

Agenda of Regular Meeting

The Board of Trustees El Campo Independent School District

A Regular Meeting of the Board of Trustees of El Campo Independent School District will be held July 28, 2020, beginning at 7:00 PM in the ECHS Auditorium, 600 West Norris, El Campo, Texas 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
2. Public Comment
3. Recognition
4. **Consent Agenda**
 - A. Governance
 1. Consider Approval of Minutes
 - B. Business and Support Services
 1. Review of Monthly Financial Reports
 2. Review of Checks Written for the Month of June 2020
 3. Review of SZH Invoices
 4. Budget Amendment(s)
 - C. Personnel
 - D. Curriculum and Instruction
 - E. Students
5. **Presentation Items**
 - A. Governance
 - B. Business and Operations
 1. Review Preliminary General Operating Budget for FY2020-21
 - C. Curriculum and Instruction
6. **Discussion and Action Items**
 - A. Curriculum and Instruction
 1. 2020-2021 Gifted and Talented Plan
 2. Student Handbook
 - a. Student Handbook
 3. Discuss and Consider Modifications to the 2020-21 Academic Calendar
 - B. Business and Operations
 1. Discuss and Consider Approval of 2020-21 Compensation Plan
 2. Consider Approval of Proposed 2020-21 Tax Rates for Publication of "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate".
 3. Consider Approval of Date and Time for Public Hearing (Meeting) to Discuss Proposed Budget and Tax Rates for 2020-21.
 4. Discuss and Consider Approval of Multi-Year Interlocal Addendum to continue our membership with Property Casualty Alliance of Texas (PCAT) for insurance coverage.

- C. Personnel
 - 1. Employee Handbook
 - a. Employee Handbook
 - D. Governance
 - E. Discuss and Consider Approval of Design Development Documents for the High School Weight Room Project.
 - 7. Review Items**
 - A. Curriculum and Instruction
 - B. Business and Operations
 - C. Governance
 - 8. Closed Session:**
 - A. Texas Government Code § 551.074 (1) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
 - 9. Personnel**
 - 10. Superintendent's Report**
 - A. Governance
 - B. Business and Support Services
 - C. Personnel
 - D. Curriculum and Instruction
 - E. Students
 - F. Community and Governmental Relations
 - 11. Adjournment**
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If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, July 24, 2020 at 4:00 p.m.

Bob Callaghan, Superintendent

Information Only

Consent Agenda Item: 4.B.1

Meeting Date: June 23, 2020

Submitted By: David Bright, Assistant Supt. for Finance & Operations

Business and Support Services	Review of Monthly Financial Reports for Month of June 2020.
Summary	<p>Although there is no statutory or policy requirement for the Board to do so, reviewing the Monthly Financial Report is a good practice for the Board to follow in overseeing the management of the District.</p> <p>The report provides the Board with a current comparison of actual revenue and expenditures to the budget adopted for the General Fund.</p> <p>The Tax Collections Report provides the Board with the District's current tax collections for the fiscal year.</p> <p>The Cash Flow Report provides the Board with both a historical and current perspective of the District's monthly cash flow.</p>
ECISD Board Policy	None.
Effective Date	June 30, 2020
Previous Board Action	Approval of 2019-2020 General Operating Budget on August 27, 2019.
Future Action Expected	The Board will review the monthly financial statements at each regular monthly board meeting.
Background Information and Significant Issues	<p>The unaudited fund balance in the General Fund (Fund 199 only) on August 31, 2019 was \$8,649,964, which is 25.76% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$33,584,123.</p> <p>Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$150,000, leaving an undesignated fund balance of \$8,499,964; or 25.34% of the approved General Fund operating expenditures (as defined in the AEIS Report).</p>

Fiscal Impact None.

Student and Public Benefit Closely monitoring actual revenue and expenditures as compared to the adopted budget each month helps to ensure the efficient use of public funds.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues **Financial Report.** In the General Operating Fund, we have received 82.62% of our amended revenue projections; and expended 75.67% of our amended expenditure estimates.

Compared to the same time last year, our revenue increased by \$1,662,310 and our expenditures increased by \$2,519,182.

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	9.16%	13.52%	9.52%	12.19%	10.17%	12.97%	10.71%	11.82%	11.48%	12.51%
Oct	17.27%	21.34%	17.85%	20.11%	19.45%	20.95%	20.45%	18.94%	21.76%	19.51%
Nov	22.80%	28.98%	27.59%	28.12%	28.89%	27.56%	31.14%	27.01%	30.13%	26.27%
Dec	39.16%	35.12%	41.32%	34.35%	41.90%	33.49%	44.04%	33.33%	43.81%	33.89%
Jan	59.00%	42.07%	58.41%	41.42%	59.09%	40.75%	62.84%	39.50%	59.77%	40.59%
Feb	65.53%	49.94%	65.27%	50.86%	65.17%	48.31%	68.87%	48.64%	66.22%	49.16%
Mar	67.50%	56.42%	67.46%	57.88%	67.29%	54.67%	71.28%	56.61%	68.06%	55.71%
Apr	72.22%	64.06%	72.39%	65.38%	72.22%	61.22%	76.61%	63.10%	72.80%	62.19%
May	77.76%	72.65%	76.21%	72.04%	76.12%	68.27%	80.77%	69.97%	82.62%	75.67%
Jun	82.90%	79.64%	81.90%	78.37%	81.98%	74.00%	88.34%	76.32%		
Jul	88.57%	85.51%	84.87%	81.71%	88.73%	80.73%	95.33%	83.60%		
Aug	101.01%	99.54%	100.85%	97.42%	100.85%	97.42%	100.78%	99.12%		

Tax Collection Report. Our 2019-20 beginning tax levy of \$15,041,843 has been adjusted by -\$52,072 giving us a new adjusted levy of \$14,989,771 and we have currently collected \$14,323,378 which amounts to 96.27% of the adjusted levy. This leaves an uncollected balance of \$558,465.

Delinquent collections YTD are \$183,257 plus \$164,606 in penalty and interest.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Oct	0.23%	0.00%	0.12%	0.28%	0.23%	0.17%
Nov	7.96%	1.76%	8.01%	8.48%	12.27%	7.10%
Dec	36.39%	38.01%	38.96%	38.26%	39.13%	39.24%
Jan	79.99%	81.34%	78.42%	79.61%	81.05%	78.42%
Feb	94.03%	94.03%	91.96%	92.41%	92.28%	92.22%
Mar	95.49%	95.25%	93.39%	93.94%	93.90%	93.97%
Apr	96.39%	95.99%	94.03%	94.97%	95.03%	94.58%
May	96.91%	96.69%	95.38%	96.06%	96.21%	95.55%
Jun	97.58%	97.59%	96.01%	96.62%	96.71%	96.27%
Jul	97.86%	98.00%	96.53%	97.23%	97.30%	
Aug	98.21%	98.06%	96.79%	97.49%	97.53%	
Sep	98.28%	98.13%	96.98%	97.60%	97.73%	

Cash Flow Report. The following spreadsheet shows the actual cash flow compared to the projected (historical) cash flow for the month.

Fiscal Year	Month			Year-to-Date		
	2018-2019	2019-2020	Difference	2018-2019	2019-2020	Difference
Revenue	\$2,663,766	\$2,356,493	(\$307,273)	\$29,642,790	\$31,229,182	\$1,586,392
Expenditures	\$2,615,689	\$2,635,740	\$20,051	\$25,270,950	\$25,261,217	(\$9,733)
Balance	\$48,077	(\$279,247)	(\$327,324)	\$4,371,840	\$5,967,965	\$1,596,125

Attachments

- Monthly Financial Report – as of June 30, 2020
- Tax Collection Recap 2019-2020
- Cash Flow Report 2019-2020

Submitted by:

David Bright, Assistant Superintendent of Finance and Operations

Recommendation:

This is an information report only.

Bob Callaghan, Superintendent of Schools

199	GENERAL FUND	Actual Sep-19	Actual Oct-19	Actual Nov-19	Actual Dec-19	Actual Jan-20	Actual Feb-20	Actual Mar-20	Actual Apr-20	Actual May-20	Actual Jun-19	Actual Jun-20	Actual Jul-19	Actual Aug-19	2018-19 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	26,569	24,224	987,432	4,575,528	5,574,034	1,962,144	237,475	84,500	140,510	67,775	102,371	84,732	32,439	13,914,813
5712	Taxes Prior Years	4,599	30,448	13,043	8,511	22,632	19,532	29,018	14,026	22,834	16,737	15,103	21,306	11,144	275,374
5717	Excess Tax Proceeds	0	0	783	0	0	32,827	0	0	0	0	0	0	0	13,174
5719	Pen, Int, & Other	9,923	8,124	8,107	11,307	12,288	25,978	34,407	13,464	22,237	21,287	20,991	18,668	10,686	230,739
5730	Tuition and Fees	5,780	5,200	6,040	5,160	5,660	5,860	5,080	-320	0	3,440	0	5,913	1,040	68,905
5740	Other Local Sources	21,581	20,125	16,761	102,097	22,220	22,194	18,143	13,237	131,064	21,274	28,102	24,873	59,357	395,245
5750	Co/Curr Activities	23,200	27,649	14,261	1,827	9,093	5,102	653	1,396	0	-1,099	0	11,725	18,205	119,399
5760	Other Sources	0	0	0	0	0	0	0	0	0	0	0	0	90	1,080
	Total Local Rev:	91,651	115,770	1,046,427	4,704,429	5,645,927	2,073,636	324,775	126,303	316,645	129,415	166,568	167,218	132,961	15,018,730
5800	State Revenue:														
5811	Available School Fund	0	137,822	52,266	101,883	30,415	30,415	53,272	52,936	103,861	309,811	103,861	122,703	196,060	1,631,888
5812	Foundation Entitlement	4,216,721	3,450,673	1,814,994	0	0	0	0	1,402,307	908,887	1,495,074	1,821,751	1,879,122	1,465,230	14,101,254
5812	Founda Ent-Prior Yr	0	0	0	0	0	0	0	0	0	0	0	23,644	0	281,860
5819	Foundation Rev-Other	38,957	0	0	0	0	0	0	0	0	0	0	0	205,795	205,795
5820	Misc State Program Rev	0	0	0	0	0	0	11,714	0	0	0	0	0	3,700	3,700
5831	TRS On-Behalf	130,372	130,371	129,667	135,583	134,214	135,290	134,016	133,524	137,032	112,630	138,778	117,390	198,524	1,434,024
	Total State Rev:	4,386,050	3,718,866	1,996,927	237,466	164,629	165,705	199,002	1,588,767	1,149,780	1,917,515	2,064,390	2,142,859	2,069,309	17,658,521
5900	Federal Revenue:														
5930	Federal	69	2,183	4,933	54,116	39,964	1,658	0	78,171	2,664	477,561	24,356	57,078	13,812	769,655
	Total Federal Rev:	69	2,183	4,933	54,116	39,964	1,658	0	78,171	2,664	477,561	24,356	57,078	13,812	769,655
7900	Other Res/Non-Oper														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	59,578	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	59,578	0	0	0
	Total Revenue:	4,477,770	3,836,819	3,048,287	4,996,012	5,850,520	2,241,000	523,777	1,793,241	1,469,089	2,524,490	2,314,892	2,367,155	2,216,082	33,446,906
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll Costs	738,411	2,041,053	2,072,958	2,087,954	2,050,398	2,070,231	2,069,038	2,004,066	2,046,949	1,890,175	2,082,049	1,852,488	3,502,814	22,752,454
6200	Contracted Services	306,073	321,306	337,321	439,506	185,179	585,276	204,796	295,574	329,825	332,361	337,007	316,671	611,368	4,092,866
6300	Supplies & Materials	162,416	324,274	85,848	118,115	189,032	185,979	109,645	125,534	133,668	138,094	84,518	71,672	351,049	1,816,826
6400	Other Operating	389,432	59,676	36,816	200,448	38,341	212,744	12,404	6,470	186,717	42,596	48,784	224,431	20,107	1,668,979
6500	Debt Services	750	0	0	0	0	198,075	0	0	0	0	0	0	28,075	229,025
6600	Capital Outlay	5,061	46,890	0	7,863	11,937	87,710	510,795	0	43,545	60,230	0	358,167	189,652	1,220,153
8900	Other Uses/Non Operating	0	0	0	0	0	0	0	0	0	0	0	1,451,578	0	1,451,578
	Total Expenditures:	1,602,143	2,793,200	2,532,943	2,853,886	2,474,889	3,340,015	2,906,677	2,431,644	2,740,703	2,463,456	2,552,359	4,275,008	4,703,065	33,231,881
ENDING BALANCE		2,875,627	1,043,619	515,344	2,142,126	3,375,631	-1,099,016	-2,382,900	-638,403	-1,271,614	61,035	-237,466	-1,907,853	-2,486,984	
GF FB as of 8/31/19		8,649,964													
		11,525,591	12,569,211	13,084,554	15,226,680	18,602,311	17,503,295	15,120,396	14,481,993	13,210,378	13,044,802	12,972,912	11,065,059	8,578,075	

