566873563381977089/photo/2>
- ❖ Districtwide event: **Grandparents Day** - September 11, 2022  
<https://twitter.com/TISDFamilyEnga1/status/1569048141881839616/photo/2>  
<https://twitter.com/TISDFamilyEnga1/status/1568112861821403137/photo/3>
- ❖ GT- ELL- SPED **Parent Conference** September 14, 2022 9 a.m. - 12. p.m.  
<https://twitter.com/TISDFamilyEnga1/status/1569892629634027520/photo/2>
- ❖ Celebrating Hispanic Heritage Month September 16, 2022– **Family & Community Engagement**  
<https://twitter.com/TISDFamilyEnga1/status/1570810845206319104/photo/3>
- ❖ Cultural Student Enrichment Festivities – Family/students Art booth Sep 16, 2022  
<https://twitter.com/TISDFamilyEnga1/status/1570809682968870914/photo/4>
- ❖ Family & Community Engagement : **Sembrando El Futuro Parent Conference** September 17, 2022  
<https://www.tisd.us/domain/57>
- ❖ The Family Latino Literacy Program – Literacy workshop November 2, 2022 -  
<https://twitter.com/TISDFamilyEnga1/status/1587961993318658048/photo/4>
- ❖ Evening with the superintendent September 21, 2022 – School Safety & threat mitigation parent presentation by: FBI
- ❖ Superintendent Parent Advisory Board Meeting – October 19, 2022-  
<https://twitter.com/i/status/1582948605408575489>

## Title I Compliance

- ❖ Title I Meeting was conducted on August 26 - 9:00 a.m. 1:30 p.m. & 5:30 p.m.  
<https://twitter.com/TISDFamilyEnga1/status/1563015106233245697/photo/1>
- ❖ El Paso Cluster Meetings – **Customer Service in Education** -September 12 @ Region 19  
<https://twitter.com/TISDFamilyEnga1/status/1569412080578531328/photo/2>
- ❖ Parent's **Right to know letters** were distributed to all students to be sent out to parents on September 2022
- ❖ A hard copy of the **District & Campus policies** to include the **Parent/Student compacts** for all schools were completed and distributed to all students. Information was posted on the district website. <https://www.tisd.us/domain/57>
- ❖ Title III First Emergent Bilingual Parent Party ( **TEA meeting** )  
<https://twitter.com/TISDFamilyEnga1/status/1591127996802682880/photo/1>
- ❖ <https://twitter.com/TISDFamilyEnga1/status/1590928167640125445/photo/2>
- ❖ Mc Kinney Vento Program – **Conference: Creating Connections & Building Bridges** August 29-31, 2000 Austin, Texas.  
<https://twitter.com/TISDFamilyEnga1/status/1566873563381977089/photo/2>
- ❖ Superintendent Parent Advisory Board Meeting – October 19, 2022 - <https://twitter.com/i/status/1582948605408575489>

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Tornillo Elementary  
Tornillo Intermediate

Tornillo ISD  
Title I Program

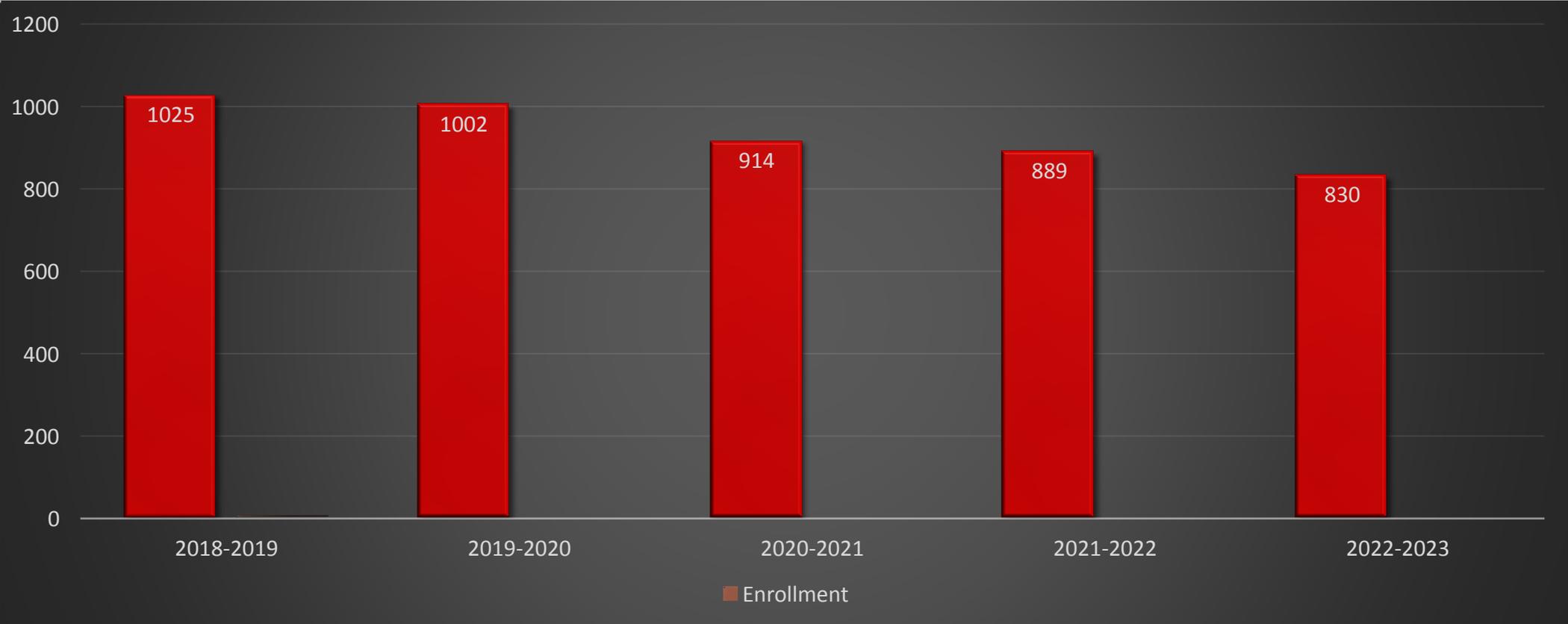
Tornillo Junior High  
Tornillo High School

# PEIMS

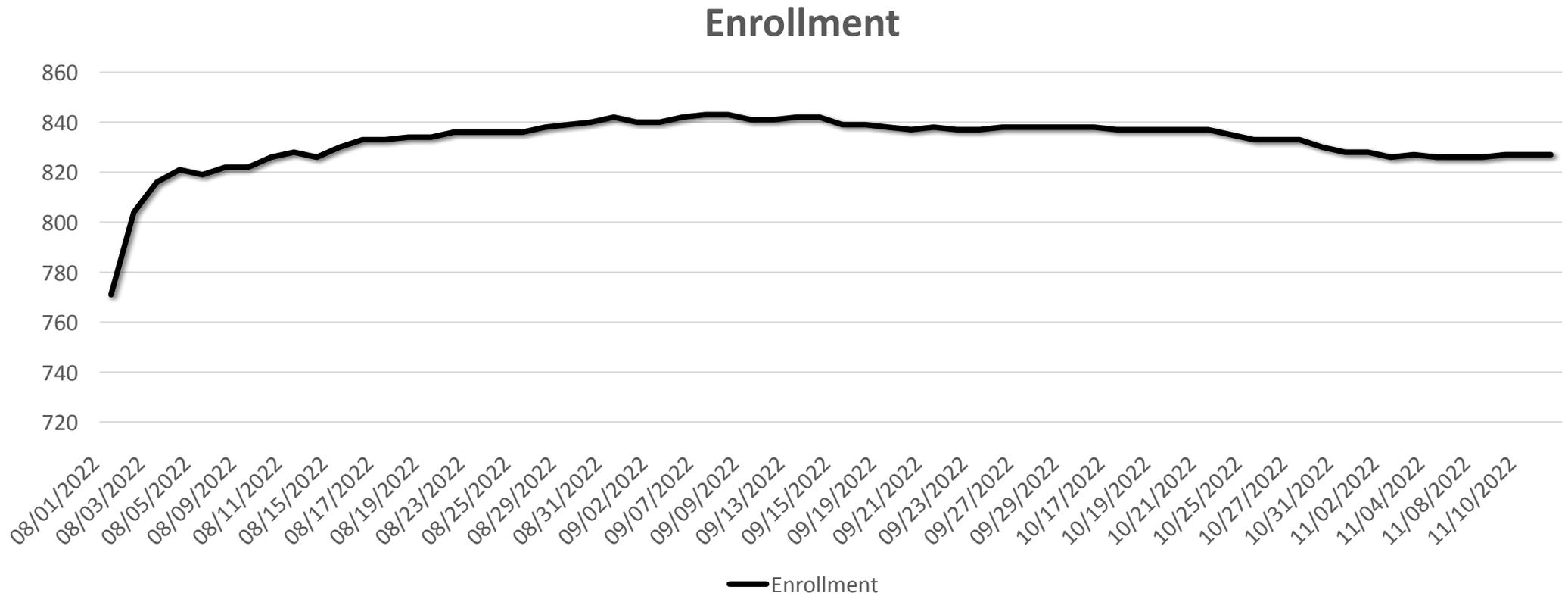
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IMELDA GARCIA

# Five Year Enrollment History



# Current Year Enrollment by Date



# PEIMS Snapshot Comparison

School Year	22-23	21-22	20-21
Enrollment	830 (100%)	889 (100%)	914 (100%)
Amer. Indian/Alaskan	1 (.12%)	1 (.11%)	0 (0%)
Hispanic	823 (99.16%)	887 (99.78%)	911 (99.67%)
White	6 (.72%)	1 (.11%)	3 (.33%)
Transfer Students	30 (3.61%)	36 (4.05%)	24 (2.63%)
LEP	526 (63.37%)	538 (60.52%)	514 (56.24%)
Bilingual	207 (24.94%)	240 (27.0%)	217 (23.74%)
ESL	75 (9.04%)	84 (9.45%)	119 (13.02%)
Alternative Language	98 (11.81%)	67 (7.54%)	29 (3.17%)
Migrant	16 (1.93%)	32 (3.60%)	30 (100%)
Immigrant	8 (.96%)	6 (.67%)	6 (.66%)
Economic Disadvantage	774 (93.25%)	836 (94.04%)	863 (94.42%)
Military	0 (0%)	0 (0%)	1 (.11%)
Foster	0 (0%)	0 (0%)	0 (0%)
Dyslexia	13 (1.57%)	8 (090%)	4 (.44%)
Gifted and Talented	63 (7.59%)	64 (7.20%)	60 (6.56%)
At-Risk	658 (79.28%)	732 (82.34%)	713 (78.01%)
Homeless	23 (2.77%)	27 (3.04%)	20 (2.19%)
SPED	87 (10.48%)	76 (8.55%)	72 (7.88%)
PK Program	32 (96.96%)	26 (92.86%)	20 (100%)

# Projects

## COMPLETED

August 18: PEIMS Extended Year Submission  
October 20: Class Roster Fall Submission  
November 10: PEBT Submission

## IN-PROGRESS

December 8: Fall Submission (90% complete)  
January 19: Fall Re-Submission  
January 26: Mid-Year Submission  
January 26: ECDS KG Submission  
February 1: Set-up Registration for 23-24  
February 16: SPPI-14 Submission  
March 30: Winter Class Roster Submission  
June 15: Summer Submission  
June 22: ECDS PK  
June 22: SELA  
June 20: Summer Re-Submission  
June 27: Child Find

# Wellness Department

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NURSE LINDA RIVERO

# Event Statistics

3543 ENCOUNTERS

986

OFFICE  
VISITS

802

BACK TO  
CLASS

990

SCREENS

107

COVID

Antes Exam	223
Communications	72
COVID-19 Case Management	28
COVID-19 Screening	79
Hearing Exam	317
Medical Procedure Administration	1138
Medication Admin	245
Office Visit	986
Postpartum Visit	1
Pregnancy Case Management	1
Prenatal Visit	3
Scoliosis Exam	120
Vision Exam	330

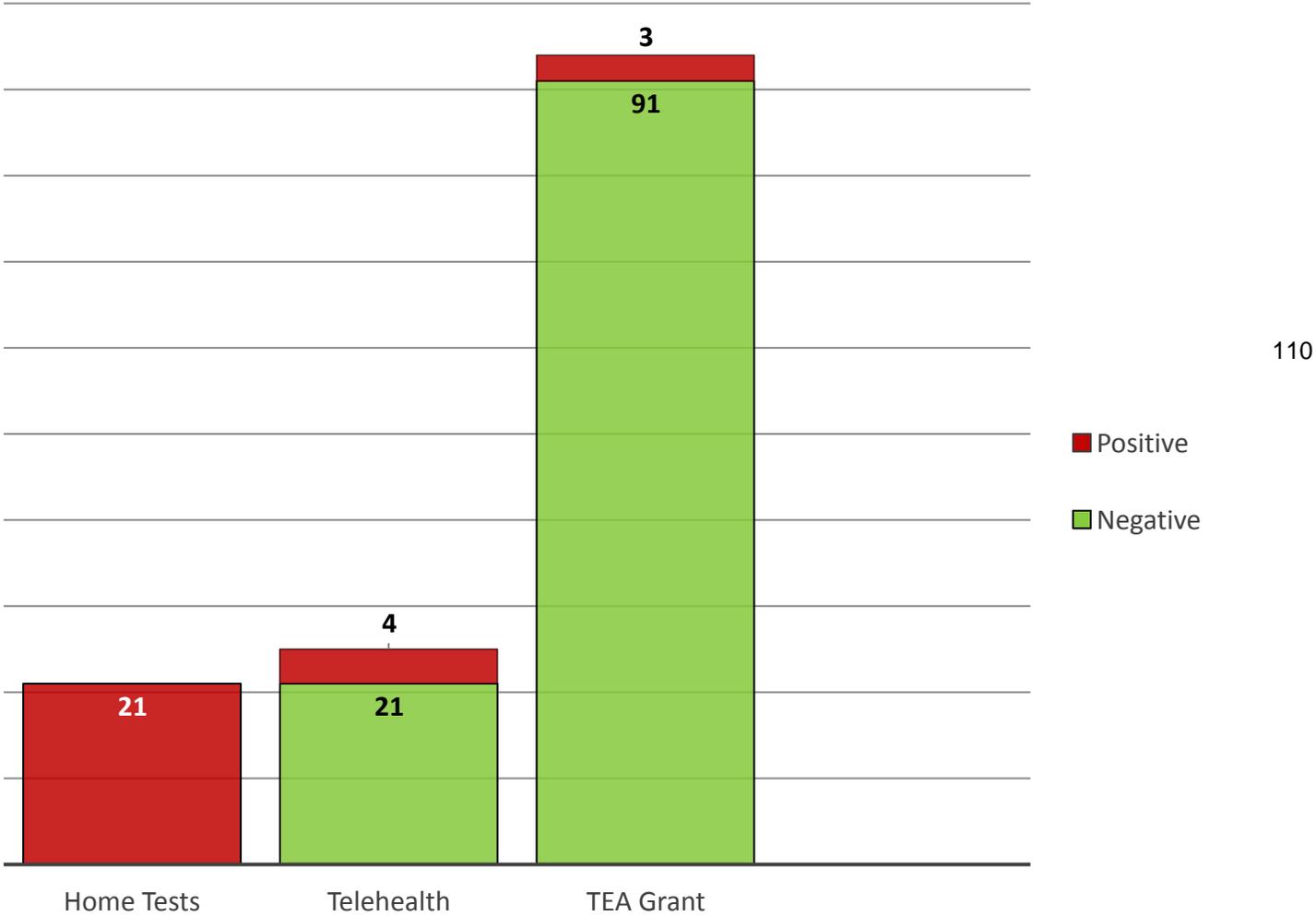
# COVID Statistics

28 CASES

14 STAFF

14 STUDENTS

### Testing



# Telehealth Statistics

633  
ENROLLED

51 SICK  
VISITS

39% RETURN  
TO CLASS RATE

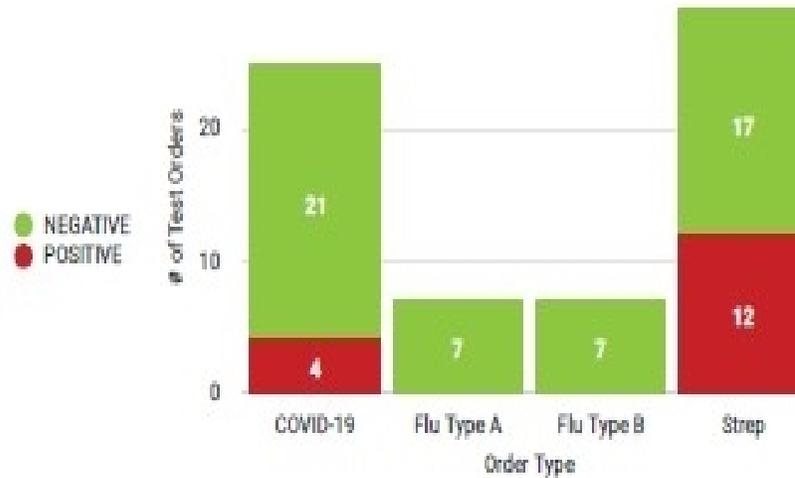
COMING SOON

ESTIMATED  
INCREASED ADA  
ACEDMIC HOURS  
SAVED

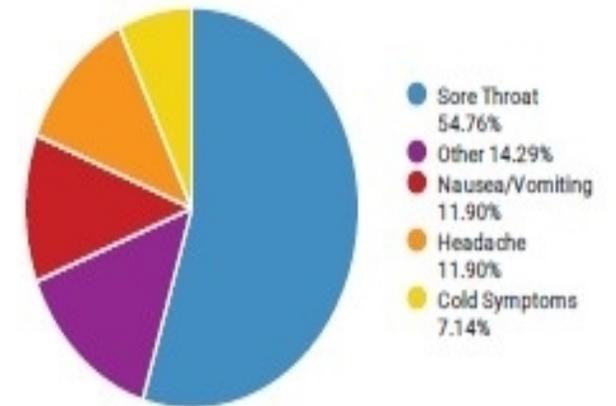
### Utilization Trends



### Testing Results



### Visit Reasons



# Department Compliance

TEXAS DSHS

TEA

HB 496

## 2022-23 Annual Immunization Status Report

- School Compliance 100%
- State Compliance 100%

## 2022-23 Completed Health Screenings

- Vision 100%
- Hearing 100%
- Spinal 100%
- Diabetes 100%

112

## Safe and Supportive Schools

- Stop the Bleed Staff Training 100%
- CPR/First Aid – up to date until 3/2023
- Narcan-Pending completion of protocol/training

THANK YOU!

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# Tornillo Independent School District

Maintenance Department

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## Memorandum

To: Board of Trustees

From: Rene Estrada, Maintenance/Transportation Director

Subject: Rock Wall

Date: 11/29/2022

### History:

The district does not have a way to secure the rear of the upper campuses to prevent the students from leaving the campuses and an intruder from entering or abducting a student. This has left the district in an unsafe situation.

### Rationale:

The district would like to construct a rock wall in the upper campuses from the new rock wall at the Jr. High to surround the rear of the Baseball, softball and the west side of the High School.

### Budget Impact:

The budget impact will be \$225,000.00 taken from the following account:

199.81.6629.00.001.99.0.18

### Administrative Recommendation:

The recommendation to the Board of Trustees is to approve the contractor to construct a perimeter rock wall from previously approved assigned fund balance.

# VERGE GENERAL CONTRACTORS

710 Southwood Canutillo, Texas 79835 e-mail [franklerma@icloud.com](mailto:franklerma@icloud.com) (915)276-0493

November 10th 2022

Rene Estrada  
Tornillo Independent School District  
19200 Cobb Ave.  
Tornillo, Texas 79853  
915-765-3060

## RE: Rock wall Proposal

Mr. Estrada,

Verge General Contractors is pleased to provide our proposal for the construction development requested for the above mentioned project. We have reviewed the plans and specifications and our proposal is as follows:

### SCOPE OF WORK:

- **1,500 LF of rock wall**
- **6' high**
- **656 Perches**
- **1.5' footing with two #4 Rebars**
- **2 vertical #4 rebars every 20' feet**

Exclusions: **TOTAL: \$225,000.00**

- Temporary/Permanent Fencing, Vapor Barrier/Screenings of Pads
- Shoring/Soil Retention, Unsuitable Soil Removal or Replacement, Archaeological Issues
- Gas/Communication Lines, Meters/Fees, Mechanical/Electrical – Any Utility Relocation
- Testing/Permits/Bonds, Environmental Impact Tests
- Technical Specifications
- Asbestos Abatement, Hazardous Material Handling
- Any Concrete Work besides footing
- Any Work Not Mentioned Within the Scope of Work

Please review at your convenience and should you have any questions or comments, please feel free to contact us at (915) 276-0493.

Sincerely,

*Frank Lerma*

Frank Lerma, L.I.

President and CEO





Date	Estimate #
8/23/2022	3136

5438 Gateway East El Paso, TX 79905  
 Tel: 915-532-6215 Fax 915-351-9569  
 contact.us@primeirrigation.org

PREPARED BY: RICK GUTIERREZ
Location
TISD BB & SB fields
Project
Rockwall at fields
PHONE NUMBER

Name / Address
Tornillo ISD 19200 Cobb Ave Tornillo, TX 79853 Att: Rene Estrada

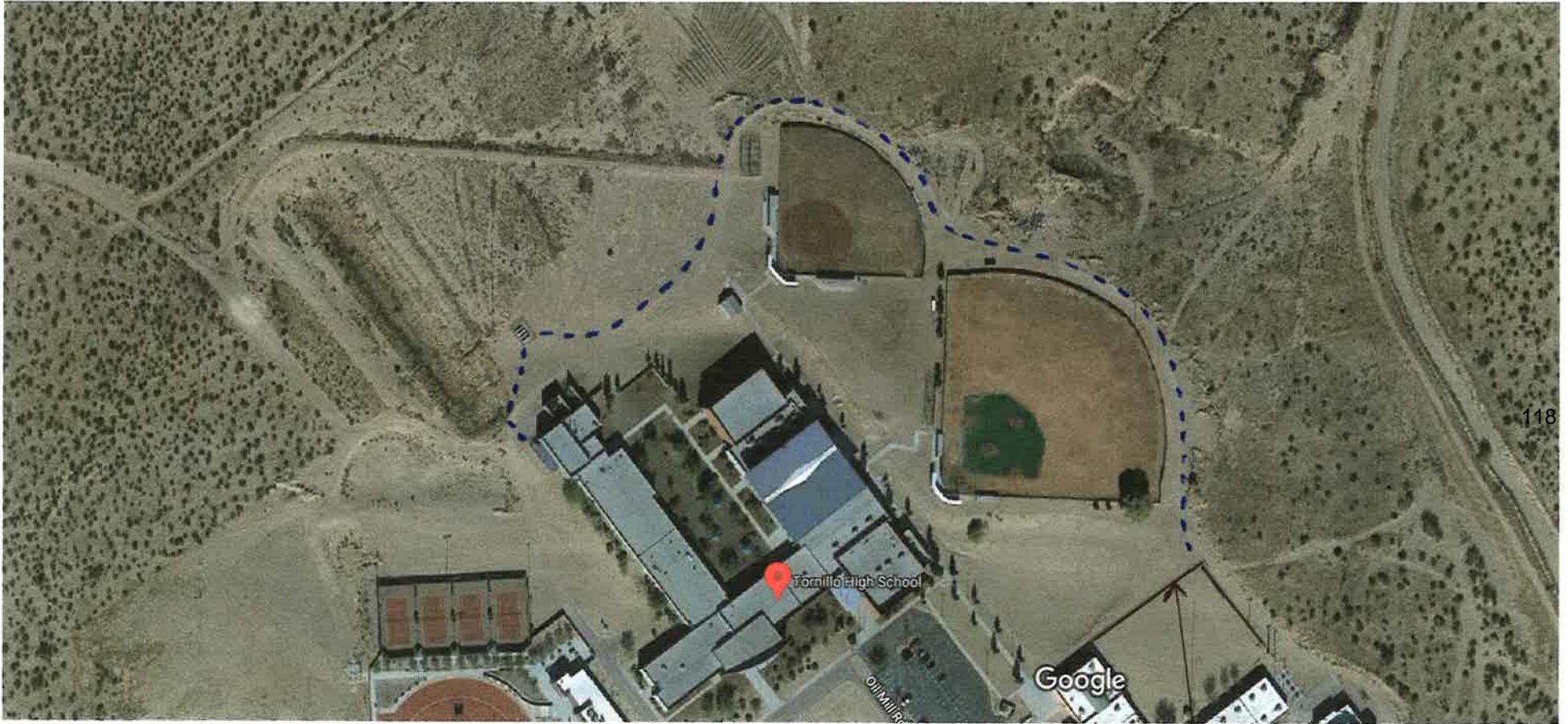
Contract No.	
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QTY	Unit/item	JOB DESCRIPTION	COST	Total
2,024	lf	Provide all labor, materials and equipment to install rockwall: Region 19 18 7297 Excavate footing 18" x 12" w/4- #4 rebar continuous. Install #4 rebar horizontally every 10 ft. 6'H	16.75	33,902.00
751	Perch	Install rockwall 6' H and to include 6 'H around softball and baseball fields	235.00	176,485.00

All material is guaranteed to be of good quality. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written order. This will become an extra charge over and above the estimate. All work is guaranteed unless otherwise specified in writing.	<b>Subtotal</b>	\$210,387.00
	<b>Tax (8.25%)</b>	\$0.00
	<b>Total</b>	\$210,387.00

APPROVED FOR RELEASE OF QUOTE:

ESTIMATE APPROVED BY: 117



118

Imagery ©2022 Maxar Technologies, NMRGIS, U.S. Geological Survey, Map data ©2022 100 ft

EXISTING Rockwall

PROPOSED NEW Rockwall





# MEMORANDUM

To: Members of the Board of Trustees  
From: Luis M Guerra, Director of Finance  
Subject: Approval of Assigned Fund Balance  
Date: November 29, 2022

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## History:

Assigned fund balance was approved on September 28, 2022 for a total amount of \$1,180,000. Administration is seeking to increase \$50,000 to fund the School Resource officer for a new balance of \$1,230,000.

## Rationale:

The district is facing challenges in providing a safe environment for school learning. There is a need to assign fund balance to School Resource Program.

## Budget Impact

\$50,000 to cover year 1 of School Resource Program.

## Administrative Recommendation:

The recommendation to the Board of Trustees is to approve assignment of fund Balance.