240	FOOD SERVICE	Actual Sep-19	Actual Oct-19	Actual Nov-19	Actual Dec-19	Actual Jan-20	Actual Feb-20	Actual Mar-20	Actual Apr-20	Actual May-20	Actual Jun-19	Actual Jun-20	Actual Jul-19	Actual Aug-19	2018-19 Totals
REVENUE:															
5700	Local Revenue:														
5740	Earnings from Temp Dep	0	0	1,400	0	0	1,606	0	0	1,740	0	0	0	754	2,898
	Foundation Revenue														0
5750	Lunch	36,330	39,021	29,347	24,979	32,101	35,921	10,557	-98	1	0	0	175	29,946	295,139
5750	Breakfast	3,199	2,921	2,029	1,759	2,421	2,531	600	0	0	0	0	0	5,345	53,802
5750	A La Carte	9,698	10,223	7,103	6,157	8,474	8,858	2,100	0	0	0	0	0	5,990	45,200
5750	Catering/Vending	0	2,835	0	265	1,276	130	5,156	490	0	0	0	0	13,499	21,481
5750	Summer Food Service	0	0	0	0	0	0	0	0	0	20	808	25	8	53
	Total Local Ren:	<u>49,227</u>	<u>55,000</u>	<u>39,878</u>	<u>33,160</u>	<u>44,272</u>	<u>49,046</u>	<u>18,412</u>	<u>392</u>	<u>1,741</u>	<u>20</u>	<u>808</u>	<u>200</u>	<u>55,542</u>	<u>418,573</u>
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	9,461	0	0	0	0	0	9,987
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	1,983	1,983
	Total State Rev:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9,461</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1,983</u>	<u>11,969</u>
5900	Federal Revenue														
5921	School Breakfast	0	38,871	41,471	31,817	27,526	31,728	33,584	16,567	15,132	26,903	0		22,055	308,634
5922	National School Lunch	0	128,977	142,284	103,747	91,847	117,413	124,040	42,635	24,073	96,453	0		79,919	1,080,648
5923	USDA Donated Com	11,073	11,073	11,073	11,073	11,073	11,073	11,073	11,073	11,073	11,311	11,073	11,311	15,586	140,002
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	21,962	10,687	3,283	13,969
	Total Federal Rev:	<u>11,073</u>	<u>178,921</u>	<u>194,828</u>	<u>146,637</u>	<u>130,446</u>	<u>160,214</u>	<u>168,697</u>	<u>70,275</u>	<u>50,278</u>	<u>134,666</u>	<u>33,035</u>	<u>21,997</u>	<u>120,843</u>	<u>1,543,252</u>
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total Revenue:	<u>60,300</u>	<u>233,921</u>	<u>234,706</u>	<u>179,797</u>	<u>174,719</u>	<u>209,260</u>	<u>187,109</u>	<u>80,127</u>	<u>52,019</u>	<u>134,686</u>	<u>33,844</u>	<u>22,198</u>	<u>178,367</u>	<u>1,973,795</u>
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll & Benefits	8,765	61,708	61,755	61,735	60,685	61,726	61,687	57,579	63,094	51,757	56,207	52,450	104,727	667,634
6200	Contracted Services	0	147,553	124,294	115,217	89,692	56,713	3,853	197,312	13,208	88,429	16,088	19,998	96,865	1,110,530
6300	Supplies & Materials	11,461	11,464	11,425	11,227	11,093	11,087	11,082	11,088	13,517	12,048	11,086	11,852	19,727	147,940
6400	Other Operating	0	78	0	167	0	93	0	92	0	0	0	0	92	709
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	6,786
	Total Expenditures:	<u>20,226</u>	<u>220,803</u>	<u>197,474</u>	<u>188,346</u>	<u>161,469</u>	<u>129,620</u>	<u>76,622</u>	<u>266,071</u>	<u>89,819</u>	<u>152,233</u>	<u>83,381</u>	<u>84,300</u>	<u>221,411</u>	<u>1,933,599</u>
	ENDING BALANCE	40,074	53,192	90,424	81,875	95,125	174,765	285,252	99,309	61,509	145,342	11,972	-50,130	-93,174	

511	DEBT SERVICE	Actual Sep-19	Actual Oct-19	Actual Nov-19	Actual Dec-19	Actual Jan-20	Actual Feb-20	Actual Mar-20	Actual Apr-20	Actual May-20	Actual Jun-19	Actual Jun-20	Actual Jul-19	Actual Aug-19	2018-19 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	863	1,315	53,605	248,391	302,596	106,519	12,892	4,587	7,628	2,201	5,557	2,752	1,054	451,803
5712	Taxes Prior Years	-491	1,334	633	319	877	700	1,701	965	913	826	666	892	504	10,284
5719	Pen, Int, & Other	425	447	391	143	297	1,145	2,228	758	1,149	928	1,146	787	427	7,841
5742	Earnings Fm Temp Dep	201	189	178	279	524	500	428	385	391	635	388	850	1,110	8,269
	Total Local Rev:	998	3,285	54,807	249,132	304,294	108,863	17,249	6,695	10,081	4,590	7,757	5,282	3,095	478,196
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	0	0	0	0	0	0	8,660	0	0	0	0	0
	Total State Rev:	0	0	0	0	0	0	0	0	8,660	0	0	0	0	0
7900	Other Res/Non-Oper:														
7911	Issuance of Bonds	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7916	Issuance of Bonds	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7915	Operating Transfers	0	0	0	0	0	0	0	0	0	0	0	1,451,578	0	1,451,578
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	1,451,578	0	1,451,578
	Total Revenue:	998	3,285	54,807	249,132	304,294	108,863	17,249	6,695	18,741	4,590	7,757	1,456,860	3,095	1,929,774
EXPENDITURES:															
6000	Expenditures:														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	0	0	0	0	0	0	1,260,000	1,260,000
6521	Interest on Bonds	0	0	0	0	0	403,717	0	0	0	0	0	0	428,792	857,584
6599	Other Debt Fees	750	0	750	0	22,782	1,000	450	0	0	0	0	0	0	2,950
8949	Other Uses-Bond Escrow	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	750	0	750	0	22,782	404,717	450	0	0	0	0	0	1,688,792	2,120,534
	ENDING BALANCE	248	3,533	57,590	306,722	588,234	292,380	309,179	315,874	334,615	38,078	342,372	1,799,231	113,535	
Total Approved Budget 199, 240, 511															
	TOTAL REVENUE	4,539,069	4,074,025	3,337,800	5,424,941	6,329,533	2,559,123	728,135	1,880,063	1,539,849	2,663,766	2,356,493	3,846,212	2,397,544	37,350,475
	TOTAL EXP	1,623,119	3,014,003	2,731,167	3,042,232	2,659,140	3,874,352	2,983,749	2,697,715	2,830,522	2,615,689	2,635,740	4,359,308	6,613,268	37,286,013
	ENDING BALANCE	2,915,949	3,975,971	4,582,604	6,965,313	10,635,706	9,320,477	7,064,863	6,247,211	4,956,538	4,793,283	4,677,292	4,164,196	-51,528	

EL CAMPO INDEPENDENT SCHOOL DISTRICT
MONTHLY FINANCIAL REPORT
 July 28, 2020

Comparison of Revenue and Expenditures
to the Budget for the General Operating, Food Service & Debt Service Fund
 9-1-19 to 6-30-20

ESTIMATED REVENUE:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$16,021,409	\$16,101,409	\$15,667,229	(\$434,180)
<i>State:</i>	\$21,564,380	\$21,603,337	\$15,689,702	(\$5,913,635)
<i>Federal:</i>	\$1,958,089	\$1,958,089	\$1,352,520	(\$605,569)
<i>Other Resources:</i>	\$0	\$0	\$59,578	\$59,578
<i>Total:</i>	\$39,543,878	\$39,662,835	\$32,769,030	(\$6,893,805)

ESTIMATE EXPENDITURES:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Expended</i>	<i>Outstanding Encumbrances</i>	<i>Expenditures Year to Date</i>	<i>Balance for Year</i>
	\$38,610,371	\$39,813,741	\$28,091,738	\$2,034,543	\$30,126,281	\$9,687,460

COMPARISONS TO JUNE 30 OF PRIOR YEAR:

	<i>2018-2019</i>	<i>2019-2020</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$31,106,720	\$32,769,030	\$1,662,310
<i>Expenditures:</i>	\$27,607,099	\$30,126,281	\$2,519,182
<i>Cash Position:</i>	\$13,791,860	\$14,482,879	\$691,019
PRIOR MONTH CASH POSITION as of 5/31/20:		\$14,545,747	

GENERAL FUND - FUND BALANCE	GENERAL OPERATING	FUND BALANCE	% of OPERATING
GENERAL FUND - FUND BALANCE as of 8-31-17:	\$28,363,926	\$7,424,287	26.18%
GENERAL FUND - FUND BALANCE as of 8-31-18:	\$29,567,038	\$8,434,939	28.53%
GENERAL FUND - FUND BALANCE as of 8-31-19:	\$33,584,123	\$8,649,964	25.76%

BUDGET AMENDMENTS:

Funds for Food Service Furniture-Fund 240	\$56,000
Funds to budget Early Education Allotment	\$345,484
Funds to budget Dyslexia Allotment	\$62,879
Funds to budget the College, Career, & Military Readiness (CCMR) Allotment	\$45,000
Funds to purchase a new bus	\$19,706
Funds to cover cost overruns for the High School A/C	\$11,584
Funds for 5 new buses	\$500,215
Funds for replacement roof for the High School Cafeteria	\$43,545

NOTE: Cash Position includes Local, State, and Federal Funds. Does not include Capital Projects.

**TAX COLLECTION RECAP
2019-20**

Reporting Period	Beginning Levy	Adjustments	Adjusted Levy	Current Tax Year Collections	% Collected	% Collected Prior Year	Delinquent Collections	Penalty & Interest	Total Collections	Current Tax Year Uncollected
Monthly Recap										
Oct-19	\$15,041,843	-\$20,621	\$15,021,222	25,539	0.17%	0.23%	\$31,782	\$8,571	\$65,892	
Nov-19	\$15,041,843	-\$26,420	\$15,015,423	1,041,037	6.93%	12.04%	\$13,677	\$8,498	\$1,063,211	
Dec-19	\$15,041,843	-\$30,659	\$15,011,184	4,823,918	32.14%	26.85%	\$8,831	\$11,449	\$4,844,198	
Jan-20	\$15,041,843	-\$36,378	\$15,005,465	5,876,629	39.16%	41.87%	\$23,510	\$12,585	\$5,912,725	
Feb-20	\$15,041,843	-\$39,257	\$15,002,586	2,068,663	13.79%	11.21%	\$20,232	\$27,122	\$2,116,017	
Mar-20	\$15,041,843	-\$52,192	\$14,989,651	250,366	1.67%	1.62%	\$30,719	\$36,635	\$317,720	
Apr-20	\$15,041,843	-\$53,735	\$14,988,108	89,087	0.59%	1.11%	\$14,991	\$14,222	\$118,300	
May-20	\$15,041,843	-\$52,072	\$14,989,771	148,137	0.99%	1.15%	\$23,746	\$23,386	\$195,270	
June-20	\$15,041,843	-\$52,072	\$14,989,771	107,928	0.72%	0.48%	\$15,769	\$22,137	\$145,834	
Year To Date				14,431,306	96.27%	96.71%	183,257	164,606	\$14,779,169	\$558,465

Information Only

Consent Agenda Item: 4.B.2

Meeting Date: July 28, 2020

Submitted By: David Bright, Assistant Superintendent for Finance and Operations

Business and Support Services

Review of Checks Written – June 2020

Summary

Although there is no statutory or policy requirement for the Board to review the bills paid during the previous month, a monthly review providing the Board an opportunity to ask questions regarding specific expenditures is a good practice for the Board to follow in overseeing the management of the District.

It is very helpful to the administration and helps in conducting an effective board meeting if questions are identified and asked prior to the meeting.

These bills have already been paid, and were previously authorized by the Board when you adopted the 2019-2020 General Operating Budget.

ECISD Board Policy

None.

Effective Date

June 30, 2020

Previous Board Action

Approval of 2019-2020 General Operating Budget on August 27, 2019 authorizing the expenditure of funds.

Future Action Expected

The Board will review the checks written for the previous month prior to each regular monthly board meeting.

Background Information and Significant Issues

None.

Fiscal Impact

Historical comparison of monthly check totals:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
September	\$1,399,678.56	\$1,033,938.71	\$1,031,015.79	\$1,052,671.02	\$1,252,160.22
October	\$1,126,642.32	\$612,795.03	\$615,403.39	\$865,293.51	\$1,056,049.90
November	\$1,747,797.79	\$1,169,787.64	\$1,041,346.73	\$1,015,743.04	\$664,161.80
December	\$1,011,674.34	\$664,688.91	\$862,671.89	\$617,427.10	\$1,046,214.62
January	\$1,690,791.76	\$1,090,651.74	\$887,610.54	\$847,546.49	\$641,404.47
February	\$1,494,298.77	\$1,064,617.04	\$717,930.31	\$845,469.44	\$1,065,827.01
March	\$1,627,997.80	\$713,711.66	\$606,138.91	\$835,179.38	\$894,418.57
April	\$1,686,657.61	\$801,504.57	\$911,663.00	\$798,454.62	\$799,043.32
May	\$1,540,860.07	\$845,031.62	\$795,284.57	\$730,489.82	\$705,674.91
June	\$1,587,984.05	\$741,139.54	\$775,625.86	\$791,598.44	\$569,718.88
July	\$1,930,095.39	\$1,045,946.97	\$433,133.73	\$1,007,717.35	\$0.00
August	\$3,188,684.97	\$936,491.89	\$1,277,244.77	\$1,076,206.11	\$0.00
Total	\$20,033,163.43	\$10,720,305.32	\$9,955,069.49	\$10,483,796.32	\$8,694,673.70

Student and Public Benefit Close monitoring of monthly bills paid and monthly cash flow helps to ensure the efficient use of public funds.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues None.

Attachments List of checks written during the month are available in electronic format and were emailed to each member of the Board.

Submitted By David Bright, Assistant Superintendent of Finance and Operations

Action Required No action required. This is an information report only.

Recommendation Information only.
Bob Callaghan, Superintendent of Schools

For the Month of June

Check Nbr	Trans Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
		OFFICE DEPOT	005822	485144521001	199-23-6399.00-103-099000	OFFICE SUPPLIES	1,006.77	N
			005822	485144521001	199-23-6399.00-103-099000	REVERSAL	-1,006.77	N
						Totals for Vendor 03882	.00	
		SCHMIDT IMPLEMENT, I	004324	18507	199-51-6317.00-999-099000	GROUNDS-BB/SB	348.95	N
			004324	18507	199-51-6317.00-999-099000	REVERSAL	-348.95	N
						Totals for Vendor 01321	.00	
		MECA SPORTSWEAR	005856	1037	199-11-6499.00-001-011000	MISC OPER EXPENSES-HS	634.00	N
			005856	1037	199-11-6499.00-001-011000	REVERSAL	-634.00	N
						Totals for Vendor 05210	.00	
		TEXANA CENTER	062201	1546	199-11-6216.01-001-023000	BEHAVIORAL MGMT-JUNE	11,200.00	N
		TEXANA CENTER	062201	1546	199-11-6216.01-001-023000	REVERSAL	-11,200.00	N
						Totals for Vendor 06811	.00	
		WALMART COMMUNITY	004135		199-51-6317.00-999-099000	GROUNDS	174.18	N
			004135		199-51-6317.00-999-099000	REVERSAL	-174.18	N
						Totals for Vendor 00690	.00	
		AM EXP/XEROX	005296	099926220-MAR	199-23-6269.00-102-099W00	COPIER LEASES	197.08	N
			005296	099926220-MAR	199-23-6269.00-102-099W00	REVERSAL	-197.08	N
						Totals for Vendor 04388	.00	
066750	06-19-2020	TEXAS TEACHERS ALTE	DEDCH		863-00-2159.00-306-000000	JUN DED MISCELLANEOUS DEDU	1,295.00	N
066751	06-19-2020	ASSOC OF TX PROF ED	DEDCH		863-00-2159.00-006-000000	JUN DED TSTA DUES	29.16	N
066752	06-19-2020	SOUTHERN FARM BURE	DEDCH		863-00-2153.00-036-000000	JUN DED LIFE INSURANCE	754.80	N
083447	06-09-2020	ASHLEY BARNES	093004	TRAVEL TO 9/24	199-12-6411.00-999-011Y00	STALE DATED	-77.72	N
084663	06-09-2020	ASHLEY BARNES	121801	NOV TRAVEL	199-12-6411.00-999-011Y00	STALE DATED	-45.24	N
			121802	OCT. TRAVEL	199-12-6411.00-999-011Y00	STALE DATED	-74.24	N
			121801	DEC TRAVEL	199-12-6411.00-999-011Y00	STALE DATED	-44.66	N
						Totals for Check 084663	-164.14	
084887	06-09-2020	ASHLEY BARNES	013001	TRAVEL TO 1/28	199-12-6411.00-999-011Y00	STALE DATED	-56.84	N
085285	06-09-2020	ASHLEY BARNES	021902	TRAVEL TO 2/19	199-12-6411.00-999-011Y00	STALE DATED	-36.32	N
085386	06-09-2020	ASHLEY BARNES	022101	TCEA CONF	289-13-6411.00-999-024000	STALE DATED	-329.56	N
086051	06-08-2020	AMERICAN EXPRESS	000006	ADMIN FEE 1016	199-41-6499.00-750-099000	ADMIN FEE	357.97	N
086052	06-08-2020	AM EXP/AT&T	004367	713A0160869555	199-51-6256.00-999-099000	PHONE LINE SERVICES	3,290.68	N
086053	06-08-2020	AM EXP/AT&T	004589	8310006526135-	199-51-6259.00-999-099W00	INTERNET SERVICE-DISTRICTWI	3,219.20	N
086054	06-08-2020	AM EXP/AT&T	004368	97954395325410	199-51-6256.00-999-099000	TRAN FAX LINE CHARGES	32.45	N
086055	06-08-2020	AM EXP/HUNTON DISTRI	005858	DI019099	199-51-6249.00-999-099000	HVAC - H/S BLDG A	5,909.30	N
			005858	SI019074	199-51-6249.00-999-099000	HVAC - H/S BLDG A	5,863.92	N
						Totals for Check 086055	11,773.22	
086056	06-08-2020	AM EXP/HVAC MECHANI	005415	SCH027109	199-51-6249.00-999-099000	HVAC-SERV AGREEMENT FACILI	1,195.17	N
			004157	SCH027110	199-51-6249.00-999-099000	HVAC COMMERCIAL PM2971	995.00	N
			004157	SCH026399	199-51-6249.00-999-099000	HVAC COMMERCIAL PM2971	995.00	N
			005696	SVC137508	199-51-6249.00-999-099000	HVAC-MIDDLE SCHOOL	419.40	N
						Totals for Check 086056	3,604.57	