**TORNILLO INDEPENDENT SCHOOL DISTRICT  
USE OF ASSIGNED FUND BALANCE  
2022-2023**

Use Of Assigned Fund Balance		Service	Furniture	Infrastructure	Equipment	Improvements/Co	Total
	Requested 09/28/22		\$ -	\$ -	\$ -	\$ 1,180,000	\$ 1,180,000
	Requested 11/29/22	\$ 50,000.00	\$ -	\$ -	\$ -	\$ -	\$ 50,000
	<b>Remaining Assigned Fund Balance</b>	\$ 50,000	\$ -	\$ (0)	\$ (0)	\$ 1,180,000	\$ 1,230,000
2022-2023	45 Wall( sheetrock, insulation, texture and base) repairs Intermediate	Plan	199.51.6319.00.044.99.4.18			\$ 92,000.00	\$ 92,000.00
2022-2023	46 Rock wall repair on tennis court High School *	Plan	199.81.6629.00.001.99.0.18			\$ 62,000.00	\$ 62,000.00
2022-2023	47 Intermediate Roof Area 1	Plan	199.81.6629.00.044.99.0.18			\$ 80,000.00	\$ 80,000.00
2022-2023	48 Rock Wall Perimeter High School	Plan	199.81.6629.00.001.99.0.18			\$ 250,000.00	\$ 250,000.00
2022-2023	49 Exterior wall repairs and Concrete slabs Intermediate	Plan	199.81.6629.00.044.99.0.18			\$ 100,000.00	\$ 100,000.00
2022-2023	50 Exterior wall repairs and Concrete slabs Junior High	Plan	199.81.6629.00.041.99.0.18			\$ 100,000.00	\$ 100,000.00
2022-2023	51 LED Conversion Intermediate	Plan	199.51.6319.00.044.99.4.18			\$ 25,000.00	\$ 25,000.00
2022-2023	52 Security Entries - Vestibules Elementary	Plan	199.51.6319.00.101.99.4.18			\$ 20,000.00	\$ 20,000.00
2022-2023	53 Security Entries - Vestibules Intermediate	Plan	199.51.6319.00.044.99.4.18			\$ 4,000.00	\$ 4,000.00
2022-2023	54 Security Entries Intermediate Library	Plan	199.51.6319.00.044.99.4.18			\$ 5,000.00	\$ 5,000.00
2022-2023	55 Security Entries - Vestibules Junior high	Plan	199.51.6319.00.041.99.4.18			\$ 8,000.00	\$ 8,000.00
2022-2023	56 Security Entries - Elementary Gym	Plan	199.51.6319.00.101.99.4.18			\$ 4,000.00	\$ 4,000.00
2022-2023	57 Chain Link fence Baseball fields	Plan	199.81.6629.00.001.99.0.18			\$ 50,000.00	\$ 50,000.00
2022-2023	58 Chain Link fence Softball fields	Plan	199.81.6629.00.001.99.0.18			\$ 30,000.00	\$ 30,000.00
2022-2023	59 Elementary Canopy	Plan	199.81.6629.00.044.99.0.18			\$ 100,000.00	\$ 100,000.00
2022-2023	60 Elementary Parking lot Driveway continuation	Plan	199.81-6629.00.101.99.0.18			\$ 250,000.00	\$ 250,000.00
2022-2023	61 School Resource Officer	Plan	199.52.6299.00.952.99.0.00	\$ 50,000.00		\$ -	\$ 50,000.00

**TORNILLO ISD SECURITY MANAGER PAYROLL ANALYSIS**

		1.450%		0.630%	0.176%	0.750%	1.700%	
	6119	6141	6142	6143	6145	6146	6149	
<b>Security - Security Manager</b>	44,437.50	644.34	3,315.00	279.96	78.03	333.28	755.44	49,843.55
<b>Earned</b>	12,938.00	187.60	750.00	81.51	22.72	97.03	219.95	14,296.81
<b>2022-2023 Difference</b>	<b>31,499.50</b>	<b>456.74</b>	<b>2,565.00</b>	<b>198.45</b>	<b>55.31</b>	<b>236.25</b>	<b>535.49</b>	<b>35,546.74</b>
<b>SRO Costs</b>								79,208.33
<b>SRO Vehicle</b>								3,333.00
<b>Stipend+ Benefits</b>								2,200.00
<b>Year 1 (22-23)</b>								<b>84,741.33</b>
<b>Difference Needed Fund Balance</b>								<b>49,194.59</b>
<b>SRO Costs</b>								81,584.58
<b>SRO Vehicle</b>								3,333.00
<b>Stipend+ Benefits</b>								2,200.00
<b>Year 2 (23-24)</b>								<b>87,117.58</b>
<b>Difference Needed Fund Balance</b>								<b>37,274.03</b>
<b>SRO Costs</b>								84,032.12
<b>SRO Vehicle</b>								3,333.00
<b>Stipend+ Benefits</b>								2,200.00
<b>Year 3 (24-25)</b>								<b>89,565.12</b>
<b>Difference Needed Fund Balance</b>								<b>39,721.57</b>
<b>SRO Costs</b>								86,553.08
<b>SRO Vehicle</b>								3,333.00
<b>Stipend+ Benefits</b>								2,200.00
<b>Year 4 (25-26)</b>								<b>92,086.08</b>
<b>Difference Needed Fund Balance</b>								<b>42,242.53</b>
<b>Total Fund Balance</b>								<b>168,432.72</b>

## **INTERLOCAL AGREEMENT FOR SCHOOL RESOURCE OFFICERS**

This Agreement is entered into between EL PASO COUNTY, TEXAS (“County”) and the TORNILLO INDEPENDENT SCHOOL DISTRICT (“TISD”) by and through their duly authorized officials, pursuant to the Interlocal Cooperation Act.

### **RECITALS**

WHEREAS, El Paso County and the Tornillo Independent School District are authorized to enter into this Agreement pursuant to the Interlocal Cooperation Act, Chapter 791, Texas Government Code; and

WHEREAS, the Tornillo Independent School District is within El Paso County’s primary law enforcement jurisdiction; and

WHEREAS, El Paso County and the Tornillo Independent School District desire to join forces to conduct a program of School Based Policing through School Resource Officers; and

WHEREAS, each Party specifies that it will pay for the performance of these functions of government from current revenues available to the paying Party; and

WHEREAS, this Agreement for interlocal cooperation for El Paso County to provide school resource officers to the Tornillo Independent School District benefits the citizens and constituents of all jurisdictions concerned; and

FOR THESE REASONS, and in consideration of the mutual promises contained in this Agreement, El Paso County and the Tornillo Independent School District mutually agree as follows:

### **I. SCOPE OF SERVICES**

A. Officers Provided. El Paso County Sheriff’s Office will provide one (1) School Resource Officer to TISD. Each School Resource Officer will work a 42-hour week, except during vacations, sick leave, and any other time off officers are allowed or required to have in accordance with the contracts between the El Paso County Sheriff’s Office, County, and the El Paso County Sheriff’s Officers Association, as well as any training the School Resource Officers may be required to attend. School Resource Officers shall be entitled to a one-half (1/2) hour paid lunch period and will be subject to emergency calls during lunch. County is not obligated to replace any School Resource Officers who have been granted any leave time, including any extended leave. School Resource Officers will be assigned primary duties at secondary schools within TISD. School Resource Officers will perform duties at feeder schools when required. School Resource Officers will at all relevant times be employees of the El Paso County Sheriff’s Office and will be subject to the rules and regulations of the El Paso County Sheriff’s Office.

B. Communications. School Resource Officers will carry County issued portable radios, pagers, or other portable communications equipment. Arrangements may also be made for school officials to contact School Resource Officers via such portable equipment or equipment provided by TISD.

C. School Resource Officers Duty & Training. School Resource Officers shall operate according to El Paso County Sheriff's Office policies and procedures. School Resource Officers shall at no time act as substitute teachers, nor shall School Resource Officers be utilized to provide sole supervision of a class of students. School Resource Officers will be scheduled to attend and participate in mandatory training as set out by law, policy, or grant requirements. Training includes completion of the National Association of School Resource Officers 40 hour basic training course by each School Resource Officer. School Resource Officers may also participate in reasonable training programs that directly affect the School Resource Officers' ability and skills as School Resource Officers or that enhance School Resource Officers' law enforcement careers. During training, School Resource Officers will be absent from assigned schools.

D. Response to Law Enforcement Incidents. School Resource Officers may be contacted by TISD to deal with law enforcement situations that exceed TISD's ability to handle special situations that require a rapid police response or the special knowledge or expertise that a School Resource Officer offers.

- a. The School Resource Officer will take permissible enforcement action when appropriate and within the School Resource Officer's discretion; however, nothing in this Agreement shall create any legal duties to provide additional police protection, which may already exist as to the public.
- b. Nothing in this Agreement shall prohibit TISD personnel from utilizing the 9-1-1 reporting system, nor shall it prohibit or limit the use of TISD security guards to handle or supplement calls for service. Use of 9-1-1 is encouraged for emergency and/or priority calls, even if a School Resource Officer is also called.
- c. School Resource Officers shall not be responsible for handling administrative or minor, non-priority incidents typically handled by TISD security guards.
- d. School Resource Officers will maintain a close working relationship with TISD security guards. School Resource Officers and security guards may exchange information regarding suspects, incidents, and/or potential problems.
- e. Except in extreme emergencies, School Resource Officers should not be called away from class to handle incidents.

E. Reassignment for Emergency Response. The El Paso County Sheriff's Office reserves the right to assign a School Resource Officer to other police functions in the event of an emergency at the direction of the Sheriff or his designee or according to Sheriff's Office policy. If a School Resource Officer is assigned to such an emergency response, TISD will not be billed for the time that the School Resource Officer is assigned to a location outside of the TISD. For purposes of this paragraph, "emergency response" means a coordinated law enforcement response to an

unpredictable event that does not occur during a typical Sheriff's Office workday. Such events include, but are not limited to, natural disasters, riots, acts of terrorism, or other acts of violence or nature that require a large law enforcement mobilization.

F. Off-Duty Assignments. School Resource Officers may work part time, off duty jobs at approved school functions, subject to El Paso County Sheriff's Office guidelines and approval. Such off-duty employment will be pursuant to individual agreement and will be considered outside employment as defined by the Sheriff and the contract between County and the El Paso County Sheriff's Officers Association.

G. Office & Supplies. TISD will provide School Resource Officers with office space that is equipped with a computer and telephone available for the use by the School Resource Officers. Such office space may be shared with TISD security guards, will function as a general workstation, and will be provided at no cost to County. TISD will also provide office supplies and equipment required by School Resource Officers for performance of their duties, at no cost to County.

H. Employee of County. School Resource Officers shall remain employees of County and shall not be considered employees of TISD. County shall be solely responsible for all salary, benefits, and other rights to which School Resource Officers may be entitled. TISD's obligation shall be to reimburse County as provided in this Agreement.

I. Supervision. Assigned El Paso County Sheriff's Office personnel shall supervise School Resource Officers. While on TISD campuses or facilities, School Resource Officers shall communicate with the principal or facility administrator on a daily basis and take reasonable steps to address security concerns raised by these officials. School Resource Officers shall provide a verbal briefing to school administrators upon request and to the extent reasonable, given the School Resource Officer's schedule and any emergency that may arise.

J. Information Sharing. Communication and information sharing is essential to the success of the School Based Policing program. Sharing of information will be governed by the Texas Constitution and Statutes, the Texas Administrative Code, El Paso County Sheriff's Office policies and procedures, and TISD policies and procedures, as well as federal privacy laws.

- a. School Resource Officers shall inform TISD school officials of arrests and detentions when required by state law. Upon request by TISD school officials, School Resource Officers shall also provide information regarding other arrests, detentions, and investigations if such disclosure would not violate state law or El Paso County Sheriff's Office policies and procedures and would not otherwise interfere with the detection, investigation, or prosecution of crime. Furthermore, if a School Resource Officer is aware of information on a student which reflects that the student is in violation of school policies, the School Resource Officer may forward that information to TISD school officials.
- b. School Resource Officers shall have access to any public records maintained by TISD to the extent allowed by law. School Resource Officers may need confidential

information in emergency situations based on the seriousness of the threat to someone's health or safety, time sensitivity, and the direct relationship of the information to the emergency.

## **II. TERM OF AGREEMENT**

This Agreement shall commence on the 1st day of October 2022 and shall terminate on the 30th day of September 2026, regardless of the date of execution of this Agreement.

## **III. COMPENSATION**

A. For services provided from the 1st day of October 2022 through the 30th day of September 2023, TISD shall pay County Seventy-Nine Thousand Two Hundred Eight and 33/100 Dollars (\$79,208.33) for the Services and School Resource Officers and Three Thousand Three Hundred Thirty-Three and 00/100 Dollars (\$3,333.00) for the vehicles assigned to TISD.

B. For services provided from the 1st day of October 2023 through the 30th day of September 2024, TISD shall pay County Eighty-One Thousand Five Hundred Eighty-Four and 58/100 Dollars (\$81,584.58) for the Services and School Resource Officers and Three Thousand Three Hundred Thirty-Three and 00/100 Dollars (\$3,333.00) for the vehicles assigned to TISD.

C. For services provided from the 1st day of October 2024 through the 30th day of September 2025, TISD shall pay County Eighty-Four Thousand Thirty-Two and 12/100 Dollars (\$84,032.12) for the Services and School Resource Officers and Three Thousand Three Hundred Thirty-Three and 00/100 Dollars (\$3,333.00) for the vehicles assigned to TISD.

D. For services provided from the 1st day of October 2025 through the 30th day of September 2026 TISD shall pay County Eighty-Six Thousand Five Hundred Fifty-Three and 08/100 Dollars (\$86,553.08) for the Services and School Resource Officers and Three Thousand Three Hundred Thirty-Three and 00/100 Dollars (\$3,333.00) for the vehicles assigned to TISD.

E. After the School Resource Officers' assigned working hours, TISD shall pay associated overtime costs at a rate mandated by the contract between County and the El Paso County Sheriff's Officers Association. Such overtime will be billed to TISD on a quarterly basis. Any overtime to be paid by TISD must be authorized, in advance, by TISD.

F. When a School Resource Officer is absent from an assigned school for more than ten (10) consecutive work days, TISD will cease being billed for that School Resource Officer's salary and benefits beginning on Eleventh (11<sup>th</sup>) day of the School Resource Officer's absence, unless the Sheriff, at his discretion, assigns another Sheriff's Office deputy to fulfill the duties of the School Resource Officer during the School Resource Officer's absence. Billing will not resume until the School Resource Officer returns to regular duty at the School Resource Officer's assigned school.

G. This Agreement is based on a 365-day calendar year and payments shall be due, payable, and owing regardless of whether school is in session. School Resource Officers may be made available to patrol areas within TISD boundaries during summer break and school holidays, except during holidays designated under the contract between County and the El Paso County Sheriff's Officers Association.

H. Payment shall be made to County on a quarterly basis and shall be due on the tenth (10<sup>th</sup>) day after receipt of an invoice for services under this Agreement.

I. Payments submitted under this Agreement shall be made payable to El Paso County, Attn: El Paso County Auditor, 800 E. Overland, Room 406, El Paso, Texas 79901.

#### **IV. TERMINATION**

This Agreement may be terminated by either Party, if the Party does not have sufficient funding available or otherwise allocated to cover the terminating Party's obligations under this Agreement, by written notice received via certified mail at least sixty (60) days in advance of the effective date of termination; provided, however, that in the event a party needs to terminate due to lack of anticipated appropriated funding in a succeeding fiscal year, notice may be given with as little as thirty (30) days' advance notice. Upon termination, any amounts accrued and due under this Agreement shall be paid as otherwise scheduled herein.

#### **V. MISCELLANEOUS**

A. Notice. Unless otherwise provided herein, all notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally in hand or sent by certified mail, return receipt requested, postage prepaid and addressed to the appropriate party at the following address or to any other person at any other address as may be designated in writing by the Parties. Notices are effective upon receipt. Parties may change their notice information in the same manner.

COUNTY: Richard D. Wiles  
El Paso County Sheriff  
3850 Justice Dr.  
El Paso, Texas 79938

TISD: Rosy Vega-Barrio  
Superintendent, Tornillo Independent School District  
19200 Cobb Ave.  
Tornillo, Texas 79853

B. Governing Law. This Agreement and the rights and obligations of the Parties hereto shall be governed by, and construed according to, the laws of the State of Texas, except as specifically noted. Venue shall lie in El Paso County, Texas.

C. Entire Agreement; Amendment. This Agreement constitutes the entire agreement of the Parties. This Agreement shall not be modified or changed unless the same is in writing and signed by the respective Parties hereto or as permitted by Subsection D, below. All prior negotiations, agreements, and understandings with respect to the subject matter of this Agreement are superseded hereby.

D. Addendums; Memorandums of Understanding. TISD and the El Paso County Sheriff's Office may add addendums or memorandums of understanding ("clarifying documents") to this Agreement to further clarify this Agreement without further approval of each Party's governing board; provided, however, that such clarifying documents must be consistent with this Agreement and may not have any fiscal impact or cost beyond the scope of this Agreement. In the event of any discrepancy between any such clarifying documents and this Agreement, this Agreement shall govern. An official with general authority to approve policies or procedures of that entity shall execute any such clarifying documents.

E. Waiver of Breach. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision hereof.

F. Severability. In the event any provision of this Agreement is held to be unenforceable for any reason, the unenforceability thereof shall not affect the remainder of the Agreement, which shall remain in full force and effect and enforceable in accordance with its terms.

G. Force Majeure. Neither party shall be held responsible for any delay or failure in performance to the extent that such delay or failure is caused by fire, flood, explosion, war, strike, embargo, government regulation, civil or military authority, acts of God, acts or omissions of carriers, or other similar causes beyond their control.

**IN WITNESS WHEREOF**, the Parties have executed this Agreement in their official capacities, with legal authority to do so.

**EL PASO COUNTY**

\_\_\_\_\_  
Ricardo A. Samaniego  
County Judge, El Paso County

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

AGREED:

\_\_\_\_\_  
Richard D. Wiles  
El Paso County Sheriff

DRAFT

**TORNILLO INDEPENDENT SCHOOL DISTRICT**

\_\_\_\_\_  
Rosy Vega-Barrio  
Superintendent, Tornillo Independent School District

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

DRAFT



# MEMORANDUM

To:  
From:  
Subject:  
Date:

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**HISTORY:**

**RATIONALE:**

**BUDGET IMPACT:**

**ADMINISTRATIVE RECOMMENDATION:**

# Center Against Sexual and Family Violence

Memorandum of Agreement

between

**Center Against Sexual and Family Violence**

P.O. Box 26219

El Paso, Texas 79926

*and*

**Tornillo Independent School District**

19200 Cobb Ave

Tornillo, Texas 79853

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This Memorandum of Agreement certifies that the Center Against Sexual and Family Violence, hereafter referred to as CASFV, has entered into a partnership with the Tornillo Independent School District, hereafter referred to as Tornillo ISD, for the purpose of creating a collaborative partnership that will address the safety, awareness, and knowledge of students, faculty, staff, and Tornillo Independent School District Police Department (Tornillo ISD PD) with regards to sexual and family violence. This partnership will be accomplished by the implementation of a standard agreement for the provision of direct services, primary prevention, community education, and the training of staff, faculty, and Tornillo ISD PD by CASFV. This Memorandum of Agreement will serve as clarification of responsibility and define the working relationship under which both agencies will operate.

Representatives:

Juan I. Martinez will serve as the representative for Tornillo ISD.

Sandra Nevarez-Garcia will serve as the representative for CASFV.

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## 1. Duration and Termination

1.1. This Memorandum of Agreement must be approved and signed by both parties and will be valid for a period of thirty-six (36) months, beginning on 1 November 2022 and ending on 1 November 2025.

1.2. This Memorandum of Agreement may be amended or terminated in writing at the request of either party at any time. Any amendments shall require the approval of the authorized representative of each party.

## 2. CASFV Responsibilities

### 2.1. Provide Services to Student Victims of Sexual and Family Violence

2.1.1. Trained CASFV staff will provide confidential crisis intervention, advocacy, case management, and on-campus support to students who are victims of sexual and family violence that have written parental consent to receive services.

2.1.2. If a student is experiencing family violence in the home, CASFV staff will provide confidential crisis intervention, advocacy, case management, and on-campus support without parental consent after filing the necessary report with

Child Protective Services as per our policy. We should attach a copy of this policy, because it is likely they will want to see it...

2.1.3. CASFV will provide services to families affected by sexual and family violence that are referred to the Family Resource Center by a school district employee (teacher, counselor, administrator, etc.).

## 2.2. Provide Primary Prevention Services and Education

2.2.1. Provide trained staff facilitators to implement approved curriculum with the goal of reducing attitudes, behaviors, and norms supportive of sexual violence.

2.2.2. Implement curriculum with four (4) cohorts per semester on a rolling basis. Each cohort will contain approximately twenty to thirty (20-30) students or a list of students recommended by school support admin/staff via the School Counselor or CIS Program Coordinator. Sessions are split into 4 (1 hour long) increments with the goal of completing the curriculum within a month's time.

2.2.3. Staff will continue to engage with interested students (ideally, 25% of each cohort) to create some form of action via student group involvement geared towards ending sexual violence in their community. This will serve as the EmpOURment Project; a community and youth led initiative to help eradicate violence in our communities. Youth will have volunteer opportunities to work with the CASFV Prevention Team on presentations, content creation, social media posts, and much more.

## 2.3. Provide General Community Education

2.3.1. CASFV staff will provide community education and awareness surrounding the issues of domestic and sexual violence to students and staff.

2.3.2. Community education can be provided in the form of

**No Means NO – Good to Go:** provides teens ages 13-17 years both the information and skills required to reduce their risk of sexual assault/dating violence. No Means NO assist on providing the sexual assault educational piece within the school system that is mandated by TX Education Code 37.0831.

**Healthy Relationship Outreach (HeRO):** builds awareness on the issues of emotional, verbal, physical, and sexual abuse during dating violence situations. Dynamics of both healthy and unhealthy relationships are discussed, as well as the legal and personal implications of dating violence. No distinction is made between same sex couples as the dynamics of abuse remain the same.

**Teen Intervention and Prevention Program (TIPP):** primarily targets teens ages 13-17 years of age with exposure to family violence, dating violence and amongst other areas to include oppositional defiant conduct. Parents that are participating in the program are considered a secondary audience and attend simultaneous sessions addressing the same topics as the teens thereby facilitating parallel learning and communication between them.

2.3.3 Other approved curriculums

## 2.4. Provide Training for Staff, Faculty, and Parents

2.4.1. Trained CASFV staff will provide education about sexual and domestic violence prevention, bystander intervention, how to discuss sexual and domestic

violence with the teen, and how to create a safe and respectful school and home environment.

## 2.5. Provide Training for the School District Police Department

2.4.1. Trained CASFV staff will provide training for Tornillo ISD PD officers regarding sexual assault (SA) and domestic violence (DV) reporting, how to recognize SA/DV, how to help create a safe environment for students, how to recognize and intervene when faced with harmful behaviors, how to approach SA/DV with compassion and empathy, and how to appropriately refer students to the correct services.

## 2.6. General

2.5.1. Ensure all staff has a completed background check as required by CASFV and Tornillo ISD.

2.5.2. Respond appropriately to all “outcries” (defined as students who may disclose sexual or family violence) during a presentation, meeting, or other event facilitated by CASFV staff. An appropriate response is defined by adherence to all legal and departmental policy requirements set forth by both CASFV and Tornillo ISD.

2.5.2.1. CASFV requirements include:

2.5.3. Ensure that all curriculum and presentation materials have been approved through the Tornillo School Health Advisory Committee so that individual parental consent is not needed.

## 3. School ISD Responsibilities

### 3.1. Logistics

3.1.1. Tornillo ISD will ensure that CASFV staff has adequate space to conduct training, classes, and direct services. Tornillo ISD will share resources such as projectors and computers (for presentations) with CASFV during the allotted time for training and classes.

3.1.2. Tornillo ISD will ensure that CASFV staff is aware of all policies and procedures in order to conduct trainings/classes on campuses (i.e. visitor sign in, etc.)

### 3.2. Policies and Procedures

3.2.1. Inform CASFV staff of the policies and procedures in place for responding to “outcries” or other crisis situations.

3.2.2. Inform CASFV staff of any changes to the School Health Advisory Committee presentation approval procedures so that CASFV is only presenting properly approved material.

### 3.3. Staff/School District PD Training

3.3.1. Ensure that CASFV is able to train all staff/faculty and School District PD members for the agreed upon amount of hours.

### 3.4. School District PD Cooperation

3.4.1. School District PD will provide referrals of victims of sexual and family violence to CASFV.

3.4.2. Opportunities for officers and staff of School District PD to participate in training programs.

3.4.3. School District PD will cooperate in case coordination with CASFV.

4. Confidentiality

4.1. CASFV abides by strict confidentiality regulations that govern the release of information. CASFV shall not disclose to an outside organization the identity of a victim and/or specifics regarding the victim's circumstances unless required to do so by state or federal law, without written consent of the victim or victim's parent or legal guardian. After the victim or victim's parent or legal guardian has signed a consent form for the release of information, CASFV may release information for the purposes of referral, treatment and intervention, and service coordination.

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**This MOA constitutes a total agreement between Tornillo ISD and CASFV.**

Tornillo Independent School District

Center Against Sexual and Family Violence

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Signature/Date

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Signature/Date



***Human Resources Department***

19200 Cobb Street  
Tornillo, TX 79853  
Phone 915.765.3050  
Fax 915.765.3099

# MEMORANDUM

To:  
From:  
Subject:  
Date:

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HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:



**ASSIGNMENT STIPEND ACKNOWLEDGEMENT**

**Roles and Responsibilities for:**

<b>1.</b>
<b>2.</b>
<b>3.</b>
<b>4.</b>
<b>5.</b>
<b>6.</b>
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<b>9.</b>
<b>10.</b>

I \_\_\_\_\_ understand my role and responsibilities as  
By signing below, I understand that in order to receive the stipend no higher than the amount of \$\_\_\_\_\_ which will be paid semi-monthly, I must fulfill the duties outlined above.

Employee Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_

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

Supervisor Name: \_\_\_\_\_

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

Note:  
All stipends are prorated based on the number of days worked and prorated by the number of sections teaching in the specialized area. All supplemental pay stipends are subject to student enrollment and/or program funding.



***Technology Department***

19200 Cobb Avenue

Tornillo, TX 79853

Phone 915.765.3035

Fax 915.765.3099

# MEMORANDUM

To:

From:

Subject:

Date:

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HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:

Signicade MDX  
PLASTICADE



STANDARD™  
REUNIFICATION METHOD

**PARENT  
CHECK IN**



 Love 1.920.9



**PARENT  
PARKING**



**PARENT  
PARKING**



**PARENT  
PARKING**



**PARENT  
CHECK IN**



**PARENT  
CHECK IN**



**PARENT  
CHECK IN**



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PHOTO ID  
READY**



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STUDENT  
REUNIFY  
AREA**



**PARENT  
STUDENT  
REUNIFY  
AREA**



**EXIT  
HERE**



**EXIT  
HERE**



**EXIT  
HERE**



**TEAM  
STAGING**



**TEAM  
STAGING**



**TEAM  
STAGING**



# Memorandum of Understanding

## Sheltering and Reunification Facilities

This agreement is made and entered into between the San Elizario Independent School District and Tornillo Independent School District to establish a shelter/reunification site location and terms of use in the event of an evacuation of the students and staff of the San Elizario Independent School District.

### Recitals

WHEREAS, the San Elizario Independent School District approves the transfer of students and employees to a predetermined alternate location for the safe reunification of students with parents and guardians.

WHEREAS, the transfer of students and employees to the Tornillo Independent School District will presumptively apply during school days, to include summer school days, as defined in the San Elizario Independent School District Academic Calendar.

WHEREAS, the San Elizario Independent School District wishes to collaborate with the Tornillo Independent School District to enhance its ability to respond to an emergency that threatens the life and safety of students and employees.

### It is mutually agreed that:

- a. The San Elizario Independent School District will make every effort to notify the Tornillo Independent School District of evacuation and transfer possibilities with as much notice as possible. Contact information between the two parties shall be maintained in a separate appendix and is considered confidential information and is not subject to public disclosure.
- b. Tornillo Independent School District agrees to open their facility located at 430-D Oil Mill Rd. Tornillo, TX 79853, to provide shelter and assistance to students and employees evacuated during an emergency when the students and employees have a need to be sheltered and/or reunified with their parents and guardians. Tornillo Independent School District has a capacity to accommodate approximately 2192+750 people.
- c. Tornillo Independent School District understands that their organization will be responsible for opening their facility in a timely manner to accommodate students and employees during an emergency. Furthermore, San Elizario Independent School District will provide supervision for all students and employees during the time that the facility is used as an emergency shelter and reunification site.
- d. The San Elizario Independent School District agrees that it shall exercise reasonable care in the conduct of its activities in said facility. The San Elizario Independent School District will not be held liable for replacing, restoring, or repairing damage occasioned by the use of any building, facilities or equipment belonging to Tornillo Independent School District, subject to item e. hereinbelow and subject to first sentence of this item d.

# Memorandum of Understanding

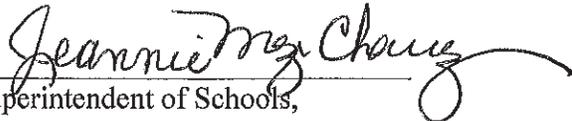
## Sheltering and Reunification Facilities

- e. The San Elizario Independent School District will reimburse Tornillo Independent School District for any bona fide expenditure resulting from the careless use of the facility. The San Elizario Independent School District will not pay any operational or administrative fees to Tornillo Independent School District.
- f. The San Elizario Independent School District shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to Tornillo Independent School District shall be directed to the San Elizario Independent School District's Public Information Officer or the Superintendent of Schools.
- g. The San Elizario Independent School District will make every effort to recognize the hospitality of Tornillo Independent School District in any press or media releases pertaining to the relocation and sheltering of students and staff.
- h. The confidentiality of the students and student's information will be maintained and secured as mandated by the San Elizario Independent School District, the Family Educational Rights and Privacy Act of 1974 (FERPA) and by the Health Insurance Portability and Accountability Act (HIPAA).
- i. This memo will not supersede any laws, rules or policies of either party. Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Texas or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.
- j. This agreement shall become effective on January 1, 2023 and may be modified upon the mutual written consent of the parties.
- k. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.
- l. Tornillo Independent School District shall, subject to its own needs, provide to the best of its ability all of its necessary equipment and accommodations in its possession to include tents, tables, chairs, signage, and AED equipment for use by San Elizario Independent School District. San Elizario Independent School District shall be allowed reasonable use of cafeteria for meal distribution, and shall further be allowed reasonable access to and use of wi-fi network.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

The terms of this agreement, as modified with the consent of both parties,  
AND NOW, this 01 day of January 2023, the parties hereby acknowledge the  
foregoing as the terms and conditions of their understanding.

  
\_\_\_\_\_  
Superintendent of Schools,  
San Elizario Independent School District

\_\_\_\_\_  
Authorized Signature,  
 Tornillo Independent School District

11/09/2022  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Memorandum of Understanding

## Sheltering and Reunification Facilities

### Sheltering and Evacuation Contact Information

Confidential – Not for Public Disclosure

**Requesting Facilities**

<b>Entity</b>	San Elizario Independent School District
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Facility	Student Population	Physical Address	Phone Number
Loya Primary	257/53	13705 Socorro Rd.	915-872-3940
Sambrano Elementary	635/73	200 N. Herring Rd.	915-872-3950
Alarcon Elementary	349/54	12501 Socorro Rd.	915-872-3930
Borrogo Elementary	476/65	13300 Chicken Ranch Rd.	915-872-3910
San Elizario High School	1026/129	13705 Socorro Rd.	915-872-3970
Garcia Enriquez Middle School	523/75	12280 Socorro Rd.	915-872-3960

**Requesting Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Dr. Jeannie Meza-Chavez	Jmeza-chavez@seisd.net	915-872-3900	915-276-1553
Dr. Rogelio Segovia	Rsegovia@seisd.net	915-872-3900	915-630-7707
Mr. Jesus Martinez	J.martinez@seisd.net	915-872-3900	915-549-9703

**Reunification Site**

<b>Entity</b>	Tornillo Independent School District
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Facility	Capacity	Physical Address	Phone Number
Tornillo High School Gym(s)	2192+750	430-D Oil Mill Rd. Tornillo, TX 79853	(915) 765-3500

**Reunification Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Rosie Vega-Barrio, Superintendent	RvegaB@tisd.us	(915) 765-3007	(915) 892-1620
Lizeth Carroll, Human Resources	CarrollL@tisd.us	(915) 765-3050	(915) 246-2475
Carlos Garcia, Technology/Public Safety	GarciaC@tisd.us	(915) 765-3035	(915) 637-4838
		(915) 765-3070	

# Memorandum of Understanding

## Sheltering and Reunification Facilities

**Academic Calendar:** See Appendix A

**Evacuation Route from School to Shelter Site:** See Appendix B



# 2022-2023 District Calendar San Elizario ISD

### Holidays / District Closure

July 4-8 District Closure  
 September 5 Labor Day  
 October 3-14 Fall Intercession  
 November 11 Veteran's Day  
 November 21-25 Thanksgiving Break  
 December 19-Jan. 2 Winter Holidays  
 January 16 Martin Luther King, Jr. Day  
 March 6-17 Spring Intercession  
 April 7 Good Friday  
 April 10 Easter Monday  
 May 29 Memorial Day

### Grading Periods

1st 9-Weeks July 26--September 30  
 2nd 9-Weeks October 17--December 16  
 3rd 9-Weeks January 5--March 3  
 4th 9-Weeks March 20--June 2

### Parent/Teacher Conferences--Fall Semester

GEMS September 13  
 SEHS September 15  
 Alarcon/Borrego October 25  
 Loya/Sambrano October 27

### Parent/Teacher Conferences--Spring Semester

GEMS February 21  
 SEHS February 23  
 Alarcon/Borrego March 23  
 Loya/Sambrano March 28

### Smart Snack Exemption Days

Oct. 31, Dec. 16, Feb. 14, April 6, June 2

### New Teacher Orientation Training

July 18-19

### Early Release for Students and Staff

December 16, April 6

### Graduation Day

June 2

### Teacher Inservice (5.5 Days)

Full Days: July 20-21, January 3  
 1/2 Days: Aug. 26, Sept. 30, Oct. 31, Feb. 14, Mar. 31

### Teacher Preparation (4 Days)

July 22, July 25, January 4, June 5

### Teacher Contract Days (187 Days)

Fall Semester: 91 Spring Semester: 96

### Student Learning Days (180 Days)

Fall Semester: 87 Spring Semester: 93

### Instructional Minutes

State-Required Annual Instructional Minutes:  
 • Grades PK-12: 75,600  
 SEISD Annual Instructional Minutes:  
 • Grades PPK-6: 77,800  
 • Grades 7-8: 78,525  
 • Grades 9-12: 78,006

## LEGEND

	Graduation Day		Holiday / District Closure
	First or Last day of 9-Weeks		Intercession
	Early Release for Students and Staff		New Teacher Orientation
	235-day Employee Workday		Teacher Preparation Day
	Teacher Inservice Full Day		Smart Snack Exemption Day
	Early Release for Students w/Teacher Inservice		*STAAR State Testing Window
	*TELPAS State Testing Window		Parent/Teacher Conferences

July 2022						
S	M	T	W	T	F	S
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24/31	25	26	27	28	29	30

August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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# TISD 2022-2023 Academic Calendar

TEA Option 2 HB3

July 2022						
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31						
August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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JULY	
07/04 - 07/08	.....District Closed
07/11 - 07/15	.....Student Registration
07/25 - 07/28	.....District Staff Development
07/29	.....P/T Conference
AUGUST	
08/01	.....1st Semester Begins / Classes Begin
SEPTEMBER	
09/05	.....Holiday - Labor Day
OCTOBER	
10/03 - 10/07	.....Extended Year/COVID Makeup Days
10/10 - 10/14	.....District Closed
NOVEMBER	
11/21 - 11/25	.....Holiday - Thanksgiving
DECEMBER	
12/06 - 12/09	.....Testing - STAAR
12/16	.....1st Semester Ends, Early Release for Students/Teachers
12/19 - 12/30	.....Holiday - District Closed
JANUARY	
01/02 - 01/05	.....Holiday - District Closed
01/06	.....Teacher Planning / No School for Students
01/09	.....2nd Semester Begins / Classes Begin
01/16	.....Holiday - MLK/COVID-Weather Makeup Days
FEBRUARY	
02/28	.....P/T Conference for EL
MARCH	
03/01	.....P/T Conference for MS
03/02	.....P/T Conference for HS
03/06 - 03/10	.....Extended Year/COVID Makeup Days
03/13 - 03/17	.....Holiday - Spring Break
APRIL	
04/04 - 04/14	.....Testing - STAAR
04/07	.....Holiday - Good Friday
MAY	
05/02 - 05/12	.....Testing - STAAR
05/29	.....Holiday - Memorial Day/COVID-Weather Makeup Days
JUNE	
06/08	.....2nd Semester Ends, Early Release for Student only
06/20 - 06/30	.....Testing

January 2023						
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29	30	31				
February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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25	26	27	28	29	30	

**KEY**

	State Testing
	Parent/Teacher Conference
	Staff Development / Teacher Planning
	Holiday
	Extended Year

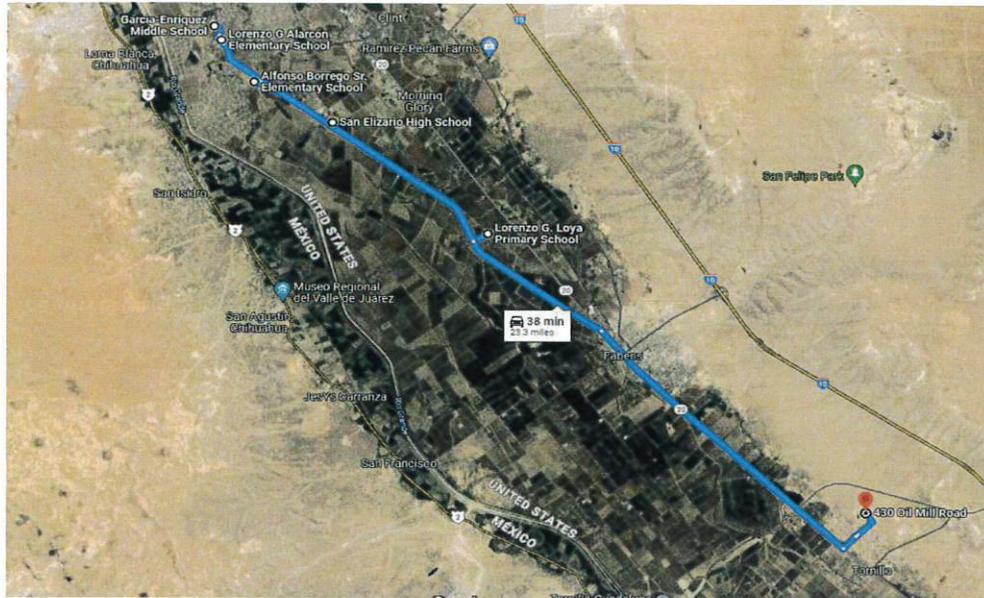
**Instructional Minutes** : 75,600 (K-12th), 37,800 (Pre-K)

Weeks	Days	Minutes
1st	1	44 HS:20010 MS 6th-8th:20010 MS 3rd-5th:20228 EL:20228
2nd	2	40 HS:17940 MS 6th-8th:17940 MS 3rd-5th:18135 EL:18135
3rd	2	39 HS:17480 MS 6th-8th:17480 MS 3rd-5th:17670 EL:17670
4th	3	57 HS:25530 MS 6th-8th:25530 MS 3rd-5th:25808 EL:25808
8	180	HS:80960 MS 6th-8th:80960 MS 3rd-5th:81840 EL:81840

	Open House
	9 Weeks Begins/Ends
	Teacher Work Day
	New Employee Orientation
	Student Academy/Teacher Planning
	Pay Day
	Early Release Students & Teachers
	Early Release Students Only

## Appendix B

Your destination is: Tornillo High School - 430 Oil Mill Rd, Tornillo Tx 79853



**From: Garcia-Enriquez Middle School, 12280 Socorro Rd, San Elizario, TX 79849**

- Head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr and turn left; continue to destination (Tornillo High School)

**From: Lorenzo G. Alarcon Elementary, 12501 Socorro Rd, El Paso, TX 79907**

- Head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr; continue to destination (Tornillo High School)

**From: Alfonso Borrego Sr. Elementary School, 13300 Chicken Ranch Rd, San Elizario, Tx 79849**

- Head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr; continue to destination (Tornillo High School)

**From: Lorenzo G. Loya Primary School, 13705 Socorro Rd, San Elizario Tx 79849**

- Head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr; continue to destination (Tornillo High School)

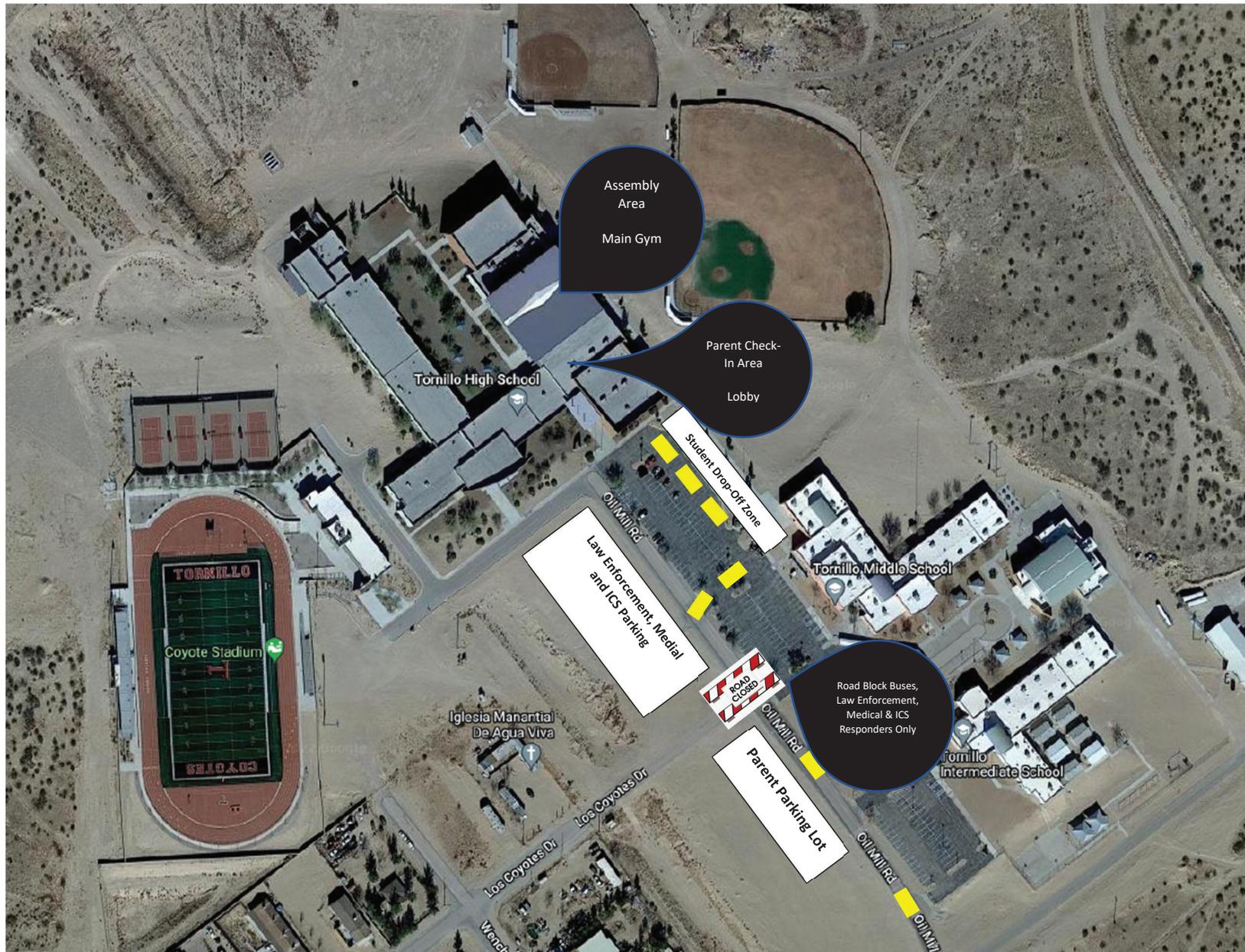
**From: Josefa L. Sambrano Elementary School, 200 N. Herring Rd, San Elizario, Tx 79849**

- Head south on N. Herring Rd to Socorro Rd
- Turn left onto Socorro Rd and head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr; continue to destination (Tornillo High School)

**From: San Elizario High School, 13981 Socorro Rd, San Elizario Tx 79849**

- Head east toward Socorro Rd
- Continue on Socorro Rd to Alameda
- Turn right onto Alameda and continue east on Alameda to Tornillo
- Drive to Oil Mill Dr; continue to destination (Tornillo High School)

# Tornillo Reunification Area



# Memorandum of Understanding

## Sheltering and Reunification Facilities

This agreement is made and entered into between the Tornillo Independent School District and San Elizario Independent School District to establish a shelter/reunification site location and terms of use in the event of an evacuation of the students and staff of the Tornillo Independent School District.

### Recitals

WHEREAS, the Tornillo Independent School District approves the transfer of students and employees to a predetermined alternate location for the safe reunification of students with parents and guardians.

WHEREAS, the transfer of students and employees to the San Elizario Independent School District will presumptively apply during school days, to include summer school days, as defined in the Tornillo Independent School District Academic Calendar.

WHEREAS, the Tornillo Independent School District wishes to collaborate with the San Elizario Independent School District to enhance its ability to respond to an emergency that threatens the life and safety of students and employees.

### It is mutually agreed that:

- a. The Tornillo Independent School District will make every effort to notify the San Elizario Independent School District of evacuation and transfer possibilities with as much notice as possible. Contact information between the two parties shall be maintained in a separate appendix and is considered confidential information and is not subject to public disclosure.
- b. San Elizario Independent School District agrees to open their facility located at 13705 Socorro Rd. San Elizario, TX 79844, to provide shelter and assistance to students and employees evacuated during an emergency when the students and employees have a need to be sheltered and/or reunified with their parents and guardians. San Elizario Independent School District has a capacity to accommodate approximately 999 people.
- c. San Elizario Independent School District understands that their organization will be responsible for opening their facility in a timely manner to accommodate students and employees during an emergency. Furthermore, Tornillo Independent School District will provide supervision for all students and employees during the time that the facility is used as an emergency shelter and reunification site.
- d. The Tornillo Independent School District agrees that it shall exercise reasonable care in the conduct of its activities in said facility. The Tornillo Independent School District will not be held liable for replacing, restoring, or repairing damage occasioned by the use of any building, facilities or equipment belonging to San Elizario Independent School District, subject to item e. hereinbelow and subject to first sentence of this item d.

# Memorandum of Understanding

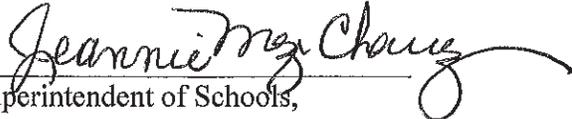
## Sheltering and Reunification Facilities

- e. The Tornillo Independent School District will reimburse San Elizario Independent School District for any bona fide expenditure resulting from the careless use of the facility. The Tornillo Independent School District will not pay any operational or administrative fees to San Elizario Independent School District.
- f. The Tornillo Independent School District shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to San Elizario Independent School District shall be directed to the Tornillo Independent School District's Public Information Officer or the Superintendent of Schools.
- g. The Tornillo Independent School District will make every effort to recognize the hospitality of San Elizario Independent School District in any press or media releases pertaining to the relocation and sheltering of students and staff.
- h. The confidentiality of the students and student's information will be maintained and secured as mandated by the Tornillo Independent School District, the Family Educational Rights and Privacy Act of 1974 (FERPA) and by the Health Insurance Portability and Accountability Act (HIPAA).
- i. This memo will not supersede any laws, rules or policies of either party. Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Texas or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.
- j. This agreement shall become effective on January 1, 2023 and may be modified upon the mutual written consent of the parties.
- k. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.
- l. San Elizario Independent School District shall, subject to its own needs, provide to the best of its ability all of its necessary equipment and accommodations in its possession to include tents, tables, chairs, signage, and AED equipment for use by Tornillo Independent School District. Tornillo Independent School District shall be allowed reasonable use of cafeteria for meal distribution, and shall further be allowed reasonable access to and use of wi-fi network.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

The terms of this agreement, as modified with the consent of both parties,  
AND NOW, this 01 day of January 2023, the parties hereby acknowledge the  
foregoing as the terms and conditions of their understanding.

  
\_\_\_\_\_  
Superintendent of Schools,  
San Elizario Independent School District

\_\_\_\_\_  
Authorized Signature,  
 Tornillo Independent School District

11/09/2022  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Memorandum of Understanding

## Sheltering and Reunification Facilities

### Sheltering and Evacuation Contact Information

Confidential – Not for Public Disclosure

**Requesting Facilities**

<b>Entity</b>	Tornillo Independent School District
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Facility	Student Population	Physical Address	Phone Number
Tornillo High School	300/0	430-D Oil Mill Rd. Tornillo, TX 79853	(915) 765-3500
Tornillo Junior High School	200/0	300 Oil Mill Rd. Tornillo, TX 79853	(915) 765-3400
Tornillo Intermediate School	175/0	420 Oil Mill Rd. Tornillo, TX 79853	(915) 765-3300
Tornillo Elementary School	200/0	19200 Gaby Rd. Tornillo, TX 79853	(915) 765-3100
Tornillo Administration	0/200	19200 Cobb Ave. Tornillo, TX 79853	(915) 765-3000

**Requesting Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Rosie Vega-Barrio, Superintendent	RvegaB@tisd.us	(915) 765-3007	(915) 892-1620
Lizeth Carroll, Human Resources	CarrollL@tisd.us	(915) 765-3050	(915) 246-2475
Carlos Garcia, Technology/Public Safety	GarciaC@tisd.us	(915) 765-3035	(915) 637-4838
		(915) 765-3070	

**Reunification Site**

<b>Entity</b>	San Elizario Independent School District
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Facility	Capacity	Physical Address	Phone Number
San Elizario High School	999	13705 Socorro Rd. San Elizario, TX 79849	915-872-3970

**Reunification Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Dr. Jeannie Meza-Chavez	Jmeza-Chavez@seisd.net	915-872-3900	915-276-1553
Dr. Rogelio Segovia	Rsegovia@seisd.net	915-872-3900	915-630-7707
Mr. Jesus Martinez	J.martinez@seisd.net	915-872-3980	915-549-9703

# **Memorandum of Understanding**

## **Sheltering and Reunification Facilities**

**Academic Calendar:** See Appendix A

**Evacuation Route from School to Shelter Site:** See Appendix B



# 2022-2023 District Calendar San Elizario ISD

### Holidays / District Closure

July 4-8 District Closure  
 September 5 Labor Day  
 October 3-14 Fall Intercession  
 November 11 Veteran's Day  
 November 21-25 Thanksgiving Break  
 December 19-Jan. 2 Winter Holidays  
 January 16 Martin Luther King, Jr. Day  
 March 6-17 Spring Intercession  
 April 7 Good Friday  
 April 10 Easter Monday  
 May 29 Memorial Day

### Grading Periods

1st 9-Weeks July 26--September 30  
 2nd 9-Weeks October 17--December 16  
 3rd 9-Weeks January 5--March 3  
 4th 9-Weeks March 20--June 2

### Parent/Teacher Conferences--Fall Semester

GEMS September 13  
 SEHS September 15  
 Alarcon/Borrego October 25  
 Loya/Sambrano October 27

### Parent/Teacher Conferences--Spring Semester

GEMS February 21  
 SEHS February 23  
 Alarcon/Borrego March 23  
 Loya/Sambrano March 28

### Smart Snack Exemption Days

Oct. 31, Dec. 16, Feb. 14, April 6, June 2

### New Teacher Orientation Training

July 18-19

### Early Release for Students and Staff

December 16, April 6

### Graduation Day

June 2

### Teacher Inservice (5.5 Days)

Full Days: July 20-21, January 3  
 1/2 Days: Aug. 26, Sept. 30, Oct. 31, Feb. 14, Mar. 31

### Teacher Preparation (4 Days)

July 22, July 25, January 4, June 5

### Teacher Contract Days (187 Days)

Fall Semester: 91 Spring Semester: 96

### Student Learning Days (180 Days)

Fall Semester: 87 Spring Semester: 93

### Instructional Minutes

State-Required Annual Instructional Minutes:  
 • Grades PK-12: 75,600  
 SEISD Annual Instructional Minutes:  
 • Grades PPK-6: 77,800  
 • Grades 7-8: 78,525  
 • Grades 9-12: 78,006

## LEGEND

	Graduation Day		Holiday / District Closure
	First or Last day of 9-Weeks		Intercession
	Early Release for Students and Staff		New Teacher Orientation
	235-day Employee Workday		Teacher Preparation Day
	Teacher Inservice Full Day		Smart Snack Exemption Day
	Early Release for Students w/Teacher Inservice		*STAAR State Testing Window
	*TELPAS State Testing Window		Parent/Teacher Conferences

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
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						1/8
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	*20	*21	*22	*23	*24	25
26	*27	*28				

March 2023						
S	M	T	W	T	F	S
			*1	*2	*3	4
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12	13	14	15	16	17	18
19	*20	*21	*22	*23	*24	25
26	*27	*28	*29	*30	*31	

April 2023						
S	M	T	W	T	F	S
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2	3	4	5	>6	7	8
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23/30	24	25	26	27	28	29

May 2023						
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21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# TISD 2022-2023 Academic Calendar

TEA Option 2 HB3

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY	
07/04 - 07/08	.....District Closed
07/11 - 07/15	.....Student Registration
07/25 - 07/28	.....District Staff Development
07/29	.....P/T Conference
AUGUST	
08/01	.....1st Semester Begins / Classes Begin
SEPTEMBER	
09/05	.....Holiday - Labor Day
OCTOBER	
10/03 - 10/07	.....Extended Year/COVID Makeup Days
10/10 - 10/14	.....District Closed
NOVEMBER	
11/21 - 11/25	.....Holiday - Thanksgiving
DECEMBER	
12/06 - 12/09	.....Testing - STAAR
12/16	.....1st Semester Ends, Early Release for Students/Teachers
12/19 - 12/30	.....Holiday - District Closed
JANUARY	
01/02 - 01/05	.....Holiday - District Closed
01/06	.....Teacher Planning / No School for Students
01/09	.....2nd Semester Begins / Classes Begin
01/16	.....Holiday - MLK/COVID-Weather Makeup Days
FEBRUARY	
02/28	.....P/T Conference for EL
MARCH	
03/01	.....P/T Conference for MS
03/02	.....P/T Conference for HS
03/06 - 03/10	.....Extended Year/COVID Makeup Days
03/13 - 03/17	.....Holiday - Spring Break
APRIL	
04/04 - 04/14	.....Testing - STAAR
04/07	.....Holiday - Good Friday
MAY	
05/02 - 05/12	.....Testing - STAAR
05/29	.....Holiday - Memorial Day/COVID-Weather Makeup Days
JUNE	
06/08	.....2nd Semester Ends, Early Release for Student only
06/20 - 06/30	.....Testing

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**KEY**

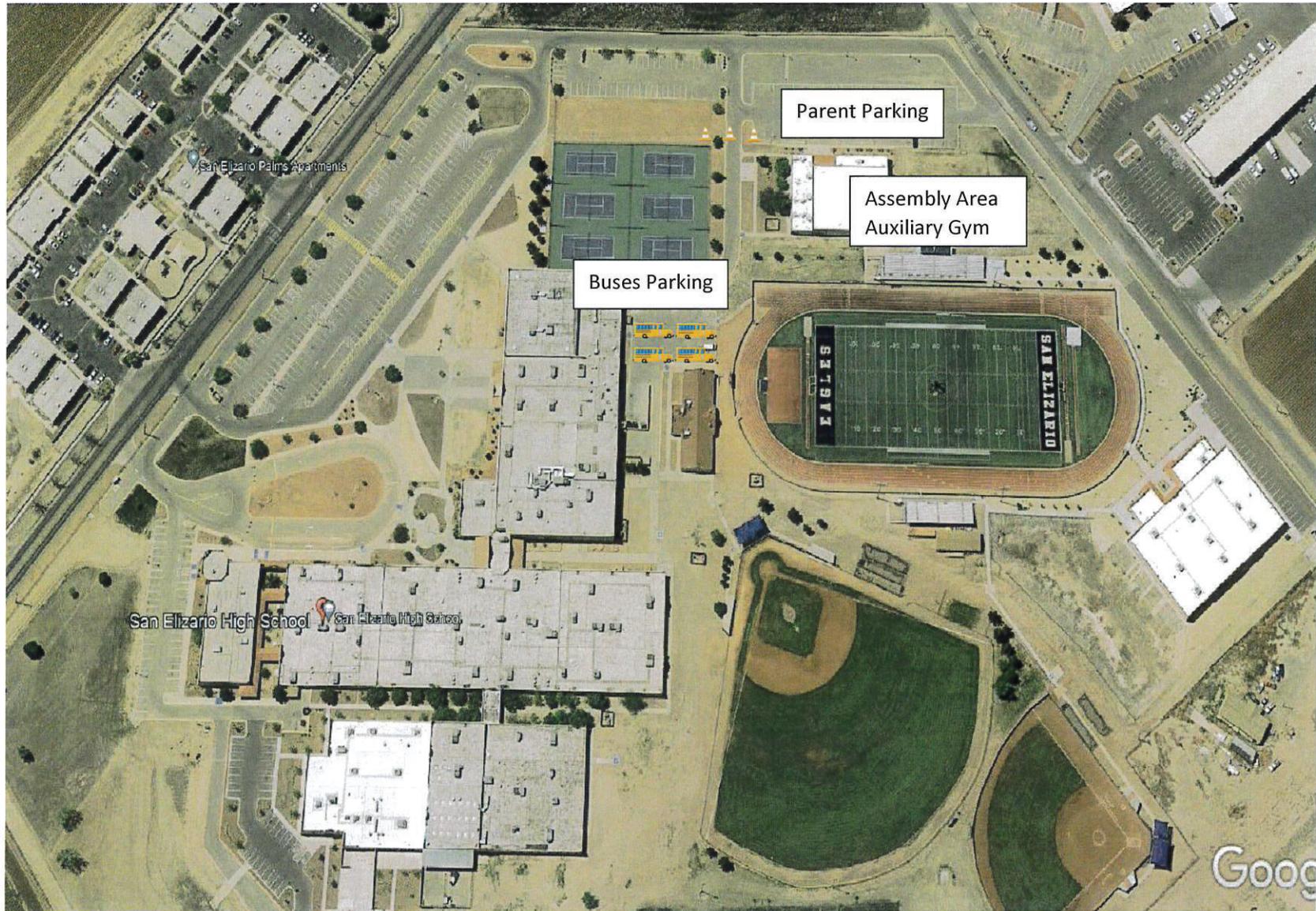
	State Testing
	Parent/Teacher Conference
	Staff Development / Teacher Planning
	Holiday
	Extended Year

Instructional Minutes : 75,600 (K-12th), 37,800 (Pre-K)

Weeks	Days	Minutes
1st	1	44 HS:20010 MS 6th-8th:20010 MS 3rd-5th:20228 EL:20228
2nd	2	40 HS:17940 MS 6th-8th:17940 MS 3rd-5th:18135 EL:18135
3rd	2	39 HS:17480 MS 6th-8th:17480 MS 3rd-5th:17670 EL:17670
4th	3	57 HS:25530 MS 6th-8th:25530 MS 3rd-5th:25808 EL:25808
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	Open House
	9 Weeks Begins/Ends
	Teacher Work Day
	New Employee Orientation
	Student Academy/Teacher Planning
	Pay Day
	Early Release Students & Teachers
	Early Release Students Only

# San Elizario High School Reunification Area



# Memorandum of Understanding

## Sheltering and Reunification Facilities

This agreement is made and entered into between the Fabens Independent School District and Tornillo Independent School District to establish a shelter/reunification site location and terms of use in the event of an evacuation of the students and staff of the Fabens Independent School District.