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
086057	06-08-2020	AM EXP/XEROX	005296	099388388-JAN	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005296	099652933-FEB	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005296	099926221-MAR	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005296	099388389-JAN	199-21-6269.00-999-099W00	COPIER LEASES	197.08	N
			005296	099652934-FEB	199-21-6269.00-999-099W00	COPIER LEASES	224.13	N
			005296	099926222-MAR	199-21-6269.00-999-099W00	COPIER LEASES	197.08	N
			005296	099388387-JAN	199-23-6269.00-102-099W00	COPIER LEASES	197.08	N
			005296	099652932-FEB	199-23-6269.00-102-099W00	COPIER LEASES	197.08	N
			005296	099926220-MAR	199-23-6269.00-102-099W00	COPIER LEASES	212.18	N
			005296	099388391-JAN	199-23-6269.00-103-099W00	COPIER LEASES	197.08	N
			005296	099652936-FEB	199-23-6269.00-103-099W00	COPIER LEASES	197.08	N
			005296	099926224-MAR	199-23-6269.00-103-099W00	COPIER LEASES	197.08	N
			005296	099388390-JAN	437-21-6269.00-751-023000	COPIER LEASES	197.08	N
			005296	099652935-FEB	437-21-6269.00-751-023000	COPIER LEASES	197.08	N
			005296	099926223-MAR	437-21-6269.00-751-023000	COPIER LEASES	197.08	N
Totals for Check 086057							3,965.01	
086058	06-08-2020	AM EXP/XEROX CORP	005299	099503209-JAN	199-11-6269.00-041-011W00	COPIER LEASES	436.87	N
			005299	099775851-FEB	199-11-6269.00-041-011W00	COPIER LEASES	436.87	N
			005299	010028082-MAR	199-11-6269.00-041-011W00	COPIER LEASES	436.87	N
			005299	099388394-JAN	199-11-6269.00-102-011W00	COPIER LEASES	436.87	N
			005299	099652938-FEB	199-11-6269.00-102-011W00	COPIER LEASES	436.87	N
			005299	099926227-MAR	199-11-6269.00-102-011W00	COPIER LEASES	436.87	N
			005299	099388380-JAN	199-11-6269.00-103-011W00	COPIER LEASES	315.83	N
			005299	099652925-FEB	199-11-6269.00-103-011W00	COPIER LEASES	315.83	N
			005299	099926213-MAR	199-11-6269.00-103-011W00	COPIER LEASES	315.83	N
			005299	099388382-JAN	199-11-6269.00-107-011W00	COPIER LEASES	315.83	N
			005299	099652927-FEB	199-11-6269.00-107-011W00	COPIER LEASES	315.83	N
			005299	099926215-MAR	199-11-6269.00-107-011W00	COPIER LEASES	315.83	N
			005299	099388393-JAN	199-41-6269.00-750-099W00	COPIER LEASES	689.32	N
			005299	099652937-FEB	199-41-6269.00-750-099W00	COPIER LEASES	689.32	N
			005299	099926226-MAR	199-41-6269.00-750-099W00	COPIER LEASES	689.32	N
Totals for Check 086058							6,584.16	
086059	06-08-2020	AM EXP/XEROX CORP	005300	099388377-JAN	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005300	099388385-JAN	199-11-6269.00-001-011W00	COPIER LEASES	258.93	N
			005300	099388384-JAN	199-11-6269.00-001-011W00	COPIER LEASES	248.73	N
			005300	099652922	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005300	099652930-FRB	199-11-6269.00-001-011W00	COPIER LEASES	258.93	N
			005300	099652929-FEB	199-11-6269.00-001-011W00	COPIER LEASES	248.73	N
			005300	010028081-MAR	199-11-6269.00-001-011W00	COPIER LEASES	519.30	N
			005300	099926218-MAR	199-11-6269.00-001-011W00	COPIER LEASES	258.93	N
			005300	099926217-MAR	199-11-6269.00-001-011W00	COPIER LEASES	248.73	N
			005300	099388379-JAN	199-11-6269.00-041-011W00	COPIER LEASES	524.02	N
			005300	099652924-FEB	199-11-6269.00-041-011W00	COPIER LEASES	524.02	N
			005300	099926212-MAR	199-11-6269.00-041-011W00	COPIER LEASES	524.02	N
			005300	099652939-FEB	199-11-6269.00-102-011W00	COPIER LEASES	519.30	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			005300	099926228-MAR	199-11-6269.00-102-011W00	COPIER LEASES	519.30	N
			005300	099388381-JAN	199-11-6269.00-103-011W00	COPIER LEASES	519.30	N
			005300	099652926-FEB	199-11-6269.00-103-011W00	COPIER LEASES	519.30	N
			005300	09992621-MAR	199-11-6269.00-103-011W00	COPIER LEASES	519.30	N
			005300	099503210-JAN	199-11-6269.00-107-011W00	COPIER LEASES	519.30	N
			005300	099775852-FEB	199-11-6269.00-107-011W00	COPIER LEASES	519.30	N
			005300	010028083-MAR	199-11-6269.00-107-011W00	COPIER LEASES	519.30	N
			005300	099388383-JAN	199-31-6269.00-001-099W00	COPIER LEASES	197.08	N
			005300	099652928-FEB	199-31-6269.00-001-099W00	COPIER LEASES	197.08	N
			005300	099926216-MAR	199-31-6269.00-001-099W00	COPIER LEASES	197.08	N
			005300	099388386-JAN	199-51-6269.00-999-099000	COPIER LEASES	186.88	N
			005300	099652931-FEB	199-51-6269.00-999-099000	COPIER LEASES	186.88	N
			005300	099926219-MAR	199-51-6269.00-999-099000	COPIER LEASES	186.88	N
						Totals for Check 086059	9,959.22	
086060	06-08-2020	AM EXP/XEROX	000001	099388378-JAN	199-23-6269.00-041-099W00	ADMIN COPIER LEASE	197.08	N
			000001	099652923-FEB	199-23-6269.00-041-099W00	ADMIN COPIER LEASE	197.08	N
			000001	099926211-MAR	199-23-6269.00-041-099W00	ADMIN COPIER LEASE	228.73	N
						Totals for Check 086060	622.89	
086061	06-15-2020	AQUA BEVERAGE CO/O	004366	977842	199-21-6269.00-999-099W00	WATER COOLER RENTAL/WATER	10.50	N
			004074	977595	199-34-6269.00-999-099000	WATER COOLER RENTAL/WATER	9.99	N
			004074	973639	199-34-6499.00-999-099000	WATER COOLER RENTAL/WATER	23.96	N
			004366	977352	199-41-6269.00-750-099000	WATER COOLER RENTAL/WATER	9.99	N
						Totals for Check 086061	54.44	
086062	06-15-2020	BELT HARRIS PECHACE	000006	14414	199-41-6212.00-750-099000	AUDIT SERVICES	14,020.00	N
086063	06-15-2020	BLICK ART MATERIALS,	005634	3350437	199-11-6399.06-001-011000	SUPPLIES-ART	913.77	N
			005634	3421198	199-11-6399.06-001-011000	SUPPLIES-ART	60.48	N
			005634	3648282	199-11-6399.06-001-011000	SUPPLIES-ART	73.92	N
						Totals for Check 086063	1,048.17	
086064	06-15-2020	BOUND TO STAY BOUN	005824	136796	199-12-6329.00-103-011000	LIBRARY BOOKS	1,721.97	N
086065	06-15-2020	CENTERPOINT ENERGY	004010	DIST --MAY	199-51-6258.00-999-099000	NATURAL GAS	2,739.27	N
086066	06-15-2020	CITY OF EL CAMPO	000006	MARCH WAGES	199-52-6299.01-001-099W00	SRO WAGES	3,324.62	N
			000006	MARCH WAGES	199-52-6299.01-041-099W00	SRO WAGES	2,768.44	N
						Totals for Check 086066	6,093.06	
086067	06-15-2020	CITY OF EL CAMPO UTIL	004011	MAY 2020	199-51-6255.00-999-099000	DISTRICTWIDE CITY UTILITIES	10,940.96	N
086068	06-15-2020	COMPADRES DESIGN, I	000006	24887	199-23-6499.00-001-099000	GRADUATION TICKETS	150.00	N
086069	06-15-2020	DEWITT POTHS AND SON	004599	608306-0 MAY	199-23-6399.01-999-028000	DAEP BILLABLE PRINTS	30.00	N
086070	06-15-2020	EL CAMPO LEADER NE	004362	PARKING LOT	199-41-6499.00-720-099000	CLASSIFIED NOTICES/ADVERTIS	308.14	N
086071	06-15-2020	H.E. BUTT GROCERY	005817	TEACHER	199-11-6499.00-001-011000	MISC OPER EXP-HS	808.46	N
086072	06-15-2020	HOBBY LOBBY CREATIV	005399	91762397	199-11-6399.80-001-022000	HORTICULTURE SUPPLIES	197.85	N