### Recitals

WHEREAS, the Fabens Independent School District approves the transfer of students and employees to a predetermined alternate location for the safe reunification of students with parents and guardians.

WHEREAS, the transfer of students and employees to the Tornillo Independent School District will presumptively apply during school days, to include summer school days, as defined in the Fabens Independent School District Academic Calendar.

WHEREAS, the Fabens Independent School District wishes to collaborate with the Tornillo Independent School District to enhance its ability to respond to an emergency that threatens the life and safety of students and employees.

### It is mutually agreed that:

- a. The Fabens Independent School District will make every effort to notify the Tornillo Independent School District of evacuation and transfer possibilities with as much notice as possible. Contact information between the two parties shall be maintained in a separate appendix and is considered confidential information and is not subject to public disclosure.
- b. Tornillo Independent School District agrees to open their facility located at 430-D Oil Mill Rd. Tornillo, TX 79853, to provide shelter and assistance to students and employees evacuated during an emergency when the students and employees have a need to be sheltered and/or reunified with their parents and guardians. Tornillo Independent School District has a capacity to accommodate approximately 2192+750 people.
- c. Tornillo Independent School District understands that their organization will be responsible for opening their facility in a timely manner to accommodate students and employees during an emergency. Furthermore, Fabens Independent School District will provide supervision for all students and employees during the time that the facility is used as an emergency shelter and reunification site.
- d. The Fabens Independent School District agrees that it shall exercise reasonable care in the conduct of its activities in said facility. The Fabens Independent School District will not be held liable for replacing, restoring, or repairing damage occasioned by the use of any building, facilities or equipment belonging to Tornillo Independent School District, subject to item e. hereinbelow and subject to first sentence of this item d.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

- e. The Fabens Independent School District will reimburse Tornillo Independent School District for any bona fide expenditure resulting from the careless use of the facility. The Fabens Independent School District will not pay any operational or administrative fees to Tornillo Independent School District.
- f. The Fabens Independent School District shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to Tornillo Independent School District shall be directed to the Fabens Independent School District's Public Information Officer or the Superintendent of Schools.
- g. The Fabens Independent School District will make every effort to recognize the hospitality of Tornillo Independent School District in any press or media releases pertaining to the relocation and sheltering of students and staff.
- h. The confidentiality of the students and student's information will be maintained and secured as mandated by the Fabens Independent School District, the Family Educational Rights and Privacy Act of 1974 (FERPA) and by the Health Insurance Portability and Accountability Act (HIPAA).
- i. This memo will not supersede any laws, rules or policies of either party. Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Texas or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.
- j. This agreement shall become effective on November 1, 2022 and may be modified upon the mutual written consent of the parties.
- k. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.
- l. Tornillo Independent School District shall, subject to its own needs, provide to the best of its ability all of its necessary equipment and accommodations in its possession to include tents, tables, chairs, signage, and AED equipment for use by Fabens Independent School District. Fabens Independent School District shall be allowed reasonable use of cafeteria for meal distribution, and shall further be allowed reasonable access to and use of wi-fi network.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

The terms of this agreement, as modified with the consent of both parties,  
AND NOW, this 01 day of January 2023, the parties hereby acknowledge the  
foregoing as the terms and conditions of their understanding.

---

Superintendent of Schools,  
Fabens Independent School District

11/16/2022  
Date

---

Authorized Signature,  
Tornillo Independent School District

11/16/2022  
Date

# Memorandum of Understanding

## Sheltering and Reunification Facilities

### Sheltering and Evacuation Contact Information

Confidential – Not for Public Disclosure

**Requesting Facilities**

<b>Entity</b>	Fabens Independent School District
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Facility	Student Population	Physical Address	Phone Number
Fabens High School	616	601 NE G Ave.	915-765-2620
Fabens Middle School	433	800 Walker St.	915-765-2630
O-Donnell Intermediate	253	300 NE Camp St.	915-765-2640
Fabens Elementary	600	1200 Mike Maros St.	915-765-2650

**Requesting Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Veronica Vijil	vvijil@fabensisd.net	915-765-2601	281-989-7579
Michele Gonzalez	mbgonzal@fabensisd.net	915-765-2602	915-892-8902
Michael Perez	mperez@fabensisd.net	915-765-2671	915-892-6183

**Reunification Site**

<b>Entity</b>	Tornillo Independent School District
---------------	--------------------------------------

Facility	Capacity	Physical Address	Phone Number
Tornillo High School Gym(s)	2192+750	430-D Oil Mill Rd. Tornillo, TX 79853	(915) 765-3500

**Reunification Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Rosie Vega-Barrio, Superintendent	RvegaB@tisd.us	(915) 765-3007	(915) 892-1620
Lizeth Carroll, Human Resources	CarrollL@tisd.us	(915) 765-3050	(915) 246-2475
Carlos Garcia, Technology/Public Safety	GarciaC@tisd.us	(915) 765-3035	(915) 637-4838
		(915) 765-3070	

# **Memorandum of Understanding**

## **Sheltering and Reunification Facilities**

**Academic Calendar:** See Appendix A

**Evacuation Route from School to Shelter Site:** See Appendix B

# 2022-2023 School Calendar

Fabens Independent School District



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
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28	29	30	31			

September 2022						
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October 2022						
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30	31					

November 2022						
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20	21	22	23	24	25	26
27	28	29	30			

December 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	4-8	District Closure
	22	New Teacher Orientation
	25-27	Staff Development
	28-29	Teacher Workday
August	1	First Day of School
	10-11	Open House
	12	Early Release
September	5	Labor Day
	29-30	Holiday, Fall Break
October	3-7	Intervention/Enrichment
	10	Staff Development
	11	Start 9 Weeks
November	11	Holiday, Veterans Day
	21-25	Holiday, Thanksgiving Break
December	16	Early Release Students
	16	End of 9 Weeks
	19-30	Holiday, Winter Break
January	2	Staff Development
	3	Teacher Workday
	4	Start 9 Weeks
	16	Martin Luther King Day
February	15-16	Parent/Teacher Conferences
	17	Early Release Students
March	3	End 9 Weeks
	6-10	Intervention/Enrichment
	13-17	Holiday, Spring Break
	20	Start 9 Weeks
	31	Holiday, Cesar Chavez Day
April	7	Holiday, (Weather Day)
May	29	Holiday, Memorial Day
June	1	End 9 Weeks/ Early Release Students
	2	Teacher Work Day

January 2023						
S	M	T	W	T	F	S
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days/ Minutes		
1st 9 weeks	42 Days	18,690
2nd 9 weeks	44 Days	19,590
3rd 9 weeks	42 Days	18,690
4th 9 weeks	50 Days	22,290
<b>Total</b>	<b>178 Days</b>	<b>79,260</b>

Grading Periods	
Aug 1-Oct 7	1st 9 weeks
Oct 10-Dec 16	2nd 9 weeks
Jan 4-Mar 3	3rd 9 weeks
Mar 20- June 1	4th 9 weeks

Holiday	Open House/ Parent Teacher Conference
Staff Development	Early Release
Intervention/enrichment	New Teacher Orientation

Weather day	Grading Period B
No School	Grading Period E
Teacher Workday	

# TISD 2022-2023 Academic Calendar

TEA Option 2 HB3

July 2022						
S	M	T	W	T	F	S
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31						
August 2022						
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September 2022						
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October 2022						
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30	31					
November 2022						
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December 2022						
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25	26	27	28	29	30	31

JULY	
07/04 - 07/08	.....District Closed
07/11 - 07/15	.....Student Registration
07/25 - 07/28	.....District Staff Development
07/29	.....P/T Conference
AUGUST	
08/01	.....1st Semester Begins / Classes Begin
SEPTEMBER	
09/05	.....Holiday - Labor Day
OCTOBER	
10/03 - 10/07	.....Extended Year/COVID Makeup Days
10/10 - 10/14	.....District Closed
NOVEMBER	
11/21 - 11/25	.....Holiday - Thanksgiving
DECEMBER	
12/06 - 12/09	.....Testing - STAAR
12/16	.....1st Semester Ends, Early Release for Students/Teachers
12/19 - 12/30	.....Holiday - District Closed
JANUARY	
01/02 - 01/05	.....Holiday - District Closed
01/06	.....Teacher Planning / No School for Students
01/09	.....2nd Semester Begins / Classes Begin
01/16	.....Holiday - MLK/COVID-Weather Makeup Days
FEBRUARY	
02/28	.....P/T Conference for EL
MARCH	
03/01	.....P/T Conference for MS
03/02	.....P/T Conference for HS
03/06 - 03/10	.....Extended Year/COVID Makeup Days
03/13 - 03/17	.....Holiday - Spring Break
APRIL	
04/04 - 04/14	.....Testing - STAAR
04/07	.....Holiday - Good Friday
MAY	
05/02 - 05/12	.....Testing - STAAR
05/29	.....Holiday - Memorial Day/COVID-Weather Makeup Days
JUNE	
06/08	.....2nd Semester Ends, Early Release for Student only
06/20 - 06/30	.....Testing

January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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**KEY**

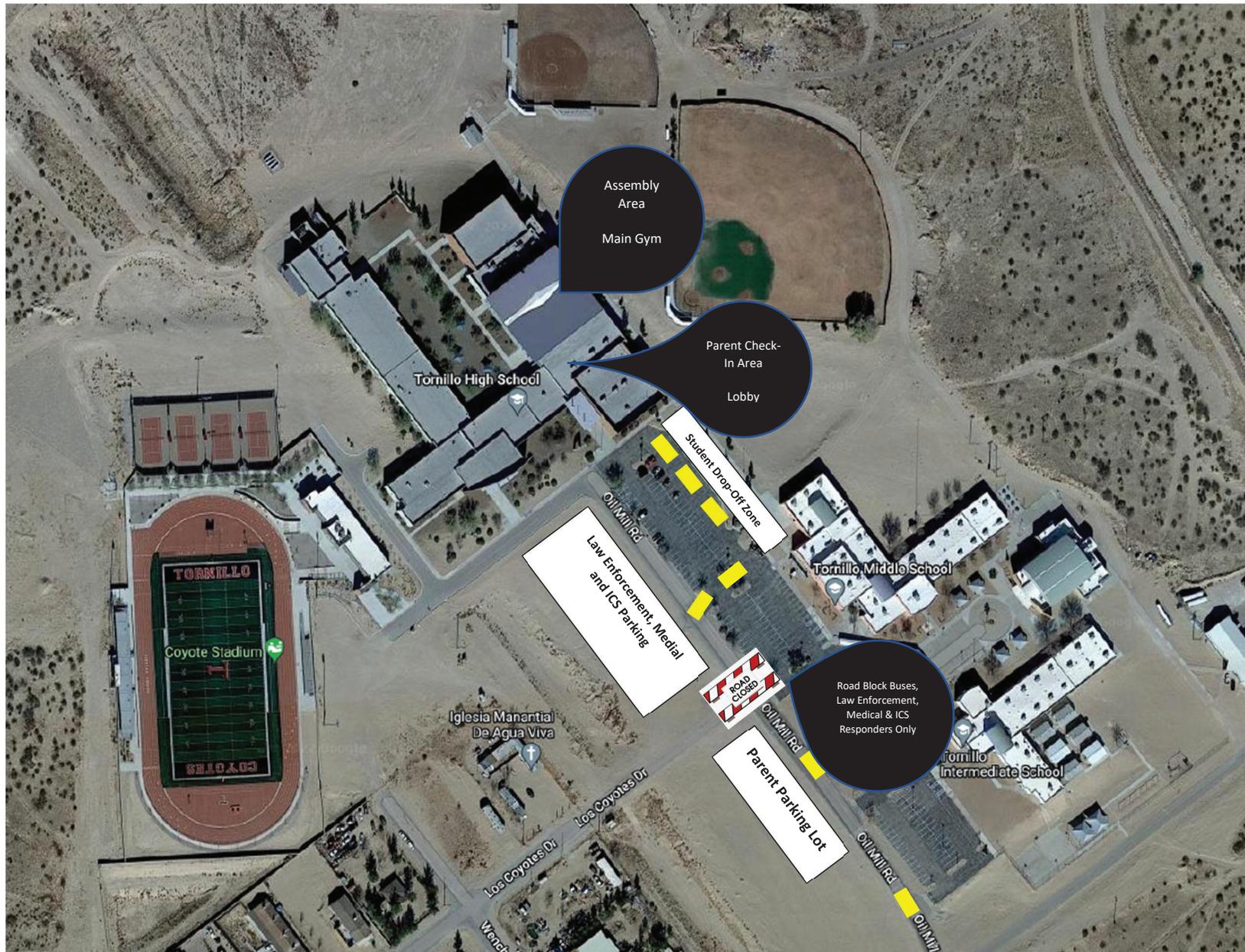
	State Testing
	Parent/Teacher Conference
	Staff Development / Teacher Planning
	Holiday
	Extended Year

**Instructional Minutes** : 75,600 (K-12th), 37,800 (Pre-K)

Weeks	Days	Minutes
1st	1	44 HS:20010 MS 6th-8th:20010 MS 3rd-5th:20228 EL:20228
2nd	2	40 HS:17940 MS 6th-8th:17940 MS 3rd-5th:18135 EL:18135
3rd	2	39 HS:17480 MS 6th-8th:17480 MS 3rd-5th:17670 EL:17670
4th	3	57 HS:25530 MS 6th-8th:25530 MS 3rd-5th:25808 EL:25808
8	180	HS:80960 MS 6th-8th:80960 MS 3rd-5th:81840 EL:81840

	Open House
	9 Weeks Begins/Ends
	Teacher Work Day
	New Employee Orientation
	Student Academy/Teacher Planning
	Pay Day
	Early Release Students & Teachers
	Early Release Students Only

# Tornillo Reunification Area



# Memorandum of Understanding

## Sheltering and Reunification Facilities

This agreement is made and entered into between the Tornillo Independent School District and Fabens Independent School District to establish a shelter/reunification site location and terms of use in the event of an evacuation of the students and staff of the Tornillo Independent School District.

### Recitals

**WHEREAS**, the Tornillo Independent School District approves the transfer of students and employees to a predetermined alternate location for the safe reunification of students with parents and guardians.

**WHEREAS**, the transfer of students and employees to the Fabens Independent School District will presumptively apply during school days, to include summer school days, as defined in the Tornillo Independent School District Academic Calendar.

**WHEREAS**, the Tornillo Independent School District wishes to collaborate with the Fabens Independent School District to enhance its ability to respond to an emergency that threatens the life and safety of students and employees.

### It is mutually agreed that:

- a. The Tornillo Independent School District will make every effort to notify the Fabens Independent School District of evacuation and transfer possibilities with as much notice as possible. Contact information between the two parties shall be maintained in a separate appendix and is considered confidential information and is not subject to public disclosure.
- b. Fabens Independent School District agrees to open their facility located at 601 NE G Ave. Fabens, TX 79838, to provide shelter and assistance to students and employees evacuated during an emergency when the students and employees have a need to be sheltered and/or reunified with their parents and guardians. Fabens Independent School District has a capacity to accommodate approximately 1500 people.
- c. Fabens Independent School District understands that their organization will be responsible for opening their facility in a timely manner to accommodate students and employees during an emergency. Furthermore, Tornillo Independent School District will provide supervision for all students and employees during the time that the facility is used as an emergency shelter and reunification site.
- d. The Tornillo Independent School District agrees that it shall exercise reasonable care in the conduct of its activities in said facility. The Tornillo Independent School District will not be held liable for replacing, restoring, or repairing damage occasioned by the use of any building, facilities or equipment belonging to Fabens Independent School District, subject to item e. hereinbelow and subject to first sentence of this item d.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

- e. The Tornillo Independent School District will reimburse Fabens Independent School District for any bona fide expenditure resulting from the careless use of the facility. The Tornillo Independent School District will not pay any operational or administrative fees to Fabens Independent School District.
- f. The Tornillo Independent School District shall provide any and all releases of information to the press and media. Requests for interviews or information submitted to Fabens Independent School District shall be directed to the Tornillo Independent School District's Public Information Officer or the Superintendent of Schools.
- g. The Tornillo Independent School District will make every effort to recognize the hospitality of Fabens Independent School District in any press or media releases pertaining to the relocation and sheltering of students and staff.
- h. The confidentiality of the students and student's information will be maintained and secured as mandated by the Tornillo Independent School District, the Family Educational Rights and Privacy Act of 1974 (FERPA) and by the Health Insurance Portability and Accountability Act (HIPAA).
- i. This memo will not supersede any laws, rules or policies of either party. Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Texas or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.
- j. This agreement shall become effective on November 1, 2022 and may be modified upon the mutual written consent of the parties.
- k. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.
- l. Fabens Independent School District shall, subject to its own needs, provide to the best of its ability all of its necessary equipment and accommodations in its possession to include tents, tables, chairs, signage, and AED equipment for use by Tornillo Independent School District. Tornillo Independent School District shall be allowed reasonable use of cafeteria for meal distribution, and shall further be allowed reasonable access to and use of wi-fi network.

# Memorandum of Understanding

## Sheltering and Reunification Facilities

The terms of this agreement, as modified with the consent of both parties,  
AND NOW, this 01 day of January 2023, the parties hereby acknowledge the  
foregoing as the terms and conditions of their understanding.

---

Superintendent of Schools,  
Tornillo Independent School District

11/16/2022  
Date

---

Authorized Signature,  
Fabens Independent School District

11/16/2022  
Date

# Memorandum of Understanding

## Sheltering and Reunification Facilities

### Sheltering and Evacuation Contact Information

Confidential – Not for Public Disclosure

**Requesting Facilities**

<b>Entity</b>	Tornillo Independent School District
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Facility	Student Population	Physical Address	Phone Number
Tornillo High School	300/0	430-D Oil Mill Rd. Tornillo, TX 79853	(915) 765-3500
Tornillo Junior High School	200/0	300 Oil Mill Rd. Tornillo, TX 79853	(915) 765-3400
Tornillo Intermediate School	175/0	420 Oil Mill Rd. Tornillo, TX 79853	(915) 765-3300
Tornillo Elementary School	200/0	19200 Gaby Rd. Tornillo, TX 79853	(915) 765-3100
Tornillo Administration	0/200	19200 Cobb Ave. Tornillo, TX 79853	(915) 765-3000

**Requesting Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Rosie Vega-Barrio, Superintendent	RvegaB@tisd.us	(915) 765-3007	(915) 892-1620
Lizeth Carroll, Human Resources	CarrollL@tisd.us	(915) 765-3050	(915) 246-2475
Carlos Garcia, Technology/Public Safety	GarciaC@tisd.us	(915) 765-3035	(915) 637-4838
		(915) 765-3070	

**Reunification Site**

<b>Entity</b>	Fabens Independent School District
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Facility	Capacity	Physical Address	Phone Number
FHS Wildcat Den	1500	601 NE G Ave. Fabens, TX 79838	915-765-2620

**Reunification Point(s) of Contact**

Contact	Email	Office Number	Mobile Number
Veronica Vijil	vvijil@fabensisd.net	915-765-2601	281-989-7579
Michele Gonzalez	mbgonzal@fabensisd.net	915-765-2602	915-892-8902
Michael Perez	mperez@fabensisd.net	915-765-2671	915-892-6183

# Memorandum of Understanding

## Sheltering and Reunification Facilities

**Academic Calendar:** See Appendix A

**Evacuation Route from School to Shelter Site:** See Appendix B

# 2022-2023 School Calendar

Fabens Independent School District



July 2022						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
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August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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18	19	20	21	22	23	24
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July	4-8	District Closure
	22	New Teacher Orientation
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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Grading Periods	
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Oct 10-Dec 16	2nd 9 weeks
Jan 4-Mar 3	3rd 9 weeks
Mar 20- June 1	4th 9 weeks

Holiday	Open House/ Parent Teacher Conference
Staff Development	Early Release
Intervention/enrichment	New Teacher Orientation

Weather day	Grading Period B
No School	Grading Period E
Teacher Workday	

# TISD 2022-2023 Academic Calendar

TEA Option 2 HB3

July 2022						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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August 2022						
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September 2022						
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October 2022						
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December 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JULY

07/04 - 07/08 .....District Closed  
 07/11 - 07/15 .....Student Registration  
 07/25 - 07/28 .....District Staff Development  
 07/29 .....P/T Conference

## AUGUST

08/01 .....1st Semester Begins / Classes Begin

## SEPTEMBER

09/05 .....Holiday - Labor Day

## OCTOBER

10/03 - 10/07 .....Extended Year/COVID Makeup Days  
 10/10 - 10/14 .....District Closed

## NOVEMBER

11/21 - 11/25 .....Holiday - Thanksgiving

## DECEMBER

12/06 - 12/09 .....Testing - STAAR  
 12/16 .....1st Semester Ends, Early Release for Students/Teachers  
 12/19 - 12/30 .....Holiday - District Closed

## JANUARY

01/02 - 01/05 .....Holiday - District Closed  
 01/06 .....Teacher Planning / No School for Students  
 01/09 .....2nd Semester Begins / Classes Begin  
 01/16 .....Holiday - MLK/COVID-Weather Makeup Days

## FEBRUARY

02/28 .....P/T Conference for EL

## MARCH

03/01 .....P/T Conference for MS  
 03/02 .....P/T Conference for HS  
 03/06 - 03/10 .....Extended Year/COVID Makeup Days  
 03/13 - 03/17 .....Holiday - Spring Break

## APRIL

04/04 - 04/14 .....Testing - STAAR  
 04/07 .....Holiday - Good Friday

## MAY

05/02 - 05/12 .....Testing - STAAR  
 05/29 .....Holiday - Memorial Day/COVID-Weather Makeup Days

## JUNE

06/08 .....2nd Semester Ends, Early Release for Student only  
 06/20 - 06/30 .....Testing

January 2023						
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February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### KEY

- State Testing
- Parent/Teacher Conference
- Staff Development / Teacher Planning
- Holiday
- Extended Year

Instructional Minutes : 75,600 (K-12th), 37,800 (Pre-K)

Weeks Days Minutes

1st	1	44	HS:20010 MS 6th-8th:20010 MS 3rd-5th:20228 EL:20228
2nd	2	40	HS:17940 MS 6th-8th:17940 MS 3rd-5th:18135 EL:18135
3rd	2	39	HS:17480 MS 6th-8th:17480 MS 3rd-5th:17670 EL:17670
4th	3	57	HS:25530 MS 6th-8th:25530 MS 3rd-5th:25808 EL:25808
8	180		HS:80960 MS 6th-8th:80960 MS 3rd-5th:81840 EL:81840

- ★ Open House
- [ ] 9 Weeks Begins/Ends
- Teacher Work Day
- ◇ New Employee Orientation
- Student Academy/Teacher Planning
- \$ Pay Day
- Early Release Students & Teachers
- Early Release Students Only

Board Approved: 5/25/2022

Revised: 5/20/2022

# FABENS ISD REUNIFICATION MAP

5th ST NE

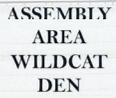
5th ST NE

NE G AVE

NE G AVE

LAW ENFORCEMENT  
MEDICAL & ICS  
PARKING

STUDENT BUS  
DROP-OFF



ASSEMBLY  
AREA  
WILDCAT  
DEN

PARENT PARKING



PARENT  
CHECK-IN



# TORNILLO INDEPENDENT SCHOOL DISTRICT

INNOVATING – EMPOWERING – THRIVING

## MINUTES OF REGULAR BOARD MEETING

W.E. Neill Service Center, 19210 Cobb, Tornillo, Texas

Wednesday, October 26, 2022

### 1. (OTHER) First Order of Business

5:30PM –  
5:31PM

A. Establish a quorum and call the meeting to order

The meeting was called to order at 5:30 PM by Board President, Marlene Bullard, and it was established that a quorum was present.

MEMBERS PRESENT:

Marlene Bullard, President  
Ida Estrada, Vice President  
Ofelia Bosquez, Secretary  
Daniel Dozal  
Maria Saldana

MEMBERS ABSENT:

Hector Lopez  
Enrique Vega

SUPERINTENDENT

Rosa Isela Vega-Barrio, Superintendent

B. Pledge of Allegiance to the United States

Marlene Bullard, Board President, led the Board of Trustees in the Pledge of Allegiance to the United States of America.

### 5:31PM – 2. (OTHER) Superintendent's Report

5:34PM

Mrs. Rosa Vega-Barrio, Superintendent, presented the Board of Trustees with the Superintendent's report.

### 5:34PM – 3. (OTHER) District Recognitions

5:40PM

A. Tornillo Junior High School Fall Sports

1. Volleyball Team
2. Football Team
3. Cross Country Team

Mrs. Loretta Aguilar, TJH Assistant Principal, presented the Board of Trustees with Tornillo Junior High School Fall Sport Teams.

No Action Necessary.