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086073	06-15-2020	HODGES WELDING SUP	004344	CR46447	199-11-6269.70-001-022000	CYLINDER RENTALS	173.60	N
			004344	CR46450	199-11-6269.70-001-022000	CYLINDER RENTALS	37.20	N
			005109	260798-ECMS	199-11-6399.03-041-011000	GCT SUPPLIES	198.72	N
			004344	CR46448	199-34-6269.00-999-099000	CYLINDER RENTALS	6.20	N
			004344	CR46449	199-51-6269.00-999-099000	CYLINDER RENTALS	18.60	N
						Totals for Check 086073	434.32	
086074	06-15-2020	IRON MOUNTAIN	004166	CRVX147-JUNE	199-51-6299.00-999-099000	H/S VAULT STORAGE	309.22	N
086075	06-15-2020	PITNEY BOWES, INC.	004424	331338240(APR-	199-41-6269.00-750-099000	POSTAGE MACHINE RENTAL	651.51	N
086076	06-15-2020	S&S WORLDWIDE	005959	PD147	255-13-6419.00-999-0110SP	ONLINE WORKSHOP REGIST.	129.00	N
086077	06-15-2020	SSC SERVICE SOLUTIO	004002	3736100053-	199-51-6249.01-999-099000	CUSTODIAL SERVICES 19/20	70,060.94	N
086078	06-15-2020	SSC SERVICE SOLUTIO	004002	3746800001-	199-51-6249.01-999-099000	CUSTODIAL SERVICES 19/20	12,440.16	N
086079	06-15-2020	TELECOMMUNICATIONS	004345	125725085-JUNE	199-51-6259.00-999-099W00	INTERNET SERVICE	72.73	N
086080	06-15-2020	TEXAS DEPT OF PUBLIC	004351	CRS2020031911	199-41-6219.00-720-099000	CRIMINAL HISTORY CHECKS	1.00	N
086081	06-15-2020	TFS LEASING A PGM O F	004352	68318726-JUNE	437-21-6269.00-751-023000	COPIER LEASE-GARWOOD CAMP	124.95	N
086082	06-15-2020	WALSH GALLEGOS TRE	000006	587342	199-41-6211.00-720-023000	SP ED -JOSHUA (DPH) LEGAL	189.00	N
			000006	587340	199-41-6211.00-720-099000	OIL&GAS LEASE 2019 LEGAL	1,239.00	N
			000006	587341	199-41-6211.00-720-099000	COVID-19 ISSUES LEGAL	265.50	N
			000006	587343	199-41-6499.01-701-099000	SUPT SEARCH LEGAL	4,620.50	N
						Totals for Check 086082	6,314.00	
086083	06-15-2020	WHARTON CO. ELECTRI	004348	4320133401-	199-51-6257.00-999-099000	ECMS ELECTRICITY SERVICE	10,618.00	N
			004349	M&T MAY 2020	199-51-6257.00-999-099000	ELECTRICITY SERVICE-M&T	1,281.00	N
						Totals for Check 086083	11,899.00	
086084	06-18-2020	ACME ARCHITECTURAL	005895	5406430	199-51-6299.00-999-099000	H/S GIRLS FIELD HOUSE DOORS	1,365.15	N
086085	06-18-2020	AMAZON CAPITAL	005948	1MYF37HJ94HC	199-11-6399.00-999-0230VI	VISION MATERIALS	167.68	N
			005948	1GN99YJ36N6P	199-11-6399.00-999-0230VI	VISION MATERIALS	200.68	N
			005794	1JTY6VJXTRYQ	199-11-6399.16-001-011000	SUPPLIES-FOREIGN LANGUAGE	858.01	N
			005794	1LPC7VDJ3J7R	199-11-6399.16-001-011000	SUPPLIES-FOREIGN LANGUAGE	69.99	N
			005794	1KJRJ1YC9K1T	199-11-6399.16-001-011000	SUPPLIES-FOREIGN LANGUAGE	94.13	N
			005913	1GCRG4931F6K	199-23-6399.00-001-099000	SUPPLIES-ADMIN HS	62.99	N
			005922	16XGF194T96G	199-34-6399.00-999-099000	BUS SUPPLIES	16.98	N
			005726	16JG4JGCJPDT	199-36-6399.99-001-091000	TRAINING SUPPLIES	214.88	N
			005965	16XGF194NTLC	199-41-6399.00-750-099000	WIRELESS KEYBOARDS	609.14	N
			005965	16XGF194NTLC	199-41-6399.00-750-0990HR	WIRELESS KEYBOARDS	70.81	N
			005836	1V6GNNQVQKW	211-11-6399.35-103-030000	INTERVENTION SUPPLIES	1,188.30	N
			005770	1RLRTQDWCC3	211-11-6399.35-107-030000	CLASSROOM SUPPLIES	162.10	N
			005776	1PG1WWPH47H	211-11-6399.35-107-030000	CLASSROOM SUPPLIES & MATER	3,702.51	N
			005855	1PQY69GNFT1N	263-11-6399.35-103-025000	BILINGUAL SUPPLIES	350.49	N
			005907	1T1KD3R9VWW	289-11-6399.00-999-024000	THERMOMETERS	752.30	N
			005907	147LNNCP9KDJ	289-11-6399.00-999-024000	THERMOMETERS	89.99	N
				1C7DPNJC9RD9	289-11-6399.00-999-024000	RETURN	-98.48	N
				1CGXXJFLCNL3	289-11-6399.00-999-024000	RETURN	-3.99	N
			005900	1Q96XVF6P9JR	437-11-6399.00-751-023000	NOISE CANCELING HEADPHONE	64.90	N

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			005926	179G7M9QGMP	437-11-6399.00-751-023000	HYGIENE SUPPLIES	259.88	N
Totals for Check 086085							8,833.29	
086086	06-18-2020	AT&T LONG DISTANCE	004369	805382507-MAY	199-51-6256.00-999-099000	LONG DISTANCE PHONE EXPENS	127.01	N
086087	06-18-2020	AT&T MOBILITY	004370	826438882X0601	199-51-6256.00-999-099000	CELL PHONE EXPENSES	8,915.19	N
086088	06-18-2020	AUTOZONE PARTS INC.	005967	1550107308	199-34-6397.01-999-099000	AC RECHARGE MACHINE	3,499.99	N
			004066	1550105589	199-34-6399.01-999-099000	SHOP SUPPLIES-TRANS	521.22	N
			004064	1550110606	199-34-6399.03-999-099000	MAINT VEHICLES REPAIR PARTS	24.99	N
Totals for Check 086088							4,046.20	
086089	06-18-2020	BEYOND SOCIAL SKILLS	005923	0000015	437-11-6299.01-751-023000	INSTRUCTIONAL	1,216.72	N
086090	06-18-2020	CARDINAL'S SPORT TEA	005846	O760231-01	199-36-6399.90-001-0910SC	SOCCER SUPPLIES	1,576.00	N
086091	06-18-2020	CHALK'S TRUCK PARTS,	005499	988671/1	199-34-6399.00-999-099000	FLEET BUS PARTS	213.51	N
086092	06-18-2020	THE CHEERLEADING CO	005877	0606548CW	199-36-6399.61-001-091000	SUPPLIES/OPER EXP-DERBY	1,054.50	N
086093	06-18-2020	CINTAS CORP	005864	6017430626	199-51-6319.00-999-099000	FIRST AID/MEDICAL SUPP	223.01	N
086094	06-18-2020	THE COMPUTER CENTE	005981	10089922	199-11-6397.29-999-011TEC	LAPTOPS-COVID 19	2,397.00	N
			005980	10089921	199-11-6399.00-001-011TEC	HS&NS NETWORK SUPPLIES	3,107.41	N
			005688	10089970	199-11-6399.00-102-011000	TWO WAY RADIOS	438.00	N
			005980	10089921	199-11-6399.00-103-011TEC	HS&NS NETWORK SUPPLIES	3,107.40	N
			005981	10089922	199-11-6399.29-999-011TEC	LAPTOPS-COVID 19	5,382.00	N
Totals for Check 086094							14,431.81	
086095	06-18-2020	CONNER & SONS PLUM	005086	61707	199-51-6316.00-999-099000	PLUMBING	21.42	N
			005086	61710	199-51-6316.00-999-099000	PLUMBING	76.80	N
Totals for Check 086095							98.22	
086096	06-18-2020	CONTRACT PAPER GRO	005595	43007785401	199-11-6399.00-103-011000	GENERAL SUPPLIES	1,190.00	N
086097	06-18-2020	DEMCO	005735	6803161	199-12-6399.00-107-011000	LIBRARY SUPPLIES	632.04	N
086098	06-18-2020	DLUHOS REFRIGERATIO	004076	3874	199-51-6249.00-999-099000	HVAC MAINT & REPAIR	190.00	N
086099	06-18-2020	DSS DRIVING SAFETY S	004188	20-1475592	199-34-6299.00-999-099000	DRUG TESTING	50.00	N
086100	06-18-2020	EAGLE FIRE & SAFETY, I	005947	79034	199-51-6299.00-999-099000	CAF HOOD INSPECTIONS	765.00	N
086101	06-18-2020	YVETTE ESCAMILLA	000006	FOR LANG	199-11-6399.16-001-011000	FOREIGN LANG SUPP REIM	240.24	N
	07-08-2020	YVETTE ESCAMILLA	000006	FOR LANG	199-11-6399.16-001-011000	DUPLICATE CHECK	-240.24	N
Totals for Check 086101							.00	
086102	06-18-2020	FITNESS FINDERS, INC.	005583	INV4347	199-11-6498.00-103-011000	AWARDS	995.84	N
086103	06-18-2020	FLINN SCIENTIFIC, INC.	005757	2470539	199-11-6399.21-001-011000	SUPPLIES-SCIENCE	1,069.25	N
			005757	2478898	199-11-6399.21-001-011000	SUPPLIES-SCIENCE	10.17	N
			005760	2470504	199-11-6399.21-001-011000	SUPPLIES-SCIENCE	649.32	N
			005760	2477509	199-11-6399.21-001-011000	SUPPLIES-SCIENCE	40.41	N
Totals for Check 086103							1,769.15	
086104	06-18-2020	TOMAS GONZALEZ	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086105	06-18-2020	GRACE UTLEY, TAC	004190	1335195	199-34-6299.00-999-099000	REGISTRATION FEES	7.50	N
			004190	1093383	199-34-6299.00-999-099000	REGISTRATION FEES	7.50	N
Totals for Check 086105							15.00	

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086106	06-18-2020	BEN GUANAJUATO	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086107	06-18-2020	MELISSA HUGGINS	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086108	06-18-2020	STEPHANIE JENSEN	000006	DUAL CRED	199-13-6499.00-999-011000	DUAL CREDIT TUITION REIM	1,603.69	N
086109	06-18-2020	JW MARRIOTT AUSTIN	000006	AMY BOSSE-	437-21-6411.00-751-023000	HOTEL EXP-TCASE INTERACTIVE	686.43	N
	07-01-2020	JW MARRIOTT AUSTIN	000006	AMY BOSSE-	437-21-6411.00-751-023000	EVENT CANCELLED	-686.43	N
Totals for Check 086109							.00	
086110	06-18-2020	MARTIN ELECTRIC CO.	004083	167006	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	92.40	N
			004083	167008	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	27.69	N
			004083	166942	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	18.46	N
Totals for Check 086110							138.55	
086111	06-18-2020	KENDRICK DEPREE MAT	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086112	06-18-2020	MCCOY'S BUILDING SUP	005623	9671905	199-51-6316.00-999-099000	GEN MAINT-BUILD	26.87	N
			005623	9671978	199-51-6316.00-999-099000	GEN MAINT-BUILD	12.60	N
Totals for Check 086112							39.47	
086113	06-18-2020	JACOB MILES	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086114	06-18-2020	MONARCH TEACHING T	000006	8AD72C8C-0209	437-11-6299.01-751-023000	SOFTWARE LICENSES-VIZZLE	9,100.00	N
086115	06-18-2020	NATIONAL BUGMOBILES	004258	MAY 2020	199-51-6299.00-999-099000	PEST MONTHLY	385.00	N
			004263	664486	199-51-6299.00-999-099000	PEST ODD JOBS	200.00	N
Totals for Check 086115							585.00	
086116	06-18-2020	NORTHSIDE CENTER, IN	000006	JAN-AUG	199-11-6269.00-999-011W00	BUILDING RENTAL	20,000.00	N
086117	06-18-2020	OFFICE DEPOT	005822	488244624001	199-11-6499.00-103-011000	OFFICE SUPPLIES	16.10	N
			005822	485149693001	199-11-6499.00-103-011000	OFFICE SUPPLIES	7.55	N
			005822	485149695001	199-11-6499.00-103-011000	OFFICE SUPPLIES	7.32	N
			005822	485149695001	199-23-6399.00-103-099000	OFFICE SUPPLIES	17.40	N
			005822	485144521001	199-23-6399.00-103-099000	OFFICE SUPPLIES	1,006.74	N
			005826	485705850002	199-23-6399.00-103-099000	PENS	4.40	N
Totals for Check 086117							1,059.51	
086118	06-18-2020	PAINT PERFECTION	005477	522865	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	82.71	N
			005477	622947	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	80.36	N
			005477	523233	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	41.35	N
			005477	523250	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	122.26	N
Totals for Check 086118							326.68	
086119	06-18-2020	PAXTON-PATTERSON LL	005847	384324	199-11-6399.03-041-011000	GCT SUPPLIES	490.67	N
			005847	384487	199-11-6399.03-041-011000	GCT SUPPLIES	549.00	N
Totals for Check 086119							1,039.67	
086120	06-18-2020	NCS PEARSON	005010	7666315	437-31-6339.00-751-023000	TESTING MATERIALS	32.25	N
			005010	7675886	437-31-6339.00-751-023000	TESTING MATERIALS	1,679.74	N
			005010	8915615	437-31-6339.00-751-023000	TESTING MATERIALS	186.00	N
			005095	7697837	437-31-6339.00-751-023000	TESTING MATERIALS	340.00	N
Totals for Check 086120							2,237.99	

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086121	06-18-2020	JUAN PERALES	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086122	06-18-2020	PETROLEUM SOLUTION	005928	SRVCE093743	199-34-6299.00-999-099000	REPAIRS	306.60	N
			005928	SRVCE093758	199-34-6299.00-999-099000	REPAIRS	306.60	N
			005928	SRVCE093762	199-34-6299.00-999-099000	REPAIRS	306.60	N
Totals for Check 086122							919.80	
086123	06-18-2020	PITNEY BOWES, INC.	000006	1015297619	199-41-6399.29-720-099000	COVID POSTAGE SUPPLIES	245.67	N
			000006	1015297620	199-41-6399.29-720-099000	COVID POSTAGE SUPPLIES	353.47	N
Totals for Check 086123							599.14	
086124	06-18-2020	LINDSEY POENITZSCH	000006	GALVESTON	199-36-6411.70-001-022000	TRAVEL EXP	151.99	N
086125	06-18-2020	BECKY POPP	000006	POSTAGE REIM-	199-41-6399.00-750-099000	POSTAGE REIM	96.58	N
			000006	HOUSTON	199-41-6411.00-750-099000	TRAVEL REIM	407.77	N
Totals for Check 086125							504.35	
086126	06-18-2020	PRO-VISION, INC.	005954	7747	199-34-6397.00-999-099000	BUS CAMERAS	9,922.28	N
			005954	7746R	199-34-6397.00-999-099000	BUS CAMERAS	2,163.26	N
Totals for Check 086126							12,085.54	
086127	06-18-2020	R&R PRINTING	005885	51315	199-11-6399.00-041-011000	GROWTH CHARTS	806.40	N
			005872	51388	199-11-6499.00-001-011000	COMMENCEMENT PROGRAMS	1,408.80	N
			005882	51326	199-36-6498.63-001-091000	AWARDS-CHEERLEADERS-HS	75.00	N
			005882	51326	199-36-6499.63-001-091000	AWARDS-CHEERLEADERS-HS	170.00	N
			005753	51271	199-41-6399.00-750-099000	ENVELOPES	185.95	N
Totals for Check 086127							2,646.15	
086128	06-18-2020	REALLY GOOD STUFF, L	005774	7222648	199-11-6399.15-103-011000	READING SUPPLIES	1,302.62	N
086129	06-18-2020	REGION 3 EDUC. SERVI	005237	055146	199-13-6411.00-001-011000	REGISTRATION FEE	100.00	N
086130	06-18-2020	REGION 4 EDUC. SERVI	004017	8163941	199-34-6239.00-999-099000	TRAINING-BUS DRIVERS	50.00	N
086131	06-18-2020	RICE FARMERS CO-OP, I	004095	2-173101	199-51-6247.00-999-099000	GROUNDS-REPAIRS	112.71	N
086132	06-18-2020	ANTHONY ROME	000006	GRADUATION	199-52-6299.00-001-099W00	GRADUATION SECURITY	140.00	N
086133	06-18-2020	SCHMIDT IMPLEMENT, I	004324	18507	199-51-6317.00-999-099000	GROUNDS-BB/SB	44.98	N
			004324	18388	199-51-6317.00-999-099000	GROUNDS-BB/SB	348.95	N
			005661	18076	199-51-6317.00-999-099000	GROUNDS	.99	N
Totals for Check 086133							394.92	
086134	06-18-2020	SCHOOL SPECIALITY IN	005839	308103530553	199-11-6399.00-103-011000	GENERAL SUPPLIES	4,627.12	N
			005839	208125259722	199-11-6399.00-103-011000	GENERAL SUPPLIES	404.91	N
Totals for Check 086134							5,032.03	
086135	06-18-2020	SCHOOL SPECIALITY IN	005838	308103526964	199-11-6399.00-103-011000	GENERAL SUPPLIES	1,491.94	N
086136	06-18-2020	SIGN GYPSIES COLUMB	000006	ECMS	199-11-6498.00-041-011000	STUDENT INCENTIVE	2,730.00	N
086137	06-18-2020	SOUTH TEXAS BALFOU	005856	1037	199-11-6499.00-001-011000	MISC OPER EXPENSES-HS	634.00	N
086138	06-18-2020	SOUTH TEXAS OIL & DIS	005929	136513	199-34-6399.01-999-099000	SHOP SUPPLIES-MOTOR OIL	1,412.00	N
086139	06-18-2020	SPECTRUM CORPORATI	005904	2020259	199-36-6299.90-999-091000	SCOREBOARD MAINTENANCE	1,000.00	N

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086140	06-18-2020	SUCCEEDED, LLC	000006	991864 (20-21)	437-11-6299.00-751-023000	SPECIAL ED MANAGER FEES	17,028.18	N
086141	06-18-2020	JOYCE SUPAK	000006	HEB HAND	199-41-6399.00-750-099000	HAND SANITIZERS	38.76	N
086142	06-18-2020	TCASE	005972	200021977	437-21-6411.00-751-023000	INTERACTIVE CONVENTION 2020	295.00	N
			005972	200022102	437-21-6411.00-751-023000	INTERACTIVE CONVENTION 2020	150.00	N
Totals for Check 086142							445.00	
086143	06-18-2020	TEXAS MULTI-CHEM, LT	004171	16320	199-51-6247.00-999-099000	GROUND-BASEBALL	660.00	N
			004177	16321	199-51-6247.00-999-099000	GROUNDS-FOOTBALL PRACTICE	792.00	N
			004178	16322	199-51-6247.00-999-099000	GROUNDS-JR. HIGH FOOTBALL	396.00	N
			004181	16323	199-51-6247.00-999-099000	GROUNDS-JR. HIGH PRACT #2	396.00	N
			004183	16324	199-51-6247.00-999-099000	GROUNDS-SOFTBALL	264.00	N
Totals for Check 086143							2,508.00	
086144	06-18-2020	TEXAS STATE BILLING S	000006	116MAC	199-11-6299.00-999-023000	MAC SERVICES	300.00	N
086145	06-18-2020	TERESE TOMPKINS	000006	C/L UNIFORM	199-36-6499.63-001-091000	C/L UNIFORM SUPPLIES	905.81	N
086146	06-18-2020	UNIFIRST CORPORATIO	005608	8150875079	199-34-6299.00-999-099000	UNIFORMS	39.40	N
			005608	8150875742	199-34-6299.00-999-099000	UNIFORMS	39.40	N
			005608	8150877071	199-34-6299.00-999-099000	UNIFORMS	40.58	N
			005608	8150876408	199-34-6299.00-999-099000	UNIFORMS	39.40	N
Totals for Check 086146							158.78	
086147	06-18-2020	UNITED AGRICULTURAL	005612	262171	199-51-6316.00-999-099000	GEN MAINT-BUILDING MAINT	29.18	N
086148	06-18-2020	VARSITY SPIRIT FASHIO	000006	36002957	199-36-6499.63-001-091000	MEGAPHONES	371.40	N
086149	06-18-2020	VONDERAU FORD, LP.	005957	60426	199-34-6399.03-999-099000	VEHICLE PARTS	11.20	N
086150	06-18-2020	YK COMMUNICATIONS,	005865	INV-1628	199-11-6399.29-999-011TEC	EXTERNAL WIFI ANTENNAE	1,039.92	N
086151	06-30-2020	ADT COMMERCIAL	005248	448791-JULY	199-51-6299.00-999-099000	H/S & MIDDLE - FIRE ALARM	63.66	N
086152	06-30-2020	AHA! PROCESS, INC.	005961	AHA00129690	255-13-6399.00-999-011000	STF DEV CONSULTANT & MAT'L	7,257.60	N
086153	06-30-2020	AMAZON CAPITAL	005931	1XH1H7Y7CJDM	199-11-6399.00-041-011000	CHAIR/CORKBOARD STRIPS	136.96	N
			005931	1KNK9QYQ474H	199-11-6399.00-041-011000	CHAIR/CORKBOARD STRIPS	77.38	N
			005931	1C33TM6JT3QM	199-11-6399.00-041-011000	CHAIR/CORKBOARD STRIPS	696.42	N
			006000	1V3PHP6Q9VR7	199-11-6399.00-107-023000	SNEEZE GUARD	559.94	N
			005919	1GTHDH4FXXFN	199-31-6399.00-041-099000	COUNSELOR SUPPLIES	28.48	N
				1RTCFT7RPJ4V	199-31-6399.01-041-099000	RETURN	-23.87	N
				11TQW7HXPGK	199-31-6399.01-041-099000	SHIPPING CREDIT	-3.99	N
			005996	16YX3QD16DDK	199-41-6399.00-750-099000	ADM SUPPLIES	54.81	N
			005990	1Y6C7LRFT74V	289-11-6399.00-999-024000	HEALTH & SAFETY SUPPLIES	979.80	N
			005995	1FJQYT13FCXH	437-11-6399.00-751-023000	INSTRUCTIONAL MATERIALS	54.25	N
			005995	1FJQYT13FCXH	437-11-6399.02-751-023000	INSTRUCTIONAL MATERIALS	54.24	N
			005971	1X67JX4GR9R1	437-21-6399.00-751-023000	OFFICE SUPPLIES	113.47	N
Totals for Check 086153							2,727.89	
086154	06-30-2020	ARAMARK INC	660000	KC00961415	240-35-6219.00-999-099000	FOOD SVC EXPENSES	16,088.12	N
086155	06-30-2020	AVID CENTER	062201	00056341	199-11-6299.01-001-011YAV	ECHS MEMBERSHIP	4,099.00	N
			062201	00056341	199-11-6299.01-041-011YAV	ECMS MEMBERSHIP	4,099.00	N
			062201	00056341	199-11-6299.01-999-011YAV	ECISD MEMBERSHIP	4,000.00	N