B. Hoops for Dreams 2

5:40PM –  
5:43PM

LSG Students presented the Board of Trustees with students and staff who participated in Hoops for Dreams 2.

No Action Necessary.

C. Principals Month

5:43PM –  
5:49PM

LSG Students presented the Board of Trustees with the proclamation for Principals Month.

No Action Necessary.

- 5:49PM –  
5:53PM
- D. Lone Star State School Counselor Association Recognition  
Counseling Department recognized Mrs. Rosa Vega-Barrio for receiving Superintendent of the Year from Lone Star State School Counselor Association.  
*No Action Necessary.*
- 5:53PM –  
5:55PM
- E. National Bus Safety Week October 17 – 21, 2022  
LSG Students presented the Board of Trustees with the proclamation for National Bus Safety Week October 17 – 21, 2022.  
*No Action Necessary.*
- 5:55PM –  
5:57PM
- F. National Bullying Prevention Month  
LSG Students presented the Board of Trustees with the proclamation for National Bullying Prevention Month.  
*No Action Necessary.*
- 5:57PM –  
6:01PM
- G. Dyslexia Awareness Month  
LSG Students presented the Board of Trustees with the proclamation for Dyslexia Awareness Month.  
*No Action Necessary.*
- 6:01PM –  
6:05PM
- 4. (OTHER) Open Forum**  
Mr. Daniel Hicks, Adult Education Teacher, participated in Open Forum. Mr. Hicks acknowledged adult education students who passed their citizenship exam.
- 6:34PM –  
6:46PM
- 5. Lone Star Governance**
- A. Student Outcome Monitoring: Goal 1 & Goal 2
1. Tornillo Intermediate School – GPM 1.1, 1.2 & GPM 2.1, GPM 2.2  
Mrs. Nadia De La Rosa, TIS Principal, presented the Board of Trustees with GPM 1.1, 1.2 & GPM 2.1, GPM 2.2.  
*No Action Necessary.*
- 6:46PM –  
6:50PM
2. Tornillo Junior High School – GPM 1.2, GPM 2.2 & GPM 2.3  
Mrs. Loretta Aguilar, TJH Principal, presented the Board of Trustees with GPM 1.2, GPM 2.2 & GPM 2.3.  
*No Action Necessary.*
- 6:50PM –  
7:02PM
3. Tornillo High School – GPM 1.3 & GPM 2.3  
Mr. Alejandro Olvera, THS Principal, presented the Board of Trustees with GPM 1.3 & GPM 2.3.  
*No Action Necessary.*
- 7:02PM –  
7:22PM
- B. 1<sup>st</sup> 9 Weeks Instructional Management Report  
Mr. Rodrigo Portillo, District Academic Coordinator, presented the Board of Trustees with 1<sup>st</sup> 9 Weeks Instructional Management Report.  
*No Action Necessary.*
- 7:22PM –  
7:33PM
- C. 1<sup>st</sup> 9 Weeks Student Services Management Report

Mr. Rodrigo Portillo, District Academic Coordinator, presented the Board of Trustees with 1<sup>st</sup> 9 Weeks Student Services Management Report.

No Action Necessary

7:33PM –  
7:41PM

- D. 1<sup>st</sup> 9 Weeks Staff Development and Professional Growth Report  
Mr. Rodrigo Portillo, District Academic Coordinator, presented the Board of Trustees with 1<sup>st</sup> 9 Weeks Staff Development and Professional Growth Report.

No Action Necessary

7:41PM –  
7:42PM

- E. (Accountability 1) Review, Discussion, and Possible Action Regarding Board's Time Use Tracker

Ms. Marlene Bullard, Board President, facilitated the review of the Board's Time Use Trackers.

*Ofelia Bosquez made the motion and Daniel Dozal seconded the motion to approve the Board's Time Use Tracker, as presented.*

Motion Passed Unanimously.

7:42PM –  
7:43PM

**6. (ADVOCACY) Community Engagement on Student Outcome Goals - None**

**7. (VISION Y) Information / Reports / Presentations**

*Marlene Bullard made the motion and Ida Estrada seconded the motion to move item 7.A.*

*Community Oriented Policing Services U.S. Department of Justice Award ahead of item 5. Lone Star Governance.*

Motion Passed Unanimously.

6:05PM –  
6:11PM

- A. Community Oriented Policing Services U.S. Department of Justice Awards  
Rodrigo Estrada, Regional District Director, and Cesar Prieto, Chief of Staff, presented the Board of Trustees with the Community Oriented Policing Services U.S. Department of Justice Awards.

No Action Necessary.

7:43PM –  
7:44PM

- B. 2022-2023 Superintendent Student Advisory Board  
Mrs. Rosa Vega-Barrio, Superintendent, requested the item be tabled for November meeting.

*Marlene Bullard made the motion and Ofelia Bosquez seconded the motion to table item.*

Motion to Table Item Passed Unanimously.

7:44PM –  
7:45PM

- C. Financial Reports-Information Only

Mr. Luis M. Guerra, Director of Finance, presented the Board of Trustees with the Financial Reports for September 2022.

No Action Necessary.

7:45PM –  
7:46PM

- D. Quarterly Investment Report – Information Only

Mr. Luis M. Guerra, Director of Finance, presented the Board of Trustees with the Quarterly Investment Report.

No Action Necessary.

7:46PM –  
7:47PM

- E. Annual Investment Report – Information  
Mr. Luis M. Guerra, Director of Finance, presented the Board of Trustees with the Annual Investment Report.  
No Action Necessary.

7:47PM –  
7:54PM

- F. Board of Trustees Continuing Education Credit  
Ms. Marlene Bullard, Board President, made the following announcement regarding the Board of Trustees Continuing Education Credit:

As Board President, I am required to announce the name of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education; and
- Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable.

There are eight training areas for board member continuing education:

1. Local District Orientation
2. Orientation to the Texas Education Code
3. Post-Legislative Update to the Texas Education Code
4. Team Building
5. Additional Continuing Education
6. Evaluating Student Academic Performance and Setting Goals
7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children
8. School Safety

To the extent applicable for each board member, I will announce the completion or deficiency as to required training.

For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

1. Local District Orientation Training  
No new board members were required to complete local district orientation training for the time period covered by this announcement.
2. Orientation to the Texas Education Code  
No new board members were required to complete Orientation to the Texas Education Code training for the time period covered by this announcement
3. Post-Legislative Update to the Texas Education Code  
The following board members have completed Post-Legislative Update to the Texas

Education Code Training: Enrique Vega, Hector Lopez, Ida Estrada, Maria Saldana, Marlene Bullard, Ofelia Bosquez.

The following board members are deficient in meeting the required Post-Legislative Update to the Texas Code training: Daniel Dozal

4. Team Building

NOTE: The entire board and the Superintendent must participate in the annual team-building session. This training should be completed by the time of the annual announcement.

The following board members are deficient in meeting the required annual team-building training: Marlene Bullard, Maria Saldana, Ofelia Bosquez, Daniel Dozal, Hector Lopez, Ida Estrada, Enrique Vega

5. Additional Continuing Education

NOTE: 10 hours for first-year members, 5 hours for subsequent years

The following board members have completed the additional continuing education requirements: Daniel Dozal, Enrique Vega, Hector Lopez, Ida Estrada, Maria Saldana, Marlene Bullard, Ofelia Bosquez

6. Evaluating Student Academic Performance and Setting Goals

The following Board members have completed the required training on evaluating and improving student outcomes: Ofelia Bosquez, Marlene Bullard, Daniel Dozal, Hector Lopez, Maria Saldana, Ida Estrada, Enrique Vega

7. Identifying and Reporting Abuse, Trafficking and Other Maltreatment of Children

The following board members have completed the biennial training on identifying and reporting abuse and trafficking: Ofelia Bosquez, Daniel Dozal, Ida Estrada, Hector Lopez, Enrique Vega

The following board members have time remaining to complete the biennial training on identifying and reporting abuse and trafficking and have not yet scheduled this training: Marlene Bullard, Maria Saldana.

8. School Safety

The following board members have completed the biennial training on school safety: Ida Estrada, Marlene Bullard, Ofelia Bosquez

The following board members have time remaining to complete the biennial training on school safety and have not yet scheduled this training: Daniel Dozal, Enrique Vega, Hector Lopez, Maria Saldana

Exceeding Required Continuing Education

1. Board Member Daniel Dozal exceeded the required amount of continuing education training by 4 additional hours.

2. Board Member Enrique Vega exceeded the required amount of continuing education training by 5 additional hours.
3. Board Member Hector Lopez exceeded the required amount of continuing education training by 14 additional hours.
4. Board Member Ida Estrada exceeded the required amount of continuing education training by 29.75 additional hours.
5. Board Member Maria Saldana exceeded the required amount of continuing education training by 31.75 additional hours.
6. Board Member Marlene Bullard exceeded the required amount of continuing education training by 46.25 additional hours
7. Board Member Ofelia Bosquez exceeded the required amount of continuing education training by 19.75 additional hours

**8. (VISION Y) Board Items**

A. Purchases > \$25,000 threshold – Authorization

7:54PM –  
7:58PM

1. Consider Approval of Intermediate Roof Repair

Mr. Rene Estrada, Maintenance/Transportation Director, presented the Board of Trustees with Intermediate Roof Repair.

*Ofelia Bosquez made the motion and Maria Saldana seconded the motion to approve the Intermediate Roof Repair, as presented.*

*Motion Passed Unanimously.*

7:58PM –  
8:06PM

2. Consider Approval of Sidewalk Repair at Intermediate and Junior High Campuses

Mr. Rene Estrada, Maintenance/Transportation Director, presented the Board of Trustees with Sidewalk Repair at Intermediate and Junior High Campuses.

*Ofelia Bosquez made the motion and Daniel Dozal seconded the motion to approve the Sidewalk Repair at Intermediate and Junior High Campuses, as presented.*

*Motion Passed with a 4:1:0 Vote; Marlene Bullard Opposed.*

8:06PM –  
8:10PM

3. Consider Approval of Stucco Wall Repairs at Intermediate and Junior High Campuses

Mr. Rene Estrada, Maintenance/Transportation Director, presented the Board of Trustees with the Stucco Wall Repairs at Intermediate and Junior High Campuses.

*Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the Stucco Wall Repairs at Intermediate and Junior High Campuses, as presented.*

*Motion Passed Unanimously.*

8:10PM –  
8:13PM

4. Consider Approval to Replace Fencing at Baseball and Softball Fields

Mr. Rene Estrada, Maintenance/Transportation Director, presented the Board of Trustees with replacing Fencing at Baseball and Softball Fields.

*Daniel Dozal made the motion and Ida Estrada seconded the motion to approve*

*replacing Fencing at Baseball and Softball Fields, as presented.  
Motion Passed Unanimously.*

8:13PM –  
8:17PM

- B. Consider Approval of Strong Foundations MOU with Region 19  
Mr. Rodrigo Portillo, District Academic Coordinator, presented the Board of Trustees with the Strong Foundations MOU with Region 19.  
*Ofelia Bosquez made the motion and Ida Estrada seconded the motion to approve the Strong Foundations MOU with Region 19, as presented.  
Motion Passed Unanimously.*

8:17PM –  
8:18PM

- C. Discussion and Possible Action Regarding Nomination for TASB Board Region 19 Seat  
*Ida Estrada made the motion and Ofelia Bosquez seconded the motion to nominate Marlene Bullard for the TASB Board Region 19 Seat. Marlene Bullard accepted nomination.  
Motion Passed Unanimously.*

**9. (STRUCTURE) Consent Agenda**

8:18PM –  
8:19PM

- A. Consider Approval of Minutes from Previous Meetings:  
1.Regular Board Meeting Minutes – 9/28/2022  
B. Consider Approval of Reading Academies 2022-2023 MOU  
*Ofelia Bosquez made the motion and Daniel Dozal seconded the motion to approve ALL consent agenda items, as presented.  
Motion Passed Unanimously.*

**10. (OTHER) Executive Session. The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, under Sections 551.071 and 551.074, Texas Government Code. The Board will reconvene into open session to take any necessary action.**

6:11PM –  
6:31PM

*Marlene Bullard made the motion and Ofelia Bosquez seconded the motion to move item 10. Executive Session ahead of item 5. Lone Star Governance.  
Motion Passed Unanimously.*

***The Board of Trustees entered into Executive Session at 6:11 PM for deliberations.***

- A. Discussion Regarding Administration’s Recommendation for Security Manager  
B. Discussion Regarding Music Teacher Resignation  
C. Discussion Regarding Termination of Technology Support Specialist

**No Action was taken during Executive Session.**

***The Board of Trustees Reconvened from Executive Session at 6:31 PM.***

**11. (STRUCTURE) Continuation of Board Items in Open Session**

6:31PM –  
6:32PM

- A. Discussion and Possible Action Regarding Administration’s Recommendation for Security Manager  
Mrs. Rosa Vega-Barrio, Superintendent, suggested to table item.  
*Ofelia Bosquez made the motion and Daniel Dozal seconded the motion to Table Item.  
Motion to Table Item Passed Unanimously.*

6:32PM –  
6:33PM

B. Discussion and Possible Action Regarding Music Teacher Resignation  
Ms. Priscilla Mata, Legal Counsel, recommended a motion to file a written complaint for contract abandonment to SBEC based on finding and determination that music teacher A. Olivas abandoned contract without good cause.  
*Marlene Bullard made the motion and Ofelia Bosquez seconded the motion to file a written complaint for contract abandonment to SBEC based on finding and determination that music teacher A. Olivas abandoned contract without good cause, as presented.*  
Motion Passed Unanimously.

6:33PM –  
6:34PM

C. Discussion and Possible Action Regarding Termination of Technology Support Specialist Administration asked for item to be withdrawn.  
No Action Taken.

8:20PM

**12. Next Meeting Tentative Date:** November 30, 2022

*There being no further business, Maria Saldana made the motion and Ofelia Bosquez seconded the motion to adjourn meeting. Motion passed unanimously. Meeting adjourned at 8:20PM.*

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Marlene Bullard Date  
President, Board of Trustees

---

Ofelia Bosquez Date  
Secretary, Board of Trustees



*Financial Services Department*

19200 Cobb Street  
Tornillo, TX 79853  
Phone 915.765.3050

# MEMORANDUM

To:  
From:  
Subject:  
Date:

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HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:



# MEMORANDUM

To: Members of the Board of Trustees  
From: Luis M Guerra, Director of Finance  
Subject: Budget Amendment - Administration  
Date: November 29, 2022

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## Budget Amendment Request

1. Requesting a budget amendment to allocate to function 52- Security and Monitoring services from Fund Balance to contract Sheriff Office SRO Program

### Increase

199.52.6299.00.952.99.0.00      \$50,000

Board President: \_\_\_\_\_ Date: \_\_\_\_\_

Board Secretary: \_\_\_\_\_ Date: \_\_\_\_\_

# TORNILLO INDEPENDENT

## SCHOOL DISTRICT

*Educating children today to be the leaders of tomorrow.*



### Tornillo Independent School District Donation Acknowledgement Form

Date of Request: 11/18/2022 School/Department: THS

On behalf of Tornillo Independent School District, I am asking that the Board of Trustees approves the acceptance of the following items:

Donation Description	Quantity	Value
Monetary Donation		\$100

**Purpose of donation:**

Monetary donation for senior class  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Donor or Donor Organization Name: Ida Estrada

Address, City, State & Zip Code: \_\_\_\_\_  
\_\_\_\_\_

- Check one
- Non-monetary donation
  - This donation will be recorded in the campus/department activity account

This donation is for the benefit of the following club or team and will be recorded in their account if the donation is monetary in

Club Name: Senior Class

Account Number: \_\_\_\_\_

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

Requestor's Signature: Eddie Reyes  
Eddie Reyes (Nov 18, 2022 11:44 MST) Date: \_\_\_\_\_

Board President Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to Finance Department & Requestor

Original to be kept by Executive Secretary

*Vision: Believe we can succeed with pride we will achieve.*

*Mission: The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

# 221118 Donation Acknowledgement Form

Final Audit Report

2022-11-18

Created:	2022-11-18
By:	Rachel Aguilar (aguilarr@tisd.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAXEQIKakDwZQ55BIUjwyQ56k7XdWZo6xz

## "221118 Donation Acknowledgement Form" History

-  Document created by Rachel Aguilar (aguilarr@tisd.us)  
2022-11-18 - 6:42:50 PM GMT
-  Document emailed to reyesh@tisd.us for signature  
2022-11-18 - 6:43:17 PM GMT
-  Email viewed by reyesh@tisd.us  
2022-11-18 - 6:43:58 PM GMT
-  Signer reyesh@tisd.us entered name at signing as Eddie Reyes  
2022-11-18 - 6:44:32 PM GMT
-  Document e-signed by Eddie Reyes (reyesh@tisd.us)  
Signature Date: 2022-11-18 - 6:44:34 PM GMT - Time Source: server
-  Agreement completed.  
2022-11-18 - 6:44:34 PM GMT



**Office of the Superintendent**  
19200 Cobb Ave. /PO Box 170  
Tornillo, TX 79853  
Phone 915.765.3005  
Fax 915.765.3099

# MEMORANDUM

To: Members of the Board of Trustees  
From: Mr. Rodrigo Portillo, Assistant Superintendent  
Subject: Upward Bound Program MOU with UTEP  
Date: November 29, 2022

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## **HISTORY:**

This Agreement sets forth the expectations and commitments of UTEP and Tornillo ISD to increase the rate at which participants graduate high school and enroll in and graduate from postsecondary education institutions.

## **RATIONALE:**

- A. Upward Bound provides fundamental academic support and college preparation services to its participants free of charge.
- B. The UB program will offer both in-person and online services to its participants.
  - 1. In-person services will occur two Saturdays per month, for nine months, during each academic school year (a maximum of 18 Saturdays per year) for the duration of the grant.
  - 2. A 6-week hybrid summer component will be offered at the end of each school year.
  - 3. All in-person activities will be held at UTEP or at various locations around the city except for the Campus Visit Tours (CVT's).
  - 4. CVT's will be conducted throughout the year to allow participants the opportunity to visit college campuses outside of the city and participate in educational and cultural activities unavailable to this demographic of students.
- C. Participants will be selected from the following target schools:
  - 1. Tornillo High School – 16 students
  - 2. Remaining 76 students are to be recruited from four schools in Socorro ISD and one school in Fabens ISD.

**BUDGET IMPACT:** None

## **ADMINISTRATIVE RECOMMENDATION:**

In order to provide the support and continue our efforts to increase our percentage of students deemed college ready as per LSG Goal #3, we ask the board approved this MOU.

***Vision:** Believe we can succeed, with pride we will achieve.*

***Mission:** The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students to college readiness and success in a global society.*

Memorandum of Understanding / Articulation Agreement  
Tornillo Independent School District and  
**The University of Texas at El Paso**

This Memorandum of Understanding (“Memorandum” or “MOU”) is a statement of principles and agreement for collaboration between **The University of Texas at El Paso (“UTEP”) and the Tornillo Independent School District (“TISD”)**, collectively the “Parties,” for the purpose of collaboration within the Upward Bound Program (UB). UB is a federally funded program awarded to UTEP and will run from September 1, 2022, through August 31, 2027.

- I. The purpose and programming of the Socorro / Fabens / Tornillo (SFT) Upward Bound Program at UTEP
  - A. The purpose of Upward Bound is to increase the rate at which Participants graduate high school and enroll in and graduate from postsecondary education institutions.
  - B. Upward Bound provides fundamental academic support and college preparation services to its participants free of charge.
  - C. Contact Information:
    - <https://www.utep.edu/student-affairs/upward-bound/index.html>
    - phone: 915-747-5062
    - fax: 915-747-8879
    - email: upwardbound@utep.edu
  - D. The UB program will offer both in-person and online services to its participants.
    1. In-person services will occur two Saturdays per month, for nine months, during each academic school year (a maximum of 18 Saturdays per year) for the duration of the grant.
    2. A 6-week hybrid summer component will be offered at the end of each school year.
    3. All in-person activities will be held at UTEP or at various locations around the city with the exception of the Campus Visit Tours (CVT’s).
    4. CVT’s will be conducted throughout the year to allow participants the opportunity to visit college campuses outside of the city and participate in educational and cultural activities unavailable to this demographic of students.
  
- II. The criteria for students to be served
  - A. The SFT Upward Bound Program will serve 92 participants annually amongst the three districts but reserves the right to increase or decrease this number, or individual campus numbers, as needed to meet grant requirements.
  - B. The Upward Bound Program is federally mandated to maintain a minimum of 2/3 low-income, first-generation students.
  - C. Participants will be selected from the following target schools:
    1. Tornillo High School – 16 students
    2. Remaining 76 students are to be recruited from four schools in Socorro ISD and one school in Fabens ISD.
  - D. Participants must:
    1. Be a U.S. citizen,

2. Be enrolled in 9<sup>th</sup> through 12<sup>th</sup> grade upon initiation of services,
  3. Be a first-generation and/or low-income student (as defined by the Department of ED),
  4. Demonstrate a desire and the potential to pursue a college education,
  5. Attend, or plan to attend, the YISD target high schools listed above at the time of their enrollment,
  6. Submit a completed application via JotForm, or the web platform service used for application submission.
- E. Overview of Application Process
1. Interested student submits completed application.
  2. UB staff review applications and interview qualifying applicants and parents/guardians.
  3. If the student is selected, he/she will be placed on a 60-day probationary period to attend UB events and activities.
  4. At the end of the 60-day probationary period, the UB staff will assess the student's progress and decide if the student will continue in the program.
- III. The parties agree to the following during the period of this grant cycle (2022-2027)
- A. UTEP, through its Upward Bound Program, will:
1. Use campus visitor logs, or follow any district or campus guidelines, pertaining to visiting campuses during regular school hours,
  2. Provide a current list of participants to each campus counselor contact at all times,
  3. Provide executed Student/Parent Consent Forms that set out school-related information/data to be provided to UB. Examples include but are not limited to class schedules, progress reports, report cards, transcripts, final transcripts, grades, GPA, STAAR (EOC) scores, FAFSA applications, and college applications.
  4. Notify district contact and campus contact of any educational field trip that occurs during regular school hours. Parent-signed permission forms will be provided upon request.
  5. Provide the district/campus with a calendar of UB events during the academic component (fall and spring).
  6. Provide all services to the participants as required by the U.S. Department of Education along with other services that are not required but are considered allowable. UTEP UB reserves the right to make changes to services to best serve its participants.
- B. Tornillo ISD will:
1. Provide UB with letters of commitment from each Target School Principal,
  2. Support UB in its efforts to recruit participants at the Target Schools by allowing the UB coordinator and staff to present to students in classes on campus during regular school hours (elective courses).
  3. Support UB in its efforts to recruit potential participants in 8<sup>th</sup> grade at the Target School feeder pattern schools by allowing the UB coordinator and staff to present to students in classes on campus during regular school hours (elective courses).

4. Facilitate communication between Target School Counselors and feeder pattern school Counselors to schedule visits from the UB staff for recruitment efforts and/or to meet with UB participants during lunch for information sessions.
5. Provide UB with access to data including but not limited to:
  - a. Student grades
  - b. Student Transcripts
  - c. GPAs
  - d. Progress reports
  - e. Report Cards
  - f. Attendance rates
6. Sponsor one bus to transport participants from Fabens and Tornillo high schools to UB Saturday activities during the academic component (two Saturdays per month during the school year).

### **HOLD HARMLESS & INDEMNITY AGREEMENT**

The undersigned Parties agree to hold each other harmless and indemnify each other its Board members, officials, and their respective employees against any claims and demands or actions which may hereafter at any time be made or instituted against either Party, its Board members, officials and/or any of their respective employees which may arise out of the use of any school property or facility by the either Party.

The undersigned Parties, as a result of this releases and forever discharges each other, its Board members, officials, and any respective employees who might be claimed liable for any claims, demands, damages, actions, causes of action, suits, judgments, or executions because of any losses incurred during the use of property or facility which may arise out of the use of such property or facility by the either Party.

It is further stipulated and agreed that the laws of the state of Texas shall control the construction of this instrument. Any disputes under this Agreement shall be resolved exclusively in a federal or state court of competent jurisdiction in El Paso County, Texas.

### **MISCELLANOUS**

1. **Governmental Functions and Immunity.** This MOU is not intended to waive, alter or reallocate any defense or immunity available to either party by law.
2. **Amendment.** This MOU may be amended only by written agreement of the parties, and any attempted amendment, including any handwritten changes on this MOU, in violation of this section shall be void.
3. **No Waiver.** The waiver or failure of either party to exercise in any respect any right provided under this MOU shall not be deemed a waiver of such right in the future or a waiver of any other rights established under this MOU.

- 4. **Severability.** If any provision of this MOU is held invalid, illegal, or incapable of being enforced, by reason of any rule of law, administrative order, judicial decision, or public policy, all other conditions and provisions of this MOU shall, nevertheless, remain in full force and effect, and no covenant or provision shall be deemed dependent upon any other covenant or provision unless so expressed herein.
- 5. **Construction.** This MOU does not confer any rights or remedies upon any person other than the parties.
- 6. **Counterparts.** The MOU may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be the same agreement.

ACKNOWLEDGED AND AGREED:

This agreement constitutes the entire agreement. It is understood that the agreement commences no earlier than the date signed by both parties. This agreement ends on August 31, 2027. This MOU is to be reviewed upon renewal of funding for the Upward Bound grant in 2027.

**The University of Texas at El Paso**

\_\_\_\_\_  
Robert A. Osegueda, Ph.D.,  
Vice President for Research

\_\_\_\_\_  
Date

**Tornillo Independent School District**

\_\_\_\_\_  
Mrs. Rosy Vega-Barrio  
Tornillo ISD Superintendent

\_\_\_\_\_  
Date



**Office of the Superintendent**  
19200 Cobb Ave. /PO Box 170  
Tornillo, TX 79853  
Phone 915.765.3005  
Fax 915.765.3099

# MEMORANDUM

To: Members of the Board of Trustees  
From: Mr. Rodrigo Portillo, District Academic Coordinator  
Subject: Tutor Rates for students and non-certified personnel  
Date: November 29, 2022

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## **HISTORY:**

The TCLAS Grant, Decision Point 11, has granted funds for additional support of the implementation of afterschool programs with High Impact Tutoring.

## **RATIONALE:**

Tornillo ISD had approved rates for certified teachers set at \$50. The afterschool program provides opportunities for non-certified staff and high school students to become tutors in case there are available positions, either because of the number of students participating, lack of interest from certified teachers, or both. It has been recommended that Tornillo set the rates for these types of tutors at 1) Non-Certified Staff \$40 per hour and 2) Student \$30 per hour

## **BUDGET IMPACT:**

Funding earmarked in TCLAS Grant, Decision Point 11.

## **ADMINISTRATIVE RECOMMENDATION:**

We recommend the Board of Trustees approves both the rates for Non-Certified Staff and Student as presented.

***Vision:** Believe we can succeed, with pride we will achieve.*

***Mission:** The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*



**Tornillo Independent School District**  
**Dropout Prevention Plan**  
**2022-2023**

# Tornillo Independent School District Dropout Prevention Plan 2022-2023

The Dropout Prevention Plan provides guidance as to how the faculty and staff will help accomplish our mission and ensure our students are successful in their academic endeavors.

## **Mission Statement**

Tornillo ISD's mission is to educate and empower students to thrive in their postsecondary journey by providing an innovative, nurturing culture of high expectations through collaboration of its stakeholders while maximizing resources.

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## **Vision**

Believe we can succeed, with pride we will achieve

## **Board Members and Superintendent**

### **BOARD OF TRUSTEES**

Marlene Bullard, President

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### **SUPERINTEDENT**

Rosa Vega-Barrio

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Team Members	Position
Angie Morales	TISD District At Risk Coordinator
Rodrigo Portillo	TISD Assistant Superintendent
Alejandro Olvera	Tornillo High School Principal
Elizabeth Otero	THS Assistant Principal
Claudia Beanes	THS School Counselor
Loretta Aguilar	Tornillo Junior High Assistant Principal
Arlene Portillo-Castro	TJHS School Counselor
Nadia De La Rosa	Tornillo Intermediate Principal
Myrna Lopez	Tornillo Elementary Principal
Michael Gonzalez	TISD Attendance Officer
Raymond Bonilla	TISD CTE Coordinator

## The Purpose

A comprehensive Dropout Prevention Plan has been designed by the Tornillo Independent School District (Tornillo ISD) to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, and action plans to help all students meet or exceed the Texas College and Career Readiness standards. The plan is intended to serve as a resource guide to indicate what the district is doing to address at-risk students to drop out of school.