For the Month of June

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			062201	00056341	199-11-6399.35-001-011YAV	ECHS AVID WEEKLY	580.00	N
			062201	00056341	199-11-6399.35-041-011YAV	ECMS AVID WEEKLY	580.00	N
			005953	00056548	199-13-6411.35-001-011YAV	AVID SUM INSTITUTE REGIST.	5,100.00	N
			005953	00056548	199-13-6411.35-041-011YAV	AVID SUM INSTITUTE REGIST.	5,100.00	N
						Totals for Check 086155	23,558.00	
086156	06-30-2020	AMY BAILEY	062201	TRAV 2/4-3/3	313-31-6411.00-751-023000	INDISTRICT TRAVEL	175.20	N
086157	06-30-2020	BAYES ACHIEVEMENT C	062201	29895	315-11-6216.10-751-023000	JUNE RESIDENTIAL PLACEMENT	19,213.20	N
			062201	29957	315-11-6216.10-751-023000	MAY SPEECH THERAPY	220.00	N
						Totals for Check 086157	19,433.20	
086158	06-30-2020	CENTERPOINT ENERGY	004010	M&T -MAY	199-51-6258.00-999-099000	NATURAL GAS	96.67	N
086159	06-30-2020	CHEMSEARCH	004256	3995059	199-51-6249.00-999-099000	HVAC MAINT & REPAIR	1,790.73	N
			004354	3990139	199-51-6249.00-999-099000	HVAC	1,800.00	N
						Totals for Check 086159	3,590.73	
086160	06-30-2020	CITY OF EL CAMPO	660000	APRIL 2020	199-52-6299.01-001-099W00	SRO HIGH SCHOOL WAGES	6,824.35	N
			660000	MAY 2020	199-52-6299.01-001-099W00	SRO WAGES	7,831.39	N
			660000	2ND PART	199-52-6299.01-001-099W00	SRO WAGES	3,729.14	N
			660000	APRIL 2020	199-52-6299.01-041-099W00	SRO MIDDLE SCHOOL WAGES	5,910.93	N
			660000	MAY 2020	199-52-6299.01-041-099W00	SRO WAGES	7,764.53	N
			660000	2ND PART	199-52-6299.01-041-099W00	SRO WAGES	3,082.08	N
						Totals for Check 086160	35,142.42	
086161	06-30-2020	COLLEGE BOARD	016230	EP96550989	199-11-6219.01-001-011Y00	AP TESTS	4,001.00	N
086162	06-30-2020	COMMUNITIES IN SCHO	062201	1316	199-11-6291.00-041-024000	CIS CONSULT.SERV.-JUNE	3,000.00	N
086163	06-30-2020	THE COMPUTER CENTE	005925	10089943	199-11-6399.00-999-0230VI	LAPTOP FOR VI STUDENTS	749.00	N
086164	06-30-2020	CURRICULUM ASSOCIA	005949	90645471	437-11-6399.00-751-023000	TESTING MATERIALS	1,129.70	N
			005949	90645471	437-11-6399.02-751-023000	TESTING MATERIALS	1,129.70	N
						Totals for Check 086164	2,259.40	
086165	06-30-2020	DEMCO	005746	6803163	199-11-6399.00-699-011Y00	BOOK CAMP SUPPLIES	67.11	N
086166	06-30-2020	DEPARTMENT OF INFOR	004363	20051463N-MAY	199-51-6259.00-999-099W00	T1 LINE INTERNET EXPENSE	539.28	N
086167	06-30-2020	E&I COOPERATIVE SER	000006	7614	199-41-6499.00-720-099000	CERTIFICATE FEE	5.00	N
086168	06-30-2020	EL CAMPO GLASS COM	004264	0062734	199-51-6299.00-999-099000	GEN MAINT CONT SERVICE	241.86	N
086169	06-30-2020	ENTERPRISE FM TRUST	005390	FBN3970031-	199-13-6269.00-999-011W00	VEHICLE LEASES	509.39	N
			005390	FBN3970031-	199-34-6269.00-999-023W00	VEHICLE LEASES	1,018.79	N
			005092	FBN3970031-	199-34-6269.00-999-099000	VEHICLE RENTAL-TRANS	646.20	N
			005024	FBN3970031-	199-34-6269.00-999-099W00	VEHICLE RENTAL	499.18	N
			005390	FBN3970031-	199-34-6269.00-999-099W00	VEHICLE LEASES	874.98	N
			005390	FBN3970031-	199-36-6269.00-999-099W00	VEHICLE LEASES	509.40	N
			005390	FBN3970031-	199-36-6269.70-001-022W00	VEHICLE LEASES	989.76	N
			005390	FBN3970031-	199-36-6269.70-001-022W00	VEHICLE LEASES	989.76	N
			005483	FBN3970031-	199-36-6269.70-001-022W00	VEHICLE LEASES	1,019.03	N
			005483	FBN3970031-	199-36-6269.70-001-022W00	VEHICLE LEASES	473.94	N
			005024	FBN3970031-	199-51-6269.00-999-099W00	VEHICLE RENTAL	499.18	N