## Goals and Objectives

Tornillo ISD Dropout Prevention Plan is inclusive of objectives, strategic initiatives, projects, activities required to meet the goals for the state's dropout prevention plan. We will identify early warning signs to identify at-risk students.

**Dropout Prevention Attendance Goal 1:** Tornillo ISD will increase our ADA average from 94.52 to 98% by the end of 2022-23 school year.

**Dropout Prevention Discipline Goal 2:** Tornillo ISD will decrease overall disciplinary infractions count from 172 to 100 students and suspension from 49 students to 20 students by 2022-23 school year.

**Dropout Prevention Academic Graduation Goal 3:** Tornillo ISD will increase graduation rate from 94.6% to 98 % by the end of 2022-23 school year.

**Dropout Prevention College and Career Readiness Goal 4:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 78% in 2019 to 90% by June 2024.

**Dropout Prevention Goal 5:** Develop dropout recovery initiatives that focus on students (17-21) who dropped out of school. Tornillo ISD will decrease dropout rate from 1.86 % to .8 % by the end of 2022-23 school year

# Tornillo ISD Early Warning System Monitoring Process

## Early Warning System identification of at-risk students:

- Identify students at risk K-12 of missing key educational milestones
- Recognize factors that are negatively impacting their learning and behavior
- Provide supports and interventions that help get students back on track for success in school and, ultimately, to graduation

## Student Attendance:

Tornillo ISD will focus on attendance to improve student attendance at all schools throughout the district. This will improve the district's average daily attendance as well as student's grades, test scores and attitudes.

Student attendance, behavior, and course performance are the strongest predictors of high school graduation. Gathering and analyzing data pertaining to these indicators can assist a school in identifying students who are:

- On track for graduation (similar to Tier I in Multi-tiered System of Support (MTSS))
- Sliding off track (similar to Tier II in MTSS)
- Off track (similar to Tier III in MTSS)

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Once the school has identified the struggling student, appropriate interventions can be selected and implemented.

## District Early Warning System Teams

- Establish district guidelines for operation of the Early Warning System
  - District Early Warning System Team for middle school and high school level
  - K-6 will utilize MTSS monitoring in dual roles to address Early Warning Systems Teams goals
- Meet periodically with school level teams to monitor effectiveness of the process being utilized
- At the end of each year, the team should
  - 1) determine changes that need to be made in the Early Warning System Process
  - 2) notice trends in the data specific to interventions used
  - 3) determine what professional development is needed for ensuring an improved graduation
  - 4) recommend community resources and volunteer groups for partnering in the effort to assure all students graduate.

## District Early Warning System Teams: Middle and High School Levels

Members	Position
Rodrigo Portillo	Assistant Superintendent
Alejandro Olvera	THS Principal
Elizabeth Otero	THS Assistant Principal
Claudia Beanes	THS School Counselor
Raymond Bonilla	TISD CTE Coordinator
Loretta Aguilar	TJHS Assistant Principal
Arlene Portillo	TJHS School Counselor
Angie Morales	TISD At Risk Coordinator
Michael Gonzalez	TISD Attendance Officer

### School Level Early Warning System Teams

- Should work closely with the district and school MTSS Teacher Support Team
- K-6 will meet in compliance with MTSS guidelines
- Jr. High and High School will meet weekly to monitor attendance, behavior, and academic performance of each student in the Early Warning System ‘off track’ and ‘sliding off track’ categories
- Counselors assigned to a certain grade level should serve as the Coordinator of the School Level Early Warning System Team
- The team will determine the following:
  - which students have improved and no longer need to be monitored
  - which students need to have interventions assigned
  - which students need to have the intervention modified for improved effectiveness
- The team will follow state guidelines that determine whether the student is categorized as on track, sliding or off track as it relates to attendance (absences), behavior (number of referrals), and course performance (number of Failing grades)
- Designated interventions will be assigned to students based on their data results

## **Suggested interventions for implementation:**

- Check and Connect – Counselor/staff member checks with those students assigned to monitor
- Credit Recovery offered to students who were not previously successful in courses during the day and summer school opportunities. Modify Class Schedule as needed.
- Middle School Potential dropouts and students that are 2 or more years behind grade level by ninth grade.
- Fast Track Program students that are at risk of dropping out of school will be offered Achieve Academy program
- Academic intervention classes – Learning strategies, Employability Skills, and SAT workshops
- Communicate with Parents/Home – Calls for each absence and for behavior/academic issues
- Response to Intervention (RtI) Process for Academics and Behavior
- Tutoring offered to assist students in meeting IEP goals
- Positive Behavior Intervention System
- Peer Tutoring during school with advanced students
- Teacher Social and Emotional (SEL) Classroom lessons - Social and Emotional everyday - Rethink ED
- Social Interaction – Small group classes conducted by the counselor
- Individual/Small Group Counseling – Counselor
- Teacher Behavioral Contracts – Outlines specific target behaviors and rewards
- Self-monitoring – Allows students to reflect on behavior and make changes as needed
- Academic Tutoring – Tutoring available before and/or after school/or Saturday school/intersessions
- Summer online original credit course offering to help students stay on track for graduation
- Refine and enhance the track for graduation opportunities for high school students
- Believing in You Mentoring Program – Assigned mentors with targeted student regarding academic/behavior choices
- Late Homework Policy – Provide opportunity for student to turn in missing work
- Additional Study Time – Provide more time for study or directed assistance
- Exit Conversations – Require students/parents to attend an exit conversation prior to dropping out
- Principal/Counselor/At Risk Coordinator – Meeting with parent/student/teacher every 3 weeks if failing

# Tornillo ISD Early Warning System Data Resources

**TISD Early Warning System Data Sources  
2021-2022 Enrollment by Campus**

Campus	Enrollment Number
Elementary	223
Intermediate	175
Junior High	209
High School	329

**TISD Early Warning System Data Sources  
Attendance Data Report**

Campus	Attendance Rate
2021-2022	94.52%
2020-2021	93.94%
2019-2020	96.68%

**TISD Early Warning System Data Sources  
2021-2022 Discipline Report**

Campus	In School Suspension	Out of School Suspension	Expulsion	Removed to DAEP	Total Discipline Population	Total Enrollment
Tornillo HS	110	49	0	32	130	329
Tornillo JH	30	0	0	0	39	209
Tornillo Intermediate	13	0	0	0	13	175
Tornillo Elementary	0	0	0	0	0	223

**TISD Early Warning System Data Sources  
Graduation Rate Report**

	Enrollment 12 <sup>th</sup> Grade	Graduated	Rate
21-22	75	71	94.6%
20-21	86	74	86.0%
19-20	94	84	89.4%

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**TISD Early Warning System Data Sources  
Dropout Rate Report**

Grade	Dropouts	Students	Rate
21-22 Grades 7-12	10	538	1.85 %
20-21 Grades 7-12	9	494	1.8%
19-20 Grades 7-12	7	519	1.3%

## Tornillo Independent School District Dropout Prevention Plan 2022-23 Action Goals

100% of at-risk student will be identified and provided support at the end of 3 weeks, 6 weeks, and 9 weeks of the first semester and second semester of each year.

**Dropout Prevention Attendance Goal 1:** Tornillo ISD will increase our ADA average from 94.52 to 98% by the end of 2022-23 school year

Timeline	Action	Persons responsible	Responsibilities
<b>August 2022- May 2023</b>	<ul style="list-style-type: none"> <li>• Each campus will have a plan in place to maintain a 98% daily attendance rate</li> <li>• Ensure each school has a plan to monitor and address attendance</li> <li>• Identify students with chronic absences using PowerSchool and Policy guidelines</li> <li>• Ensure students who are absent complete make-up work</li> <li>• Communicate with parents regarding attendance issues</li> <li>• Improve utilization of PBIS with fidelity to include attendance on campuses that are implementing PBIS</li> <li>• Provide incentives for students PK-12 for students that have perfect attendance every 9 weeks</li> <li>• Encourage parents to use PowerSchool to monitor student attendance</li> <li>• Provide ongoing</li> </ul>	Principal Assistant Teachers Counselors CIS Attendance Clerks Attendance Officer At Risk Coordinator Students Parents Parent Liaison	<ul style="list-style-type: none"> <li>• Attendance Campus Team will make daily phone calls to contact parents when students are absent.</li> <li>• Review Attendance Data Weekly and Monthly</li> <li>• Review Attendance Data every 9 weeks</li> <li>• Warning Letters will be issue and home delivered/or mailed</li> <li>• 45 Day Attendance Plan</li> <li>• Small Groups Attendance group support conducted by counselor</li> <li>• Attendance Monitoring when attendance becomes a concern both parents and students are contacted and conduct a meeting</li> <li>• Attendance classroom lessons PK-12 conducted by At Risk Coordinator/Attendance officer at the beginning of the year on each campus</li> <li>• Social and Emotional daily lesson conducted by teachers to provide support to all students and provide opportunities to express their feelings</li> <li>• Social and Emotional weekly lessons conducted by school counselor to provide support to all students and provide opportunities to express their feelings</li> <li>• Check in every day using Rhithm app to check on students by counselors on each campus PK-12</li> <li>• Loss of Credit contracts will be issue to students with more than 10 absences</li> <li>• Loss of Credit contracts will be monitor for students to be able to complete before the end of semester</li> <li>• Immediately upon a student completing their loss of credit hours, conduct attendance committee meeting and give</li> </ul>

	<p>professional development for faculty and staff to promote daily attendance</p> <ul style="list-style-type: none"> <li>• The district will have a process for monitoring attendance and implementing the attendance policy.</li> <li>• BELIEVING IN YOU Mentoring Program</li> <li>• Multi-Tiered Systems of Support (MTSS) process use to identify and support student who needs additional assistance.</li> <li>• Focus new initiatives on attendance</li> </ul>		<p>student gained credit needed on course</p> <ul style="list-style-type: none"> <li>• Promote student, if necessary, upon completion of credits required to be promoted to the next grade level</li> <li>• Parent Liaison will train the parents the use of Parental Portal in PowerSchool at the beginning of the year to monitor their child attendance</li> <li>• Promote Attendance by having competition between campuses to promote attendance</li> <li>• Promote Attendance by having competition grade levels on each campus</li> <li>• Provide PBIS staff development to faculty to provide strategies to teachers to implement in class to promote positive learning environment to all students</li> <li>• Provide SEL/RethinkED staff development to faculty to provide strategies to teachers to implement in class to promote positive learning environment to all students</li> <li>• Promote attendance rate per weekly PK-12 during school announcements to make campus aware about attendance absenteeism</li> <li>• Assign a student struggling with attendance to a mentor on the BELIEVING IN YOU Mentoring Program K-12</li> </ul>
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**Dropout Prevention Discipline Goal 2:** Tornillo ISD will decrease overall disciplinary infractions count from 172 to 100 students and suspension from 49 students to 20 students by 2022-23 school year.

Timeline	Action	Persons responsible	Responsibilities
<p><b>August 2022-May 2023</b></p>	<ul style="list-style-type: none"> <li>• Monitor Discipline data and provide accurate reports to identify students in need of behavior interventions</li> <li>• Keep parents informed of student’s behaviors</li> <li>• Provide professional development or classroom management to targeted teachers who need assistance or have significant number of discipline referrals</li> <li>• Required teachers to collaborate with students and parents concerning student behavior.</li> <li>• Identify and monitor students who receive discipline referrals and refer them to their counselor</li> <li>• Develop and monitor individualized behavior plans involving parents, students, teachers, counselor sand administrators</li> <li>• Provide incentives for student who exhibit positive behaviors</li> <li>• Connect students to with extracurricular activities, afterschool enrichment</li> </ul>	<p>Principal Assistant Teachers Counselors CIS Attendance Clerks Attendance Officer At Risk Coordinator Students Parents</p>	<ul style="list-style-type: none"> <li>• Weekly review of discipline data</li> <li>• Weekly review of suspension data</li> <li>• Discipline referral to parents</li> <li>• Meeting with parent and student to improve behavior</li> <li>• RtI meetings</li> <li>• Teachers/Administrators call parents regularly when student does not behave well in class</li> <li>• Counselor will provide individual counseling</li> <li>• Counseling Small groups with students that have conflict with other students – conflict resolution, bullying, anger management</li> <li>• SEL classroom lessons teachers</li> <li>• SEL weekly classroom lesson counselor</li> <li>• Character trait classroom lessons counselor</li> <li>• Counselor will meet with HOPE (DAEP) students on a scheduled basis to determine progress on courses getting behind.</li> <li>• Counselor will provide individual or group counseling sessions on areas of concern</li> <li>• Counseling lessons on Substance Abuse</li> <li>• Counselor will assign a mentor to students struggling with behavior. Mentor will meet with student to serve as models.</li> <li>• Provide support for students exiting HOPE to High School. Counselor will meet with student to provide transition counseling.</li> <li>• Teachers will provide support to help student catch up with late work that was not turn in while student was at HOPE.</li> <li>• The Leadership MTSS team creates a behavior plan or revises existing behavior plan for each student returning</li> </ul>

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	<p>programs</p> <ul style="list-style-type: none"> <li>• BELIEVING IN YOU Mentoring Program</li> <li>• PBIS with campuses participating on program</li> <li>• Monitor student experience emotional trauma</li> <li>• MTSS – Behavior Plans</li> </ul>		<p>from HOPE or from a juvenile detention center. Check-in Check-out is used as one of the behavior interventions, so the student has someone that checks on them daily.</p> <ul style="list-style-type: none"> <li>• Check in Social and Emotional using Rhythm App. Analyze the data and school counselor will follow up with student needing</li> <li>• Provide Professional Development to teachers and staff regarding Attendance Policies and loss of credit</li> <li>• Climate Survey to collect data</li> <li>• SEL Assessment Fall/Spring</li> <li>• Mediation Program provided by our Partners in Education</li> <li>• Bring speakers to come and speak to our students on bullying prevention, cyberbullying, the dangers of drugs and substance abuse with our Partners in Education non-profit organizations.</li> <li>• Provide social and emotional support to students</li> </ul> <p style="text-align: right;">203</p>
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**Dropout Prevention Academic Graduation Goal 3:** Tornillo ISD will increase graduation rate from 94.6% to 98 % by the end of 2022-23 school year

Timeline	Action	Persons responsible	Responsibilities
<p><b>August 2022- May 2023</b></p>	<ul style="list-style-type: none"> <li>• Monitor failing grades and assessment data K-12 every 3<sup>rd</sup>, 6<sup>th</sup>, and 9 weeks.</li> <li>• Progress Report/Report Card/Failure Report</li> <li>• Implement interventions with close monitoring of student progress K-12.</li> <li>• Ensures that student in grade K-2 is retained no more than once in those grades</li> <li>• Conduct grade checks with 7-12 graders for students with failing grades to bring awareness and encouragement,</li> <li>• Enable students to participate in credit recovery courses or in online remediation efforts to advance 9-12</li> <li>• Enable students between the age 17 and 21 to return to school to finish the requirements from graduation</li> <li>• MTSS (multi-tiered system of supports)</li> <li>• Fast Track Program at THS</li> <li>• Additional SAT opportunities</li> <li>• EOC Intervention – English 1, English 2, Algebra I,</li> </ul>	<p>Principal Assistant Teachers Instructional Specialist Counselors CIS At Risk Coordinator Instructional Coaches Students Parents CCR Advisor</p>	<ul style="list-style-type: none"> <li>• Monitor student performance K-12</li> <li>• Monitor student with unsuccessful academic performance for growth in areas of weakness K-12</li> <li>• Clerk runs progress reports and reports cards every 3 weeks.</li> <li>• Teachers will speak with students and parents of those failing students in their classroom to provide support and planning for student to earn a passing grade.</li> <li>• Counselor will follow up with students if they fail a class to review and design a plan to pass it.</li> <li>• Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn the passing grade of 70 or above.</li> <li>• Identify students that are classified as juniors who could graduate that year with their cohort</li> <li>• When a student fails a EOC state test, they will be placed into a class designed for re-testers HB4545. This class will give them additional support and remediation to hopefully pass the state test.</li> <li>• Most SPED students are enrolled in a learning strategies class to assist those students academically.</li> <li>• A selected cohort of students who have been retained can utilized Edmentum (online courses) at our Achieve Academy</li> <li>• Students who are in danger of dropping out due to their age are placed on a watch list. Students are counseled regularly. Teachers are also alert of students in their classroom to provide extra support.</li> <li>• Identify students grade 9-12 who may need to take courses online. This allows those students to work at their own pace and finish sooner with a classroom teacher monitoring them.</li> <li>• Identify students 9-12 behind more than two years to be</li> </ul>

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	<p>Biology, US History</p> <ul style="list-style-type: none"> <li>• RtI Meetings at each campus grades K-12</li> <li>• Individual Graduation Plan 6 – 12 grades</li> <li>• BELIEVING IN YOU Mentoring Program</li> <li>• Multi-Tiered Systems of Support (MTSS) process use to identify and support student who needs additional assistance.</li> <li>• Promote the use of Individual Graduation Plans (IGP) beginning 6<sup>th</sup> grade</li> </ul>		<p>placed on credit recovery courses all day for 6 periods working on one class at a time being monitor by a credit recovery teacher.</p> <ul style="list-style-type: none"> <li>• Students that complete Edmentum class with a passing grade a completion form will be completed and give to Transcript Clerk to immediately update student transcript</li> <li>• Provide morning, after school, summer, Saturday school tutoring</li> <li>• Counselor will provide Individual Graduation Plan (IGP) support to all students 6-12 in communicating and working with each student</li> <li>• Counselor will conduct Senior and Junior Meetings with students at risk of not graduating</li> <li>• College and Career Readiness (CCR) Advisor will conduct freshman and Sophomore meetings with students at risk of not graduating</li> <li>• Provide Professional Development to staff on Graduation Options and Graduation Plans</li> <li>• Provide lessons to students on Individual Graduation Plans and credit audits</li> <li>• Student will have a class on auditing their own transcripts.</li> <li>• Middle School counselor will introduce school counseling lessons on IGP's beginning 6<sup>th</sup> grade and continue to 8<sup>th</sup> grade.</li> <li>• High School counselor will give presentation on IGP's 9-12<sup>th</sup></li> <li>• Lessons on credit graduation requirements</li> </ul>
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**Dropout Prevention College and Career Readiness Goal 4:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 78% in 2019 to 90% by June 2024.

Timeline	Action	Persons responsible	Responsibilities
<p><b>August 2022- May 2023</b></p>	<ul style="list-style-type: none"> <li>• Students are allotted time to receive academic assistance</li> <li>• Some students are prepared to make use of college and career resources</li> <li>• Students review their four-year graduation plan – Individual Graduation Plan</li> <li>• Endorsements and Program of Study</li> <li>• Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with focus on attending and graduating college.</li> <li>• College and Career Reading (CCR) Teacher teaches Texas College and Career Readiness Standards at appropriate pace</li> <li>• Awareness of Scholarship Opportunities</li> <li>• Students are provided opportunities for future planning including college and career exploration</li> <li>• Promote Career Technical 10-12 grade Education</li> </ul>	<p>Principal Assistant Teachers Counselors CIS Attendance Clerks Attendance Officer At Risk Coordinator Students Parents CCR Teacher CTE Coordinator</p>	<ul style="list-style-type: none"> <li>• Provide student classroom lesson on Graduation Plan</li> <li>• Provide student classroom lessons on programs of studies and endorsement offered at THS</li> <li>• Provide student classroom lesson on programs of studies at Western Technical School</li> <li>• Provide student classroom lessons on programs of studies at Tornillo Early College</li> <li>• Conduct Career Day PK-12</li> <li>• Conduct College Fair for students 11-12 to attend TACRAO at neighboring school districts</li> <li>• Promote College and Career awareness – College and Career Readiness Advisor</li> <li>• AVID II to all Sophomores</li> <li>• Bring College speakers to speak to students 9-12</li> <li>• CTE Courses are presented to students</li> <li>• Field trips to explore various occupations</li> <li>• College Applications day/FAFSA Night</li> <li>• College Recruiters visit</li> <li>• Visits to Western Technical to all Sophomores/Juniors</li> <li>• College Visits: The University of Texas at El Paso (UTEP) Orange/Blue Day</li> <li>• Climate Survey</li> <li>• SAT testing</li> <li>• TSI testing</li> <li>• PSAT testing (8<sup>th</sup> grade)</li> <li>• Provide students opportunities to do Apply Texas</li> <li>• Virtual college tours</li> <li>• Provide students opportunities for field trips to Youth Conference where they will be exposed to college and career awareness and field of studies</li> <li>• Bring Texas Workforce Commission speakers</li> </ul>

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	<p>Programs at THS</p> <ul style="list-style-type: none"><li>• Promote Early College Program 9-12</li><li>• CTE Certification</li><li>• Promote job opportunities (internships paying jobs)</li></ul>		<ul style="list-style-type: none"><li>• Summer jobs paying internships</li></ul>
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**Dropout Prevention Goal 5:** Develop dropout recovery initiatives that focus on students (17-21) who dropped out of school. Tornillo ISD will decrease dropout rate from 1.86 % to .8 % by the end of 2022-23 school year.

Timeline	Action	Persons responsible	Responsibilities
<p><b>August 2022- May 2023</b></p>	<ul style="list-style-type: none"> <li>• Identify “no show” students at the beginning of school year</li> <li>• Evaluate credits and diploma track status to determine if remediation/credit recovery is needed</li> <li>• Monitor returning students attendance, behavior, and academic</li> <li>• EOC monitoring progress</li> <li>• Student will be informed about adult education program if qualifies</li> <li>• Students returning to school from expulsion or juvenile detention center will have an intake conference with parent, administrator, counselor, and District at Risk Coordinator to provide support services for college and career readiness</li> <li>• Graduation Plan for student will be conduct</li> <li>• Dropout recovery initiatives will be used for students who withdraw or do not return from alternative school setting</li> <li>• BELIEVING IN YOU Mentoring Program</li> </ul>	<p>Principal Assistant Teachers Counselors CIS Attendance Clerks Attendance Officer At Risk Coordinator Students Parents</p>	<ul style="list-style-type: none"> <li>• Counselor will follow up with students if they fail a class to review and design a plan to pass it.</li> <li>• Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn the passing grade of 70 or above.</li> <li>• Identify students that are classified as juniors who could graduate that year with their cohort</li> <li>• When a student fails a EOC state test, they will be placed into a class designed for re-testers HB4545. This class will give them additional support and remediation to hopefully pass the state test.</li> <li>• Most SPED students are enrolled in a learning strategies class to assist those students academically.</li> <li>• A selected cohort of students who have been retained can utilized Edmentum (online courses) at our Achieve Academy</li> <li>• Students who are in danger of dropping out due to their age are placed on a watch list. Students are counseled regularly. Teachers are also alert of students in their classroom to provide extra support.</li> <li>• Identify students grade 9-12 who may need to take courses online. This allows those students to work at their own pace and finish sooner with a classroom teacher monitoring them.</li> <li>• Identify students 9-12 behind more than two years to be placed on credit recovery courses all day for 6 periods working on one class at a time being monitor by a credit recovery teacher.</li> <li>• Students that complete Edmentum class with a passing grade a completion form will be completed and give to Transcript Clerk to immediately update student transcript</li> </ul>

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	<ul style="list-style-type: none"> <li>• Multi-Tiered Systems of Support (MTSS) process use to identify and support student who needs additional assistance.</li> <li>• Fast Track Program at THS</li> <li>• Achieve Academy</li> </ul>		<ul style="list-style-type: none"> <li>• Provide morning, after school, summer, Saturday school tutoring</li> <li>• Counselor will provide IGP support to all students 6-12 in communicating and working with each student</li> <li>• Counselor will conduct Senior and Junior Meetings with students at risk of not graduating</li> <li>• CCR Advisor will conduct freshman and Sophomore meetings with students at risk of not graduating</li> <li>• Acceleration may allow students to graduate sooner.</li> <li>• Identify students who have failed a course or could benefit from taking a course during the summer to finish sooner than 4 years.</li> <li>• Mentoring Program to all students on Accelerated Academy return leavers</li> </ul>
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## Appendix – 15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center (NDPC) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America’s dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi- dimensional. The NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies seem independent but work well together and often overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.



**Foundational Strategies**  
Systemic Approach  
School-Community Collaboration  
Safe Learning Environments

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**Early Interventions**  
Family Engagement  
Early Childhood Education  
Early Literacy Development

**Basic Core Strategies**  
Mentoring/Tutoring  
Service-Learning  
Alternative Schooling  
After-School/Out-of-School Opportunities

**Managing and Improving Instruction**  
Professional Development  
Active Learning  
Educational Technology  
Individualized Instruction  
Career and Technical Education (CTE)

## Effective Strategies Defined

**Systemic Approach**—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.

**School-Community Collaboration**—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.

**Safe Learning Environments**—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically, and emotionally, expected to achieve, recognized, and celebrated equitably for accomplishments, and feel genuinely welcomed and supported. A safe and orderly learning environment provides physical and emotional security and daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and deal with potential violence and crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.

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**Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication, ongoing needs assessments and responsive family supports and interventions.

**Early Childhood Education**—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.

**Early Literacy Development**—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.

**Mentoring/Tutoring**—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.

**Service-Learning**—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

**Alternative Schooling**—Alternative or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the

student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.

**After-School/Out-of-School Opportunities**—Many schools provide after-school, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school “gap time” is filled with constructive and engaging activities and/or needed academic support.

**Professional Development**—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.

**Active Learning**—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.

**Educational Technology**—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.

**Individualized Instruction**—Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In a fully personalized environment, the learning objectives, content, method, and pace may all vary (so personalization includes differentiation and individualization).

**Career and Technical Education (CTE)**—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills, awareness and focus to increase the likelihood that they will be prepared for their careers and that school will be relevant to what is next.

**Appendix B: Tornillo ISD Policies**

EHBC Legal: SPECIAL PROGRAM COMPENSATORY/ACCELERATED SERVICES – Attached

FED Legal; ATTENDANCE ENFORCEMENT - Attached

EIF – Legal – ACADEMIC ACHIEVEMENT GRADUATION – Attached

BQA – Legal - PLANNING AND DECISION-MAKING PROCESS BQA DISTRICT-LEVEL – Attached

EIA – REGULATION – ACADEMIC ACHIEVEMENT GRADING PROGRESS REPORTS TO PARENTS

**STATEMENT OF ASSURANCE**

On behalf of the Tornillo Independent School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the five overarching goals of the state dropout prevention plan.

1. Dropout Prevention Attendance Goal 1: Tornillo ISD will increase our ADA average from 94.52 to 98% by the end of 2022-23 school year.
2. Dropout Prevention Discipline Goal 2: Tornillo ISD will decrease overall disciplinary infractions count from 172 to 100 students and suspension from 49 students to 20 students by 2022-23 school year.
3. Dropout Prevention Academic Graduation Goal 3: Tornillo ISD will increase graduation rate from 94.6% to 98 % by the ed of 2022-23 school year.
4. Dropout Prevention College and Career Readiness Goal 4: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 78% in 2019 to 90% by June 2024.
5. Dropout Prevention Goal 5: Develop dropout recovery initiatives that focus on students (17-21) who dropped out of school. Tornillo ISD will decrease dropout rate from 1.86 % to .8 % by the ed of 2022-23 school year.

I hereby certify that the information contained in this plan follows the appropriate federal and state laws and regulations.

I hereby certify that our school district consulted with parents, community partners, business partners, teachers, school staff, administrators, and others in the development of this local prevention plan.

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I hereby certify that our school district has considered relevant, scientifically based research, strategies, and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduate rate, reducing the dropout rate, and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district will evaluate our district dropout prevention plan annually to determine appropriate changes needed for future school years.

Tornillo ISD Superintendent of Schools: Mrs. Rosy Vega-Barrio      Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tornillo ISD School Board President: Ms. Marlene Bullard      Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

GRADING SYSTEM	School personnel shall maintain effective communication with the parent or guardian. This shall be accomplished by the following:
GRADE REPORTS REPORT CARDS	The District shall give written notice to parents or guardians of students' grades in each subject or course at the end of each grade-reporting period as specified by the District calendar. The notice shall provide for the signature of the parent or guardian and shall be returned to the District. If the notice is not returned, the District shall mail notice to the parent or guardian. This signature requirement does not apply to a student who is married, an emancipated minor or an adult living alone.
PROGRESS REPORTS	Progress reports shall be sent home to the parents or guardians at the end of the third and sixth week of each grading period for all students in Pre-K through 12. The notice shall include information concerning the availability of interventions relating to the subject area(s) in which the student is not meeting the grade level or subject area standards.
GRADING	<p>Every effort should be made to assist all students to achieve mastery of the TEKS. Alternative instructional strategies must be utilized as appropriate.</p> <p>Teachers shall provide a written copy of their grading procedures to students and parents to include opportunities to redo a failing assignment or test.</p> <ul style="list-style-type: none"><li>• It shall be the student's responsibility to seek the opportunity to redo an assignment or test for which he/she received a failing grade between 51 and 69 within five school days upon which he/she received notification of a failing grade. However, the student's parent also has the right to make the request as long as the same guidelines are followed.</li><li>• A student shall be given one opportunity to make up an assignment with a grade 50 and below.</li><li>• No major grades, to include the 9 weeks exam, shall be made up.</li><li>• The better of the average of the first and second attempt, and the highest of the two shall replace the failing grade.</li></ul> <p>Students will have two days for each day absent to make up work missed. Any assignment due to truancy shall be entered as a 0.</p> <p>Parents are to be informed as soon as evidence exists that a student is not making sufficient progress for promotion to the next grade. They are to be given every opportunity to assist the school in a timely manner to ensure the student's successful</p>

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

completion of the assigned grade.

Excused and unexcused absences shall be recorded on the report card.

GRADES PRE-K  
THROUGH  
KINDERGARTEN

Students in prekindergarten and kindergarten shall be promoted to the next grade level. Grades shall be based on a developmental scale aligned to state standards and guidelines.

2-4	Passing/Met Grade Level Expectations
1	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days or as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

GRADES 1-5

The basic consideration for evaluation is determining the progress a child makes based on the Texas Essential Knowledge and Skills. Students will be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and courses. Course grades will be determined by the average of the four (two for semester courses) nine-week grades. Refer to EIE local for retention and promotion guidelines.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

The following content standard will be graded:

- Language Arts – listening and speaking; reading; writing; research
- Reading
- Mathematics – number, operations and quantitative

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

reasoning; patterns, relationships and algebraic thinking;  
geometry and spatial reasoning; measurement;  
probability and statistics

- Science
- Social Studies
- Physical Education

PE grades will be evaluated on a pass/fail basis Conduct grades shall be reported for each subject area using the following scale:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

GRADES 6-8

Student work will be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and courses. Course grades will be determined by the average of the four (two for semester courses) nine-week grades. Refer to EIE local for retention and promotion guidelines.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

Conduct grades shall be reported for each subject area using the following scale:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

GRADES 9-12

Student work shall be graded on a scale of 0-100. Numerical grades, "I", or "LOC" shall be used on the report card, as well as on the academic achievement record for all subjects and

courses.

The numeric grade range shall be:

70-100	Passing/Met Grade Level Expectations
Below 70	Failing/ Did Not Meet Grade Level Expectations
I	Incomplete/ Must be made up within ten days as specified by grade level or department grading procedures
LOC	Loss of Credit due to excessive absences (K-12)

Conduct grades shall be reported for each subject area using the following scale:

S=Satisfactory

N=Needs Improvement

U=Unsatisfactory

SEMESTER GRADES  
6-12

A major exam to include a campus and/or grade level benchmark/common assessment shall be administered at the end of each grading period in each core subject area.

GRADES 1-12:  
MAKEUP WORK AND  
INCOMPLETE GRADES  
RELATED TO AN  
ABSENCE

Students will be permitted to make up assignments and tests without grade penalty after an excused absence. Giving a zero as a grade is not a best practice. A zero can be permanently recorded after reasonable notification efforts (i.e. parent call, note home, etc.) have been made and the student has been given two days for every day missed or two days after parent notification to complete the assignments or tests. An incomplete (I) grade on the nine-week report card will be recorded if the makeup time has not elapsed prior to the end of the nine-week period.

An incomplete for a nine-week grade should be made up prior to the end of the semester. An incomplete for a nine-week grade that is not made up by the end of the semester will be recorded as an "I" on the report card. Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

Grades 1-12:  
MAKE UP WORK FOR  
TRUANCY/UNEXCUSED  
ABSENCES

A student who is truant/unexcused absence shall be required to make up all missed assignments and/or tests due to the truancy/unexcused absence. Student's grades shall be based only on academic factors that include the Texas Essential knowledge and Skills (TEKS) and other curriculum elements. Non-instructional factors such as misbehavior or failure to participate in fundraising activities shall not be used to determine a student's grade. A student's grade shall not be penalized for non-instructional reasons except in the case of academic dishonesty. (EIA Local)

GRADES 1-12:  
MAKE UP WORK FOR  
INCOMPLETE GRADES  
RELATED TO LATE  
ENROLLMENT

Any student enrolling after the first day of instruction shall be given at least one opportunity to submit work for incomplete or missing transfer grades. Giving a zero as a grade for missed work is not a best practice. Efforts should be made to assist students in completing missed work due to late enrollment. Grading procedures and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for missing or incomplete transfer grades in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

GRADES 1-12:  
HIGH CLASS/GRADE  
LEVEL/SCHOOL  
FAILURE RATES

Teachers with a nine-week and/or semester failure rate of greater than 10 percent or of concern to the campus principal in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal and/or Campus Response to Intervention (RTI) Committee.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for all grade reporting periods (i.e. 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> weeks).

Schools with a nine-week and/or semester failure rate of greater than 10 percent in any grade/subject will be required to develop and implement an intervention support plan for struggling students. The principal will include the details of the plan in their campus improvement plan (CIP). Continued school failure rates resulting in greater than five percent retention of students in any grade level, may result in additional required interventions/ supports/ consequences as deemed appropriate by the Assistant Superintendent

**NINE WEEKS GRADES -  
1-5**

Grades for each reporting period shall be determined by a combination of daily grades, major exams and/or projects and/or other performance activities relating to the TEKS. The policy will adhere to the following guidelines for grades 1-5:

- Daily grades - 2 per week (15 minimum) – 80% of nine weeks grade
- Major grades (unit tests, common assessments, benchmark exams, projects) – 20% of nine weeks grade

**NINE WEEKS GRADES  
6-8**

The policy will adhere to the following guidelines for grades 6-8:

- Daily grades - 2 per week (15 grades minimum)– 60% of nine weeks grade
- Major Grades - 3 minimum (unit tests, common assessments, projects, and 9 weeks exam) – 40% of nine weeks grade
- This grading policy shall be available to parents.

The policy will adhere to the following guidelines for grades 9-12 and for high school courses taken at middle school:

**NINE WEEKS GRADES  
9-12**

- Daily grades - 2 per week (15 grades minimum) – 50% of nine weeks grade
- Major Grades (unit tests, common assessments and projects) – 25% of nine weeks grade
- Nine weeks test – 25% of nine weeks grade (Comprehensive and shall include a campus and/or grade level benchmark/common assessment)

This grading policy shall be available to parents.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

NINE WEEKS  
GRADES 9-12  
ONLINE  
INSTRUCTION

The policy will adhere to the following guidelines for online instruction grades 9-12:

- Daily grades and major grades as prescribed by online instruction shall be 80% of the quarter grade.
- End of quarter exams shall be comprehensive and comprise 20% of the quarter grade. This grading policy shall be available to parents.
- This grading policy shall be available to parents.

The official grade book for online learning will be kept with the student's coursework using the online learning courseware. Instructors will provide a progress report to parents of all students enrolled in an online learning course. The progress report will include the student grade as well as a percentage of the course that has been completed. The current grading system will be used for attendance purposes only. Grades as reported through progress reports will serve as the reporting mechanism for UIL purposes.

Refer to EHD Regulation for on-line instruction guidelines.

NINE WEEKS  
GRADES DUAL  
CREDIT COURSES

Dual credit classes will adhere to college grading guidelines outlined in the course's syllabus. Dual credit teachers will provide a copy of the syllabus to all students and follow all grade reporting timelines listed on page 1 of this policy (i.e. report cards and progress reports). In addition, the dual credit teachers will make the grading policy available to parents.

FINAL COURSE  
GRADES AND LOSS OF  
CREDIT

State statute mandates that a student in any grade level from kindergarten to grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90 percent of the time the class is offered. Students who fall below 90 percent will receive an "LOC" on their semester report card, signifying the potential loss of credit. View EHD Regulation for LOC extended instructional program requirements to regain credit.

HONOR ROLL

An honor roll system will be observed to recognize above average student achievement in grades 6-12. For grades Pre-K through 5, the campus SIT shall determine criteria and procedures for recognizing academic achievement.

Students who receive only grades between 80-100 in each subject and satisfactory grades in conduct in each subject during a grading period are eligible for the honor roll. Students will be assigned to the honor roll as follows:

Achievers Honor Roll:

- A numerical score of 80-100 in all subjects
- Satisfactory grades in conduct for all subjects

Scholars Honor Roll

- A numerical score of 90-100 in all subject areas
- Satisfactory grades in conduct for all subject areas

ACADEMIC ACHIEVEMENT  
GRADING

EIA  
(REGULATION)

Transfer Credit

Grades transferred from other public and accredited private schools shall be counted for class honors, subject to residency requirements for valedictorian and salutatorian. Grades transferred as numerical averages shall be accepted at face value. Grades transferred merely as passing or failing shall be accepted for credit or for no credit, as indicated on the transcript, but shall not be used in determining class rank. Grades transferred from other schools that cannot be classified shall be excluded from the student's GPA.

Letter grades transferred from other public and accredited private schools shall be recorded as follows:

<b>Conversion Scale</b>	
A	95
B	85
C	77
D	72
F	65

Conversion of public and accredited private school letter grades using + (pluses) and - (minuses) shall be subject to the following conversion:

<b>Submitted Grade</b>	<b>District Numeric Equivalent</b>
A+	100
A	95
A-	92
B+	89
B	85
B-	82
C+	79
C	77
C-	75
D+	74
D	72
D-	70
F	65

The conversion shall also apply to correspondence courses, credit by examination, or other grades awarded by this method.

Conversion of public and accredited private school holistic grades to the District numeric equivalent:

Submitted Grade	District Numeric Equivalent
4	95
3	85
2	75
1	65
Submitted Grade	District Numeric Equivalent
P	85
F	65

**Conversion Scale  
from 100-Point Scale  
to 4-Point GPA Scale**

The following conversion scale shall be used to convert a grade based on a 100-point scale to a four-point GPA scale or vice versa:

Average Based on 100-Point Scale	Average Based on 4-Point GPA Scale
100	4.00
99	3.93
98	3.87
97	3.80
96	3.73
95	3.67
94	3.60
93	3.53
92	3.47
91	3.40
90	3.33
89	3.27
88	3.20
87	3.13
86	3.07
85	3.00
84	2.88
83	2.75
82	2.63

Average Based on 100-Point Scale	Average Based on 4-Point GPA Scale
81	2.50
80	2.38
79	2.25
78	2.13
77	2.00
76	1.80
75	1.60
74	1.40
73	1.20
72	1.00
71	.80
70	.60

**Credits Transferred from Out-of-Country or Other Using 10-Point Scale**

Course grades shall be recorded according to the final transcript analysis approved by the District academic compliance officer. An independent transcript analysis agency may be consulted if a student's transcript needs to be translated and/or retrieved from an out-of-country school. Credits obtained through this agency shall be accepted by the District as valid state graduation credits. [See EIE(REGULATION)]

District Grade	Grade Based on 0-10 Scale
100	10.0
99	9.9
98	9.8
97	9.7
96	9.6
95	9.5
94	9.4
93	9.3
92	9.2
91	9.1
90	9.0
89	8.9

ACADEMIC ACHIEVEMENT  
GRADING

EIA  
(REGULATION)

District Grade	Grade Based on 0–10 Scale
88	8.8
87	8.7
86	8.6
85	8.5
84	8.4
83	8.3
82	8.2
81	8.1
80	8.0
79	7.9
78	7.8
77	7.7
76	7.6
75	7.5
74	7.4
73	7.3
72	7.2
71	7.1
70	7.0
P	6.9
P	6.8
P	6.7
P	6.6
P	6.5
P	6.4
P	6.3
P	6.2
P	6.1
P	6.0

**Note:** The District recognizes a 6.0 or 60 as a passing grade with supporting documentation from the sending school (for grades 1–12). If a student's transfer grade is between 60 and 69 and a numeric grade is required, the grade value of a "70" shall be recorded.

Tornillo ISD  
071908

ACADEMIC ACHIEVEMENT  
GRADING

EIA  
(REGULATION)



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Approve by Rosy Vega-Barrio  
Superintendent, Tornillo ISD  
October, 2019

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- High School Diploma** A student may graduate and receive a diploma only if the student:
1. Successfully completes the curriculum requirements identified by the State Board of Education (SBOE) [see State Graduation Requirements, below], has performed satisfactorily on applicable state assessments [see EKB], and complies with the financial aid application requirements in Education Code 28.0256 [see below]; or
  2. Successfully completes an individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]
- Education Code 28.025(c)*

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**Note:** Education Code 28.0256 applies beginning with students enrolled at the 12th grade level during the 2021–22 school year.

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- FAFSA Required** Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).
- A student is not required to comply with the above provision if:
1. The student's parent or other person standing in parental relation submits a signed form indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;
  2. The student signs and submits the form described above on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Family Code Chapter 31; or
  3. A school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.

A district shall adopt a form to be used for purposes of this provision. The form must be approved by the Texas Education Agency (TEA) and made available in English, Spanish, and any other language spoken by a majority of the students enrolled in a bilingual education or special language program under Education Code Subchapter B, Chapter 29, in the district.

If a school counselor notifies a district whether a student has complied with this section for purposes of determining whether the student meets high school graduation requirements under Education Code 28.025, the school counselor may only indicate whether the

student has complied with this section and may not indicate the manner in which the student complied.

*Education Code 28.0256*

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**Note:** Education Code 28.0258 and 19 Administrative Code 74.1025 related to individual graduation committees expire September 1, 2023.

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Individual  
Graduation  
Committee

Without complying with the requirements above, a student may receive a diploma if the person is eligible for a diploma as determined by an individual graduation committee (IGC) established under Education Code 28.0258. *Education Code 28.025(c-6)*

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258 or 19 Administrative Code 74.1025. A student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an end-of-course (EOC) assessment to graduate. *19 TAC 74.1025(n)* [See EHBAB]

For each 11th or 12th grade student who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the district shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate as a result of an IGC decision before the student's 12th grade year.

The IGC shall be composed of:

1. The principal or principal's designee;
2. For each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
3. The department chair or lead teacher supervising the teacher(s) above; and
4. As applicable:
  - a. The student's parent or person standing in parental relation to the student;
  - b. A designated advocate if the parent is unable to serve; or
  - c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The superintendent shall establish procedures for convening the committee.

The district shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English.

*Education Code 28.0258(a)–(c), (c-2); 19 TAC 74.1025(b)*

A district may not establish an initial IGC for eligible students after June 10 or before the start of the next school year. Once the IGC has been established, it is the original IGC for that student.

If a student leaves a district after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district that later enrolls the student shall request information from the student's original IGC of record and shall implement the original IGC recommendations to the extent possible.

*Alternate  
Members*

In the event that the teacher identified in item 2 above is unavailable, the principal shall designate as an alternate member of the committee a teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

In the event that the individual identified above in item 3 above is unavailable, the principal shall designate as an alternate member of the committee an experienced teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is familiar with the content of and instructional practices for the applicable course.

In the event that the student's parent or person standing in parental relation to the student is unavailable to participate in the IGC, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee.

*19 TAC 74.1025(c), (e), (g)–(i)*

*Notice*

A district shall ensure a good faith effort is made to timely notify the appropriate person described under item 4 above of the time and place for convening the IGC and the purpose of the committee. The notice must be provided in person or by regular mail or email; clear and easy to understand; and written in English, in Spanish, or, to the extent practicable, in the native language of the appropriate person. *Education Code 28.0258(d)*

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LEGAL)

*Curriculum  
Requirements*

To be eligible to graduate and receive a high school diploma from the IGC, a student must successfully complete the curriculum requirements required for high school graduation. [See State Graduation Requirements, below] *Education Code 28.0258(e)*

*Additional  
Requirements to  
Graduate*

A student's IGC shall recommend additional requirements by which the student may qualify to graduate, including additional remediation; and for each EOC assessment instrument on which the student failed to perform satisfactorily:

1. The completion of a project related to the subject area of the course that demonstrates proficiency in the subject area; or
2. The preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

A student may submit to the IGC coursework previously completed to satisfy a recommended additional requirement.

*Education Code 28.0258(f), (g)*

In determining whether a student is qualified to graduate, the committee shall consider the criteria at Education Code 28.0258(h) and any other academic information designated for consideration by the board. After considering the criteria, the committee may determine that the student is qualified to graduate. A student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee, the student meets applicable curriculum requirements, and the committee's vote is unanimous. The decision of a committee is final and may not be appealed. *Education Code 28.0258(i)*

*English  
Language  
Learners*

For provisions related to an IGC and English language learners (ELL), see EKB.

Students Who  
Entered Grade 9  
Before the 2011–12  
School Year

In accordance with Education Code 28.02541, a district may award a high school diploma to an individual who:

1. Entered grade 9 before the 2011–12 school year;
2. Successfully completed the curriculum requirements for high school graduation applicable when the individual entered grade 9;
3. Has not performed satisfactorily on the exit-level assessment instrument or part of an assessment instrument required for high school graduation, including an alternative assessment instrument offered under Education Code 39.025(c-2);

4. Has been administered at least three times the required subject-area test(s) for which the individual has not performed satisfactorily on the exit-level assessment instrument applicable to the individual when the individual entered grade 9; and
5. Meets the alternative requirements for graduation in accordance with 19 Administrative Code 74.1027(c) or the local alternative requirements approved by the board in accordance with 19 Administrative Code 74.1027(d).

*19 TAC 74.1027(a); Education Code 28.02541*

<i>District Determination</i>	The district in which the individual is enrolled or was last enrolled shall determine whether the individual may qualify to graduate and receive a high school diploma on the basis of the alternative requirements for graduation. <i>19 TAC 74.1027(b)</i>
<i>Alternative Requirements</i>	The alternative requirements for graduation are listed at 19 Administrative Code 74.1027(c).
<i>Local Alternative Requirements</i>	With approval by the board, a district may develop recommendations for local alternative requirements if the requirements would allow an individual to demonstrate proficiency in the content related to an examination for which the individual has not performed satisfactorily. <i>19 TAC 74.1027(d)</i>
<i>Appeals</i>	A decision regarding whether the individual qualifies to graduate and receive a high school diploma is final and may not be appealed. <i>19 TAC 74.1027(e); Education Code 28.02541</i>
<i>Documentation</i>	The district shall maintain documentation to support the decision to award or not award an individual a high school diploma. <i>19 TAC 74.1027(f)</i>
Special Education	A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation. <i>19 TAC 101.3023(a)</i> [See Graduation of Students Receiving Special Education Services, below, and EKB]
Posthumous Diploma	Beginning with students who would have graduated at the end of the 2019–20 school year, and on request of the student's parent, a district shall issue a high school diploma posthumously to each student who died while enrolled in the district at the end of the school year in which the student was expected to graduate under the regular schedule of school attendance. The high school diploma may

not be issued before the graduation date of the class in which the student was enrolled at the time of death.

*Exception*

A district is not required to issue a posthumous diploma if the student was convicted of a felony offense under Title 5 or 6, Penal Code, or adjudicated as having engaged in conduct constituting a felony offense under Title 5 or 6, Penal Code.

*Education Code 28.0254*

Diplomas for  
Veterans

Notwithstanding any other provision of this policy, a district may issue a high school diploma to a person who is an honorably discharged member of the armed forces of the United States; was scheduled to graduate from high school after 1940 and before 1975 or after 1989; and left school after completing the sixth or a higher grade, before graduating from high school, to serve in:

1. World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War, or the war in Afghanistan; or
2. Any other war formally declared by the United States, military engagement authorized by the United States Congress, military engagement authorized by a United Nations Security Council resolution and funded by the United States Congress, or conflict authorized by the president of the United States under the War Powers Resolution of 1973, 50 U.S.C. 1541, et seq.

*Education Code 28.0251*

**Personal Graduation  
Plan**

Junior High or  
Middle School PGP

A principal of a junior high or middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in the junior high or middle school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level 9, as determined by a district.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Education Code 28.0213 [see EHBC];

4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

*Education Code 28.0212*

*Students  
Receiving  
Special  
Education  
Services*

For a student receiving special education services, the student's ARD committee and the district are responsible for developing the student's PGP.

A student's IEP developed under Education Code 29.005 may be used as the student's PGP.

*Education Code 28.0212(c); 19 TAC 89.1050(a) [See EHBAB]*

High School PGP

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student's parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

1. Promotes college and workforce readiness and career placement and advancement; and
2. Facilitates the student's transition from secondary to postsecondary education.

A district may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change.

TEA must make available to a district information that explains the advantages of the distinguished level of achievement described by Education Code 28.025(b-15) and each endorsement described by

Education Code 28.025(c-1). A district, in turn, shall publish the information from TEA on the internet website of the district and ensure that the information is available to students in grades nine and above and the parents or legal guardians of those students in the language in which the parents or legal guardians are most proficient.

A district is required to provide this information in the language in which the parents or legal guardians are most proficient only if at least 20 students in a grade level primarily speak that language.

*Education Code 28.02121*

**Early Graduation**

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of a board concerning the request is final and may not be appealed. *Education Code 26.003(a)(3)(C), (b)* [See FMH, FNG]

**State Graduation Requirements**

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**Note:** For current state graduation requirements, including those for students who entered grade 9 before the 2007–08 school year but that are not otherwise referenced in this policy, see Education Code 28.025 and 19 Administrative Code Chapter 74.

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Students Entering  
Grade 9

To receive a high school diploma, a student entering grade 9 in the 2014–15 school year and thereafter must complete:

1. Requirements of the foundation high school program under 19 Administrative Code 74.12 [see Foundation High School Program, below];
2. Testing requirements for graduation under 19 Administrative Code Chapter 101 [see EKB]; and
3. Demonstrated proficiency, as determined by the district, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

A student shall enroll in the courses necessary to complete the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement.

*Education Code 28.025(c); 19 TAC 74.11(a), (c)*

*Foundation High School Program*

A student must earn at least 22 credits to complete the foundation high school program and must demonstrate proficiency in the following core courses:

1. English language arts—4 credits;
2. Mathematics—3 credits;
3. Science—3 credits;
4. Social Studies—3 credits;
5. Languages other than English—2 credits;
6. Physical Education—1 credit;
7. Fine Arts—1 credit; and
8. Elective courses—5 credits.

*19 TAC 74.12*

*Endorsements*

A student shall specify in writing an endorsement the student intends to earn upon entering grade 9. *19 TAC 74.13(a)*

A student may earn any of the following endorsements:

1. Science, technology, engineering, and mathematics (STEM);
2. Business and industry;
3. Public services;
4. Arts and humanities; and
5. Multidisciplinary studies.

A district must make at least one endorsement available to students. A district that offers only one endorsement curriculum must offer multidisciplinary studies.

To earn an endorsement a student must demonstrate proficiency in the curriculum requirements for the foundation high school program and, in accordance with 19 Administrative Code 74.13(e), earn:

1. A fourth credit in mathematics;
2. An additional credit in science; and

3. Two additional elective credits.

A course completed as part of the four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement. The same course may count as part of the set of four courses for more than one endorsement.

A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

A student must earn at least 26 credits to earn an endorsement, but a student is not entitled to remain enrolled to earn more than 26 credits.

A district may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in 19 Administrative Code Chapters 110–118, 126, 127, and 130 are followed.

*Education Code 28.025; 19 TAC 74.13*

Exception

A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the foundation high school program without earning an endorsement.

*19 TAC 74.11(d)*

*Distinguished  
Level of  
Achievement*

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics, including Algebra II. *19 TAC 74.11(e)*

*Algebra II  
Notification*

Not later than September 1 of each school year, a district shall notify by regular mail or email the parent of or other person standing in parental relation to each student enrolled in grade 9 or above that the student is not required to complete an Algebra II course to

graduate under the foundation high school program. The notification must include information regarding the potential consequences to a student of not completing an Algebra II course, including the impact on eligibility for:

1. Automatic college admission under Education Code 51.803; and
2. Certain financial aid authorized under Title 3 of the Education Code.

*Education Code 28.02123*

*Prerequisites*

A student may not be enrolled in a course that has a required prerequisite unless:

1. The student has completed the prerequisite course(s);
2. The student has demonstrated equivalent knowledge as determined by the district; or
3. The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

A district may award credit for a course a student completed without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

*19 TAC 74.11(i)–(j)*

*Dual Credit  
Courses*

Courses offered for dual credit at or in conjunction with an institution of higher education (IHE) that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements. *19 TAC 74.11(h)*

*Core Curriculum  
College Courses*

A district shall permit a student to comply with the curriculum requirements under the foundation high school program by successfully completing appropriate courses in the core curriculum of an IHE. A student who has completed the core curriculum of an IHE in accordance with Education Code 61.822, as certified by the IHE in accordance with Education Code 4.28:

1. Is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;

2. Is considered to have earned a distinguished level of achievement under the foundation high school program; and
3. Is entitled to receive a high school diploma.

*19 TAC 74.11(n)*

*Languages Other  
Than English*

Students may earn credit for languages other than English in accordance with 19 Administrative Code 74.12(b)(5).

A student who successfully completes a dual language immersion program may satisfy one credit of the two credits required in a language other than English in accordance with 19 Administrative Code 74.12(b)(5)(F).

*19 TAC 74.12(b)(5)*

A student who successfully completes a course in American Sign Language while in elementary school may satisfy one credit of the two credits required in a language other than English. *19 TAC 74.12(b)(5)(G)*

*Physical  
Education  
Substitutions*

*Other Physical  
Activity*

In accordance with local district policy, the required physical education credit may be earned through completion of any TEKS-based course that is not being used to satisfy another specific graduation requirement. [See Restrictions, below]

In accordance with local district policy, credit for any physical education course may be earned through participation in the following activities:

1. Athletics;
2. JROTC; and
3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. A district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
  - a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

- b. Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

In accordance with local district policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.

Restrictions

All substitution activities permitted by local district policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

No more than four substitution credits may be earned through any combination of substitutions listed above.

Student with  
Disability or  
Illness

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, social studies or a course that is offered for credit as provided by Education Code 28.002(g-1) for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;
2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or
3. A committee, established by the district, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must

follow the same procedures required of an ARD or a Section 504 committee.

*Education Code 28.025(b-10)–(b-11); 19 TAC 74.12(b)(6)*

*Community-  
Based Fine Arts  
Programs*

In accordance with local district policy, the required fine arts credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled.

In accordance with local policy, credit may be earned through participation in the community-based fine arts program only if the program meets each of the following requirements:

1. The district must apply to the commissioner for approval of the community-based fine arts program;
2. The board must certify that the program provides instruction in the essential knowledge and skills for fine arts as defined by 19 Administrative Code, Chapter 117, Subchapter C;
3. The district must document student completion of the approved activity;
4. The program must be organized and monitored by appropriately trained instructors;
5. The fine arts program may be provided on or off a school campus and outside the regular school day; and
6. Students may not be dismissed from any part of the regular school day to participate in the community-based fine arts program.

The district shall require that instructors of the community-based fine arts program provide the district, at its request, the information necessary to obtain the criminal history record information required for school personnel in accordance with 19 Administrative Code, Chapter 153, Subchapter DD, if the community-based program is offered on campus.

*Education Code 28.025(b-9); 19 TAC 74.12(b)(7)(B), .1030*

*Performance  
Acknowledgments*

In accordance with the requirements of 19 Administrative Code 74.14, a student may earn a performance acknowledgment on the student's transcript for:

1. Outstanding performance:
  - a. In a dual credit course;
  - b. In bilingualism and biliteracy;

- c. On a College Board advanced placement test or international baccalaureate examination;
  - d. On an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or
  - e. On an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
2. Earning a state-recognized or nationally or internationally recognized business or industry certification or license.

*Education Code 28.025(c-5); 19 TAC 74.14*

Students Who  
Entered Grade 9  
Before the 2014–15  
School Year

*Minimum High  
School Program*

All credit for graduation must be earned no later than grade 12. *19 TAC 74.61(b), .71(b)*

A student entering grade 9 prior to the 2014–15 school year who does not choose to complete the curriculum requirements for high school graduation under the foundation high school program must enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Advanced/Distinguished Achievement High School Program, unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program, and the student:

1. Is at least 16 years of age;
2. Has completed two credits required for graduation in each subject of the foundation curriculum under Education Code 28.002(a)(1); or
3. Has failed to be promoted to the tenth grade one or more times as determined by the school district.

Students with  
Disabilities

If an ARD committee makes decisions that place a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum High School Program.

Applicability

A student who was permitted to take courses under the Minimum High School Program prior to the 2009–10 school year may remain in the Minimum High School Program.

*19 TAC 74.61(c), (d), .71(c), (d)*

Requirements	<p>A student must earn at least 22 credits to complete the Minimum High School Program.</p> <p>A student who entered grade 9 in the 2012–13 or 2013–14 school year must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.72.</p> <p>A student who enters grade 9 before the 2012–13 school year must meet the applicable program requirements in 19 Administrative Code Chapter 74, Subchapters D–F.</p> <p><i>Education Code 28.025; 19 TAC 74.62, .72</i></p>
<i>Recommended High School Program</i>	<p>A student who entered grade 9 in the 2012–13 or 2013–14 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.73.</p> <p><i>Education Code 28.025; 19 TAC 74.63, .73</i></p>
<i>Advanced / Distinguished Achievement High School Program</i>	<p>A student who entered grade 9 in the 2012–13 or 2013–14 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 Administrative Code 74.74.</p> <p><i>Education Code 28.025; 19 TAC 74.64, .74</i></p>
<i>Substitutions</i>	<p>No substitutions are allowed for high school graduation requirements in the Recommended and Advanced/Distinguished Achievement High School Programs, except as provided by State Board rule. <i>19 TAC 74.63(d), .64(e), .73(d), .74(e)</i></p>
<i>AP or IB Courses</i>	<p>College Board advanced placement and international baccalaureate courses may be substituted for required courses in appropriate areas. These courses may be used as electives in all three high school graduation programs. <i>19 TAC 74.61(k), .71(i)</i></p>
<i>Reading</i>	<p>A district may offer a maximum of 3 credits of reading for state graduation elective credit for identified students if the district:</p> <ol style="list-style-type: none"><li>1. Adopts policies to identify students in need of additional reading instruction;</li><li>2. Has procedures that include assessment of individual student needs and ongoing evaluation of each student’s progress; and</li><li>3. Monitors instructional activities to ensure that student needs are addressed.</li></ol> <p>Reading credits may be selected from Reading I, II, or III.</p> <p><i>19 TAC 74.61(h), .71(f)</i></p>

*College Courses* A student may comply with the curriculum requirements under the Minimum, Recommended, or Advanced/Distinguished Achievement High School Program for each subject of the foundation curriculum and for languages other than English by successfully completing appropriate courses in the core curriculum of an IHE. 19 TAC 74.61(i), .71(j)

*Physical Education Substitutions* In accordance with local district policy, credit for any physical education course may be earned through participation in the following activities:

Other Physical Activity

1. Athletics;
2. JROTC; and
3. Appropriate private or commercially sponsored physical activity programs conducted on or off campus. A district must apply to the commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
  - a. Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
  - b. Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

In accordance with local district policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.

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Restrictions	<p>All substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>No more than four substitution credits may be earned through any combination of substitutions listed above.</p>
<i>Student with Disability or Illness</i>	<p>A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, or social studies for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:</p> <ol style="list-style-type: none"><li>1. The student's ARD committee if the student receives special education services under Education Code Chapter 29, Subchapter A;</li><li>2. The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) if the student does not receive special education services under Education Code Chapter 29, Subchapter A but is covered by the Rehabilitation Act of 1973; or</li><li>3. A committee, established by the district, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 committee.</li></ol>
<i>Student with Physical Limitations</i>	<p>If a student entering grade 9 during the 2007–08 school year or thereafter is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended or Advanced/Distinguished High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.</p> <p><i>Education Code 28.025(b-10)–(b-11); 19 TAC 74.62(b)(7), .63(b)(7), .64(b)(7), .72(b)(6), .73(b)(6), .74(b)(6)</i></p>
<b>Transfers from Out-of-State or Nonpublic Schools</b>	<p>Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive Texas diplomas but shall complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enroll-</p>

**Graduation of  
Students Receiving  
Special Education  
Services**

Modified Curriculum  
and Content

ment may be satisfied through credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 Administrative Code 74.26. *19 TAC 74.11(f)* [See EHDB, EHDC, EHDE, and EI]

Employability and  
Self-Help Skills

Modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in 19 Administrative Code Chapters 110–117, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content. *19 TAC 89.1070(k)*

Employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment. *19 TAC 89.1070(j)*

Summary of  
Academic  
Achievement and  
Evaluation

All students graduating must be provided with a summary of academic achievement and functional performance as described in 34 C.F.R. 300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 C.F.R. 300.305(e)(1) (evaluation to determine that the child is no longer a child with a disability), must be included as part of the summary for a student graduating under 19 Administrative Code 89.1070 (b)(3)(A), (B), or (C) or (f)(4)(A), (B), or (C). Students who participate in graduation ceremonies but who are not graduating under subsections (b)(3)(A), (B), or (C) or (f)(4)(A), (B), or (C) and who will remain in school to complete their education do not have to be evaluated. *19 TAC 89.1070(g)–(h)*

*Students  
Entering Grade 9  
in or After the  
2014–15 School  
Year*

A student entering grade 9 in the 2014–15 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

1. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–117, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program applicable to students in general education as well as satisfactory performance as established in Education Code Chapter 39, on the required EOC assessment instruments.
2. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–117, 126–128, and 130 and satisfactorily

completed credit requirements for graduation under the foundation high school program specified in 19 Administrative Code 74.12 applicable to students in general education but the student's ARD committee has determined that satisfactory performance on the required EOC assessment instruments is not necessary for graduation.

3. The student has demonstrated mastery of the required state standards (or district standards if greater) in 19 Administrative Code Chapters 110–117, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in Education Code Chapter 39, on the required EOC assessment instruments, unless the student's ARD committee has determined that satisfactory performance on the required EOC assessment instruments is not necessary for graduation. The student must also successfully complete the student's IEP and meet one of the following conditions:
  - a. Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.
  - b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.
  - c. The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.
  - d. The student no longer meets age eligibility requirements.

When a student receives a diploma under item 2 or 3(a), (b), or (c), above, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

*19 TAC 89.1070(b), (j)*

- Endorsements* A student who is enrolled in a special education program may earn an endorsement on the student's transcript by:
1. Successfully completing, with or without modification of the curriculum:
    - a. The curriculum requirements identified by the SBOE for the foundation high school program; and
    - b. The additional endorsement curriculum requirements prescribed by the SBOE; and
  2. Successfully completing all curriculum requirements for that endorsement adopted by the SBOE:
    - a. Without modification of the curriculum; or
    - b. With modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee.

The ARD committee of a student in a special education program shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

*Education Code 28.025(c-7)–(c-8), 19 TAC 89.1070(c)*

- Students Entering Grade 9 Before the 2014–15 School Year* A student receiving special education services who entered grade 9 before the 2014–15 school year may graduate and be awarded a high school diploma under the foundation high school program in accordance with 19 Administrative Code 89.1070.

**Graduation of  
Military Dependents**

Course Waiver

District officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed by a military student in another district or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the district shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

Transfers During  
Senior Year

Should a military student transferring at the beginning or during the student's senior year be ineligible to graduate from the district after all alternatives have been considered, the sending and receiving districts shall ensure the receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

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Substitute Passing  
Standard

The commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for completing a specific course otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the first time after completing the ninth grade or who reenrolls in a public school in this state at or above the tenth grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard.

*Education Code 162.002 art. VII, A, C [See FDD]*

**Graduation of  
Student Who Is  
Homeless or in  
Conservatorship of  
DFPS**

If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. *Education Code 28.025(i)*

<b>District Complaint or Referral</b>	If a student fails to attend school without excuse on ten or more days or parts of days within a six-month period in the same school year, a district shall within ten school days of the student's tenth absence refer the student to a truancy court for truant conduct under Family Code 65.003(a). [See FEA]
Against Student	
Against Parent	<p>The district may file a complaint against the student's parent in a county, justice, or municipal court for an offense under Education Code 25.093 if the district provides evidence of the parent's criminal negligence.</p> <p>A court shall dismiss a complaint made by a district against a parent that does not comply with Education Code 25.0951; does not allege the elements required for the offense; is not timely filed, unless the district delayed the referral as provided below; or is otherwise substantively defective.</p>
Delaying a Referral	<p>A district may delay a referral of a student for truant conduct, or may choose to not refer a student for truant conduct, if the district:</p> <ol style="list-style-type: none"><li>1. Is applying truancy prevention measures to the student under Education Code 25.0915; and</li><li>2. Determines that the truancy prevention measures are succeeding and it is in the best interest of the student that a referral be delayed or not be made.</li></ol> <p><i>Education Code 25.0951</i></p>
Referral Prohibited	<p>A district may not refer a student to truancy court if the school determines that the student's truancy is the result of pregnancy, being in the state foster program, homelessness, or being the principal income earner for the student's family. [See Truancy Prevention Measures, below] <i>Education Code 25.0915(a-3)</i></p>
Filing Requirements	<p>Each referral to truancy court for conduct described by Family Code 65.003(a) must:</p> <ol style="list-style-type: none"><li>1. Be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures to the student, and the measures failed to meaningfully address the student's school attendance; and</li><li>2. Specify whether the student is eligible for or receives special education services under Education Code Chapter 29, Subchapter A.</li></ol> <p>A truancy court shall dismiss a petition filed by a truant conduct prosecutor under Family Code 65.054, if the court determines that the district's referral:</p>

1. Does not comply with the requirement above;
2. Does not satisfy the elements required for truant conduct;
3. Is not timely filed, unless the school district delayed the referral as provided above [see Delaying a Referral, above]; or
4. Is otherwise substantively defective.

*Education Code 25.0915(b), (c)*

**Expunction of  
Records**

An individual who was convicted of a truancy offense under former Education Code 25.094 or has had a complaint for a truancy offense dismissed is entitled to have the conviction or complaint and records relating to the conviction or complaint expunged.

Regardless of whether the individual has filed a petition for expunction, the court in which the individual was convicted or a complaint for a truancy offense was filed shall order the conviction, complaints, verdicts, sentences, and other documents relating to the offense, including any documents in the possession of a district or law enforcement agency, to be expunged from the individual's record. After entry of the order, the individual is released from all disabilities resulting from the conviction or complaint, and the conviction or complaint may not be shown or made known for any purpose.

*Code of Crim. Proc. 45.0541*

**Attendance Officer**

A board may select a school attendance officer. A school attendance officer also may be selected by two or more boards to serve their districts jointly. *Education Code 25.088*

In districts where no attendance officer has been selected, the superintendent and the peace officers in a district shall perform the duties of attendance officer, but no additional compensation shall be paid for the services. *Education Code 25.090* [See Peace Officers, below]

**Powers and Duties**

An attendance officer employed by a district who is not commissioned as a peace officer has the following powers and duties with respect to enforcement of compulsory school attendance requirements:

1. To investigate each case of a violation of the compulsory school attendance requirements referred to the attendance officer;
2. To enforce compulsory school attendance requirements by applying truancy prevention measures adopted under Education Code 25.0915 to the student and if the measures fail to meaningfully address the student's conduct:

- a. Referring the student to a truancy court if the student has unexcused absences for the amount of time specified under Family Code 65.003(a); and
- b. Filing a complaint in a county, justice, or municipal court against a parent who violates Education Code 25.093;
3. To monitor school attendance compliance by each student investigated by the officer;
4. To maintain an investigative record on each compulsory school attendance requirement violation and related court action and, at the request of a court, the board, or the Commissioner, to provide a record to the individual or entity requesting the record;
5. To make a home visit or otherwise contact the parent of a student who is in violation of compulsory school attendance requirements, except that the attendance officer may not enter a residence without permission of the parent or of the owner or tenant of the residence; and
6. At the request of a parent, to escort a student from any location to a school campus to ensure the student's compliance with compulsory school attendance requirements.

*Education Code 25.091(b)*

**Peace Officers**

A peace officer serving as an attendance officer has the following powers and duties concerning enforcement of compulsory school attendance requirements:

1. To investigate each case of a violation of compulsory school attendance requirements referred to the peace officer;
2. To enforce compulsory school attendance requirements by applying truancy prevention measures adopted under Education Code 25.0915 to the student and if the measures fail to meaningfully address the student's conduct:
  - a. Referring the student to a truancy court if the student has unexcused absences for the amount of time specified under Family Code 65.003(a); or
  - b. Filing a complaint in a county, justice, or municipal court against a parent who violates Education Code 25.093;
3. To serve court-ordered legal process;
4. To review school attendance records for compliance by each student investigated by the officer;

5. To maintain an investigative record on each compulsory school attendance requirement violation and related court action and, at the request of a court, the board, or the Commissioner, to provide a record to the individual or entity requesting the record; and
6. To make a home visit or otherwise contact the parent of a student who is in violation of compulsory school attendance requirements, except that a peace officer may not enter a residence without the permission of the parent of a student required to attend school or of the tenant or owner of the residence except to lawfully serve court-ordered legal process on the parent.

A peace officer who has probable cause to believe that a child is in violation of the compulsory attendance law may take the child into custody for the purpose of returning the child to the school campus of the child to ensure the child's compliance with compulsory attendance requirements.

*Education Code 25.091(a), (b-1)*

**Truancy Prevention  
Measures**

A district shall adopt truancy prevention measures designed to address student conduct related to truancy in the school setting before the student engages in conduct described by Family Code 65.003 and minimize the need for referrals to truancy court for conduct described by Family Code 65.003(a). *Education Code 25.0915(a)*

A district shall take one or more of the following actions as a truancy prevention measure:

1. Impose:
  - a. A behavior improvement plan on the student that must be signed by an employee of the school, that the district has made a good faith effort to have signed by the student and the student's parent or guardian, and that includes:
    - (1) A specific description of the behavior that is required or prohibited for the student;
    - (2) The period for which the plan will be effective, not to exceed 45 school days after the date the contract becomes effective; or
    - (3) The penalties for additional absences, including additional disciplinary action or the referral of the student to a truancy court; or

- b. School-based community service; or
2. Refer the student to counseling, mediation, mentoring, a teen court program, community-based services, or other in-school or out-of-school services aimed at addressing the student's truancy. A referral may include participation by the child's parent or guardian if necessary.

A school district shall offer additional counseling to a student and may not refer the student to truancy court if the school determines that the student's truancy is the result of:

1. Pregnancy;
2. Being in the state foster program;
3. Homelessness; or
4. Being the principal income earner for the student's family.

If a student fails to attend school without excuse on three or more days or parts of days within a four-week period but does not fail to attend school for the time described by Education Code 25.0951(a), the district shall initiate truancy prevention measures on the student.

*Education Code 25.0915*

Minimum Standards

The minimum standards for the truancy prevention measures implemented by a district under Education Code 25.0915 include:

1. Identifying the root cause of the student's unexcused absences and actions to address each cause;
2. Maintaining ongoing communication with students and parents on the actions to be taken to improve attendance;
3. Establishing reasonable timelines for completion of the truancy prevention measure; and
4. Establishing procedures to notify the admission, review, and dismissal committee or the Section 504 committee of attendance issues relating to a student with a disability and ensure that the committee considers whether the student's attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

*19 TAC 129.1043*

Best Practices

A district shall consider the following best practices for truancy prevention measures:

1. Develop an attendance policy that clearly outlines requirements related to truancy in accordance with Education Code, Chapter 25, Subchapter C, and communicate this information to parents at the beginning of the year.
2. Create a culture of attendance that includes training staff to talk with students and parents about the attendance policy and the root causes of unexcused absences.
3. Create incentives for perfect attendance and improved attendance.
4. Educate students and their families on the positive impact of school attendance on performance.
5. Provide opportunities for students and parents to address causes of absence and/or truancy with district staff and link families to relevant community programs and support.
6. Develop collaborative partnerships, including planning, referral and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners, such as court representatives, community and faith-based organizations, state or locally funded community programs for truancy intervention or prevention, and law enforcement to assist students.
7. Determine root causes of unexcused absences and review campus- and district-level data on unexcused absences to identify systemic issues that affect attendance.
8. Use existing school programs such as Communities in Schools, 21st Century Community Learning Centers, restorative discipline, and positive behavior interventions and supports (PBIS) to provide students and their parents with services.
9. At the beginning of each school year, conduct a needs assessment and identify and list, or map, services and programs available within the district and the community that a school, a student, or a student's parent or guardian may access to address the student's barriers to attendance and make the information available to staff, students, and parents. The information must include, but is not limited to:
  - a. Services for pregnant and parenting students;
  - b. Services for students experiencing homelessness;
  - c. Services for students in foster care;

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- d. Federal programs including, but not limited to, Title 1, Part A, of the Elementary and Secondary Education Act;
  - e. State programs including, but not limited to, state compensatory education programs;
  - f. Dropout prevention programs and programs for “at risk” youth;
  - g. Programs that occur outside of school time;
  - h. Counseling services;
  - i. Tutoring programs and services available at no or low cost;
  - j. Mental health services;
  - k. Alcohol and substance abuse prevention and treatment programs;
  - l. Mentoring programs and services;
  - m. Juvenile justice services and programs;
  - n. Child welfare services and programs;
  - o. Other state or locally funded programs for truancy prevention and intervention; and
  - p. Other supportive services that are locally available for students and families through faith-based organizations, local governments, and community-based organizations.
10. After identifying and listing, or mapping, services available in the district and community, school districts should target any new resources, programs, or services to gaps in services identified during the needs assessment.
11. School districts should ensure that personnel, including truancy prevention facilitators or juvenile case managers, attendance officers, McKinney-Vento (homeless) liaisons, foster care liaisons, Title IX coordinators, 504 coordinators, pregnancy and parenting coordinators, dropout prevention coordinators, special education staff, and other appropriate student services personnel, meet to contribute to the needs assessment, discuss opportunities to work together, and identify strategies to coordinate both internally and externally to address students’ attendance barriers.

In determining services offered to students identified in Education Code 25.091(a-3), a district shall consider:

1. Offering an optional flexible school day program and evening and online alternatives;
2. Working with businesses that employ students to help students coordinate job and school responsibilities; and
3. Offering before school, after school, and/or Saturday prevention or intervention programs or services that implement best and promising practices.

*19 TAC 129.1045*

Sanctions

An aggrieved party may file a written complaint with the Texas Education Agency (TEA) regarding an allegation that a district has failed to comply with Education Code 25.0915 or 19 Administrative Code Chapter 129, Subchapter BB related to truancy prevention measures. TEA may request that a district provide documentation regarding its compliance in response to a complaint. If, after a review of this documentation or a district's failure to provide this documentation, TEA determines that the district is not in compliance with required truancy prevention measure provisions, TEA may issue a preliminary report of its findings to the district in accordance with 19 Administrative Code 157.1122 (Notice). A district may request in writing an informal review of TEA's preliminary report in accordance with 19 Administrative Code 157.1123 (Informal Review). Following the informal review, or if no informal review is requested by the deadline, a final report will be issued. The commissioner of education may implement any sanction listed in Education Code 39.102(a) against a district found to be out of compliance with Education Code 25.0915 or 19 Administrative Code Chapter 129, Subchapter BB. *19 TAC 129.1047*

**Truancy Prevention  
Facilitator or  
Juvenile Case  
Manager**

A district shall employ a truancy prevention facilitator or juvenile case manager to implement the truancy prevention measures required by Education Code 25.0915 and any other effective truancy prevention measures as determined by the district or campus. At least annually, the truancy prevention facilitator shall meet to discuss effective truancy prevention measures with a case manager or other individual designated by a truancy court to provide services to students of the district in truancy cases.

Instead of employing a truancy prevention facilitator, a school district may designate an existing district employee or juvenile case manager to implement the truancy prevention measures and any other effective truancy prevention measures as determined by the district or campus.

*Education Code 25.0915(d), (e)*

On approval of the board, a district may employ or agree in accordance with Government Code Chapter 791, with any appropriate governmental entity to jointly employ or to jointly contribute to the costs of another entity employing:

1. A case manager to provide services in cases involving juvenile offenders who are before a court consistent with the court's statutory powers or referred to a court by a school administrator or designee for misconduct that would otherwise be within the court's statutory powers prior to a case being filed, with the consent of the juvenile and the juvenile's parents or guardians; or
2. One or more juvenile case managers who shall assist the court in administering the court's juvenile docket and in supervising the court's orders in juvenile cases, and may provide prevention services to a child considered at risk of entering the juvenile justice system, and intervention services to juveniles engaged in misconduct before cases are filed, excluding traffic offenses.

A district that jointly employs a case manager in accordance with Government Code Chapter 791 employs a juvenile case manager for purposes of Code of Criminal Procedure Chapter 102 and Government Code Chapter 102.

*Code of Criminal Procedure 45.056(a), (c)*

Funding

A district may apply to the criminal justice division of the governor's office for reimbursements of the costs of employing a juvenile case manager. The district may pay the salary and benefits of a juvenile case manager and the costs of training, travel, office supplies, and other necessary expenses relating to the position of the juvenile case manager from the local truancy prevention and diversion fund established under Local Government Code 134.156. *Code of Criminal Procedure 45.056(b)*

Priority

A juvenile case manager employed jointly under Government Code Chapter 791 shall give priority to cases brought under Education Codes 25.093 (parent contributing to nonattendance). *Code of Criminal Procedure 45.056(e)*

Rules

The board of a district that employs a juvenile case manager shall adopt and implement reasonable rules for juvenile case managers that provide a code of ethics, and for the enforcement of the code of ethics; appropriate educational preservice and in-service training standards for juvenile case managers; and training in:

1. The role of the juvenile case manager;

2. Case planning and management;
3. Applicable procedural and substantive law;
4. Courtroom proceedings and presentation;
5. Services to at-risk youth under Family Code Chapter 264, Subchapter D;
6. Local programs and services for juveniles and methods by which juveniles may access those programs and services; and
7. Detecting and preventing abuse, exploitation, and neglect of juveniles.
8. The juvenile case manager shall timely report to the judge who signed the order or judgment and, on request, to the judge assigned to the case or the presiding judge any information or recommendations relevant to assisting the judge in making decisions that are in the best interest of the child.

*Code of Criminal Procedure 45.056(f)–(i)*

**Committee**

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

*Education Code 11.251(e)*

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

*Education Code 11.251(c), (e)*

Business  
Representatives  
and Community  
Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

*Education Code 11.251(b), (c), (e)*

**Meetings**

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

**Communications**

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

**Consultation**

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

**Responsibilities**

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See District Improvement Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. *Education Code 7.065(e)*

Dropout Prevention Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
  - a. Do not complete the program,
  - b. Complete the program but do not take the high school equivalency examination, or

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- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

*Education Code 11.255*

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

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**Note:** See BF for information on the committee's role in requesting waivers.

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**Compensatory  
Education Allotment**

Census Block

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides.  
*Education Code 48.104(i)*

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
  - a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
  - b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

*Education Code 48.104(k)*

Dropout Prevention  
Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;
2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:

- a. High-quality, college readiness instruction with strong academic and social supports;
  - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
  - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

*Education Code 29.918*

**Educationally  
Disadvantaged  
Students**

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

*19 TAC 61.1027(a)*

Virtual School  
Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the

state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. *19 TAC 61.1027(b)(3)(B)*

**Definition of At-Risk Student**

“Student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student’s parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;

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11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless [see FD];
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07.

*Education Code 29.081(d)(1)*

Regardless of the student's age, a student who participates in an adult education program provided under a high school diploma and industry certification charter school program is considered a "student at risk of dropping out of high school." *Education Code 29.081(d)(2)*

Local Eligibility  
Criteria

In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year. *Education Code 29.081(g)*

**Compensatory,  
Intensive, and  
Accelerated  
Instruction**

A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to perform at grade level at the conclusion of the next regular school term. *Education Code 29.081(a)*

Accelerated  
Instruction

A district shall provide accelerated instruction to an enrolled student who has taken an end-of-course assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school.

A district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the

student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction must separately budget sufficient funds for that purpose. [See CE]

A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

*Education Code 29.081(b), (b-1), (b-2), (b-3), 39.025(b-1)*

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(c), the district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, using funds appropriated for accelerated instruction under Education Code 28.0211. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.  
*Education Code 28.0217*

*Effectiveness*

A district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. *Education Code 29.081(c)*

**Dropout Recovery  
Education Programs**

A district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered at a campus or through the use of an online program that leads to a high school diploma and prepares the student to enter the workforce. A campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)–(5). An online dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)–(8).

Students in attendance at a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.

*Education Code 29.081(e)–(f)*

Communities in  
Schools

An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least ten percent

of the number of students in average daily attendance at the school, as determined by TEA. *Education Code 33.157*

**Optional Extended Year Program**

A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. *Education Code 29.082(a); 19 TAC 105.1001*

**Optional Flexible Year Program**

A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. *Education Code 29.0821; 19 TAC 129.1029*

**Optional Flexible School Day Program**

Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:

1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

*Education Code 29.0822*

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

*19 TAC 129.1027(c)*

**Tutorial Services**

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

*Education Code 29.084*

**Basic Skills  
Programs**

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

*Education Code 29.086(a)*

**After-School and  
Summer Intensive  
Mathematics and  
Science Programs**

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
  - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
  - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;

4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

*Education Code 29.088, .090; 19 TAC 102.1041*

**Mentoring Services Program**

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

*Education Code 29.089*

**Accelerated Reading Instruction Program**

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

*Education Code 28.006(g), (g-1), (k)*

**Intensive Program of Instruction**

State Assessments

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

The program shall be designed to:

1. Enable the student to:
  - a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
  - b. Attain a standard of annual growth specified by a district and reported by the district to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

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Students Receiving Special Education Services	<p>For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:</p> <ol style="list-style-type: none"><li>1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and</li><li>2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]</li></ol>
Graduation Requirements	<p>A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.</p>
No Cause of Action	<p>A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.</p> <p><i>Education Code 28.0213</i></p>
<b>College Preparatory Courses</b>	<p>Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:</p> <ol style="list-style-type: none"><li>1. For students at the 12th grade level whose performance on:<ol style="list-style-type: none"><li>a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or</li><li>b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and</li></ol></li><li>2. To prepare students for success in entry-level college courses.</li></ol> <p>A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.</p>
Faculty	<p>Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.</p>

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Notice	Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.
Credit Earned	A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).
Dual Credit	A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners.
Instructional Materials	Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.  <i>Education Code 28.014</i>
End-of-Course Exam	A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. <i>Education Code 39.025(a-1)</i>