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			005024	FBN3970031-	199-51-6269.00-999-099W00	VEHICLE RENTAL	452.99	N
			005024	FBN3970031-	199-51-6269.00-999-099W00	VEHICLE RENTAL	452.99	N
			005483	FBN3970031-	199-51-6269.00-999-099W00	VEHICLE LEASES	600.07	N
			005483	FBN3970031-	199-51-6269.00-999-099W00	VEHICLE LEASES	557.66	N
			005818	FBN3970031-	199-51-6269.00-999-099W00	MAINT VEHICLE RENTAL	577.45	N
						Totals for Check 086169	10,670.77	
086170	06-30-2020	ELMA ESCOBAR	062301	TRAV TO 6/17	212-31-6411.00-999-024000	INDISTRICT TRAVEL	35.25	N
086171	06-30-2020	FUN AND FUNCTION	005993	445042	437-11-6399.00-751-023000	PPE FOR SPEECH/DIAGS	50.00	N
			005993	445042	437-11-6399.02-751-023000	PPE FOR SPEECH/DIAGS	50.00	N
						Totals for Check 086171	100.00	
086172	06-30-2020	YVETTE GARCIA	062201	TRAV 2/27-3/6	199-11-6411.00-001-024000	INDISTRICT TRAVEL	8.63	N
086173	06-30-2020	SAMANTHA GRAFF	062201	TRAV 2/20-3/6	199-31-6411.40-999-024000	INDISTRICT TRAVEL	26.74	N
086174	06-30-2020	JAMF SOFTWARE	005222	130661	199-11-6395.01-999-011Y00	SOFTWARE LICENSE RENEWAL	6,903.00	N
086175	06-30-2020	LAKESHORE LEARNING	005932	1153770620	211-11-6399.35-103-030000	SUPPLIES	3,514.00	N
			005784	4726580620	211-11-6399.35-107-030000	CLASSROOM SUPPLIES & MATER	1,126.70	N
						Totals for Check 086175	4,640.70	
086176	06-30-2020	LAURA ANN MAJOR	000006	11 (MAY 1-20)	437-11-6216.03-751-023000	SPEECH SERVICES	2,520.00	N
086177	06-30-2020	MCCOY'S BUILDING SUP	005624	9672434	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	222.85	N
			005624	9672633	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	70.79	N
			005624	9672841	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	347.66	N
			005624	9672941	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	514.95	N
			005624	9672991	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	32.07	N
			005938	9673125	199-51-6316.00-999-099000	CARPENTER-CAMPUS PROJECT	3,089.60	N
						Totals for Check 086177	4,277.92	
086178	06-30-2020	JEANETTE WYNN MOCZ	660000	EL CAMPO	199-41-6499.01-701-099000	SUPT SEARCH EXPENSE	3,000.00	N
086179	06-30-2020	O'REILLY AUTO PARTS	004067	0471-277490	199-34-6399.01-999-099000	SHOP SUPPLIES	7.99	N
086180	06-30-2020	DONALD OLDAG	660000	MAY 26-JUNE 23	199-51-6411.00-999-099W00	INDISTRICT TRAVEL	53.02	N
086181	06-30-2020	ORIENTAL TRADING CO	005587	702391379-01	211-11-6399.35-107-030000	CLASSROOM SUPPLIES - ELA	303.43	N
086182	06-30-2020	ORIGIN TEXAS RECYCLI	063001	2185517	199-11-6299.70-001-022000	CONTRACTED CLEANUJP	150.00	N
086183	06-30-2020	PAINT PERFECTION	005477	522871	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	16.80	N
			005477	522879	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	82.71	N
			005477	823484	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	165.42	N
			005477	823500	199-51-6316.00-999-099000	BUILDING MAINT-SUPPLIES/MAT	165.42	N
						Totals for Check 086183	430.35	
086184	06-30-2020	GARY PATTERSON	660000	EL CAMPO	199-41-6499.01-701-099000	SUPT SEARCH EXPENSE	5,083.00	N
086185	06-30-2020	POSITIVE PROMOTIONS	005691	06558584	199-23-6499.00-107-099000	ID HOLDERS	269.95	N
086186	06-30-2020	R&R PRINTING	006004	51490	199-41-6399.00-701-099000	NAME PLATES-BOARD	14.40	N
			006004	51490	199-41-6399.00-702-099000	NAME PLATES-BOARD	28.80	N
			005875	51470	199-41-6499.00-720-099000	RETIREMENT PLAQUES	237.75	N
					23	Totals for Check 086186	280.95	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
086187	06-30-2020	REALLY GOOD STUFF, L	005849	7222664	199-11-6399.35-103-021000	GT SUPPLIES	27.31	N
			005734	7217634	199-11-6399.35-107-025000	CLASSROOM SUPPLIES	90.94	N
			005771	722086	199-11-6399.35-107-036000	CLASSROOM SUPPLIES & MATER	638.65	N
			005811	7223950	199-11-6399.35-107-036000	CLASSROOM SUPPLIES & MATER	217.21	N
			005565	7200014	211-11-6399.35-107-030000	CLASSROOM SUPPLIES - KINDER	810.71	N
			005787	7222091	211-11-6399.35-107-030000	CLASSROOM SUPPLIES & MATER	229.60	N
			005807	7221828	211-11-6399.35-107-030000	CLASSROOM SUPPLIES & MATER	159.49	N
			005769	7222085	263-11-6399.35-107-025000	CLASSROOM SUPPLIES & MATER	329.07	N
			005781	722088	263-11-6399.35-107-025000	CLASSROOM SUPPLIES & MATER	261.02	N
			005781	7230455	263-11-6399.35-107-025000	CLASSROOM SUPPLIES & MATER	59.40	N
			005806	7221428	263-11-6399.35-107-025000	CLASSROOM SUPPLIES & MATER	339.35	N
Totals for Check 086187							3,162.75	
086188	06-30-2020	REALLY GREAT READIN	005681	22998	199-11-6399.35-102-036000	READING MATERIAL	4,105.20	N
086189	06-30-2020	REGION 3 EDUC. SERVI	005903	055398	199-13-6411.35-041-021000	GT WORKSHOP	160.00	N
			005903	055397	199-13-6411.35-041-021000	GT WORKSHOP	160.00	N
			005861	055396	199-13-6411.35-041-021000	GT WORKSHOP	160.00	N
			005861	055395	199-13-6411.35-041-021000	GT WORKSHOP	160.00	N
Totals for Check 086189							640.00	
086190	06-30-2020	REGION 4 EDUC. SERVI	558100	153480465	313-31-6298.00-751-023000	CONFERENCE REGISTRATIONS	300.00	N
			558100	153480232	313-31-6298.00-751-023000	CONFERENCE REGISTRATIONS	75.00	N
Totals for Check 086190							375.00	
086191	06-30-2020	ARNULFO SALINAS	000006	JUNE 1-24	199-51-6411.00-999-099W00	INDISTRICT TRAVEL	127.08	N
086192	06-30-2020	SCHMIDT IMPLEMENT, I	005661	18724	199-51-6317.00-999-099000	GROUNDS	178.87	N
086193	06-30-2020	SCHOLASTIC ONLINE ST	005592	215587077	199-11-6399.35-107-025000	CLASSROOM SUPPLIES - BIL/ESL	402.21	N
086194	06-30-2020	SCHOOL SPECIALITY IN	005671	55610155	289-11-6399.35-041-024000	MATH SUPPLIES	7,921.95	N
086195	06-30-2020	SDS PHYSICAL THERAP	660000	MAY 2020	437-11-6216.00-751-023000	THEARAPY SERVICES	1,112.25	N
086196	06-30-2020	SEIDLITZ EDUCATION	005917	24563	199-13-6399.30-999-025000	STAFF DEVELOPMENT MAT'LS	440.63	N
086197	06-30-2020	BALFOUR STX INC.	062301	1036	199-11-6399.00-001-011AVD	AVID NECK STOLES	615.00	N
086198	06-30-2020	SUSAN L. STOCKTON	000006	MAY 4-JUNE 21	437-11-6216.04-751-023000	COUNSELING SERVICES	8,245.00	N
086199	06-30-2020	SUPERIOR MOTOR PAR	005022	9319-336776	199-51-6316.00-999-099000	GEN MAINT-BUILDING MAINT	9.99	N
			004130	9319-336181	199-51-6317.00-999-099000	GROUNDS	25.21	N
			004129	9319-335336	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	6.98	N
			004129	9319-335341	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	10.29	N
			004129	9319-336572	199-51-6319.00-999-099000	HVAC MAINT & REPAIR SUPP	45.98	N
Totals for Check 086199							98.45	
086200	06-30-2020	TASA	005924	131440	199-21-6411.00-999-099000	SUMMER VIRTUAL WORKSHOPS	600.00	N
086201	06-30-2020	TEXANA CENTER	062201	1546	199-11-6216.01-001-023000	BEHAVIOR MGMT-JUNE	12,320.00	N
086202	06-30-2020	TEXAS EDUCATIONAL M	004009	JULY 2020	199-11-6299.00-001-028W00	SALARIES	4,812.25	N
			004009	JULY 2020	199-11-6299.01-001-011W00	SALARIES	4,151.08	N
Totals for Check 086202							8,963.33	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
086203	06-30-2020	TRACTOR SUPPLY COM	005927	733163	199-34-6399.01-999-099000	SHOP FAN	349.99	N
086204	06-30-2020	TREASURE BAY, INC.	005704	360919	199-11-6399.35-102-021000	READING MATERIAL	500.00	N
			005704	360919	211-11-6399.35-102-030000	READING MATERIAL	23,593.20	N
			005704	360919	263-11-6399.35-102-025000	READING MATERIAL	1,087.85	N
Totals for Check 086204							25,181.05	
086205	06-30-2020	DOLORES A. TREVINO	062201	BKFST NOOK	199-13-6499.00-999-011Y00	STF DEV SUPPLIES	30.00	N
086206	06-30-2020	TSNAP	062301	30004277	199-31-6495.00-999-099Y00	TSNAP MEMBERSHIP-T MARTIN	40.00	N
086207	06-30-2020	UNITED AGRICULTURAL	005612	264459	199-51-6316.00-999-099000	GEN MAINT-BUILDING MAINT	122.95	N
086208	06-30-2020	VOCATIONAL AGRICULT	063001	50483	244-13-6411.00-001-022000	CONFERENCE REGISTRATION	300.00	N
			063001	49315	244-13-6411.00-001-022000	CONFERENCE REGISTRATION	300.00	N
			063001	50496	244-13-6411.00-001-022000	CONFERENCE REGISTRATION	300.00	N
			063001	50484	244-13-6411.00-001-022000	CONFERENCE REGISTRATION	300.00	N
Totals for Check 086208							1,200.00	
086209	06-30-2020	VICTORIA OLIVER CO,	005978	P11580	199-51-6317.00-999-099000	GROUNDS-KUBOTA REPAIRS	896.94	N
086210	06-30-2020	WALMART COMMUNITY	005468		199-11-6399.00-041-011000	INSTRUCTIONAL SUPPLIES	420.05	N
			004048		199-11-6399.00-107-011000	CLASSROOM SUPPLIES	869.99	N
			005470		199-11-6399.11-103-011000	LANGUAGE ARTS SUPPLIES	274.99	N
			005588		199-11-6399.11-103-011000	LANGUAGE ARTS SUPPLIES	74.68	N
			005471		199-11-6399.15-103-011000	READING SUPPLIES	207.76	N
			004049		199-11-6399.21-103-011000	SCIENCE SUPP	155.65	N
			004008		199-13-6399.01-999-011Y00	ADMINISTRATIVE SUPPLIES	9.96	N
			005940		199-21-6399.00-999-099TEC	MISC NETWORK/TECH SUPPLIES	414.50	N
			004008		199-21-6399.02-999-099000	ADMINISTRATIVE SUPPLIES	17.70	N
			005154		199-31-6399.00-041-099000	COUNSELOR SUPPLIES	175.78	N
			004008		199-41-6399.00-720-099000	ADMINISTRATIVE SUPPLIES	12.61	N
			004135		199-51-6317.00-999-099000	GROUNDS	173.98	N
			004139		199-51-6319.00-999-099000	GEN MAINT-M&O SUPPLIES	45.80	N
			004134		199-51-6399.00-999-099000	GEN DISTRICT MAINT SUPPLIES	43.05	N
			004147		437-21-6399.00-751-023000	BREAK ROOM/OFFICE SUPPLIES	356.16	N
Totals for Check 086210							3,252.66	
086211	06-30-2020	WATERMARK	005744	129741	199-11-6498.00-001-011Y00	ACADEMIC AWARDS	1,083.75	N
			005744	129740	199-11-6498.00-001-011Y00	ACADEMIC AWARDS	3,067.74	N
			005744	129776	199-11-6498.00-001-011Y00	ACADEMIC AWARDS	1,788.22	N
			005744	129741	199-11-6498.00-041-011Y00	ACADEMIC AWARDS	997.50	N
Totals for Check 086211							6,937.21	
086212	06-30-2020	WON-DOOR	005946	252482	199-51-6299.00-999-099000	MIDDLE SCHOOL ELECTRIC DOO	448.00	N
Total Checks							569,718.88	

End of Report

Information Only

Agenda Item: 4.B.3

Meeting Date: August 28, 2018

Submitted By: David Bright, Assistant Superintendent for Finance

**Consent Agenda
Business and Support
Services**

Review of Invoices submitted from SZH Architecture.

Summary

Although payments to SZH Architecture are in accordance with their contract with the district, applications for payment are presented for review each month as a part of the Consent Agenda.

Invoice No. 201924-01 – El Campo Weight Room for Payment No. 1. This invoice in the amount of \$16,875 is for Schematic Design Phase.

ECISD Board Policy

CH (LOCAL) PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

Effective Date

July 28, 2020.

Previous Board Action

The board has previously approved SZH Architecture. as the design firm for the district construction projects. Applications for Payment are in accordance with Article 11.2 of this contract between the owner and the architect.

Future Action Expected

The Board will review Applications for Payment from SZH Architecture as a part of the Consent Agenda each month throughout the duration of the construction projects.

**Background Information and
Significant Issues** None

El Campo Weight Room Project

Payment Recap for El Campo Weight Room Project

Date	Application for Payment No.	Invoice No.	Amount	Earned to Date	Balance Due
Fee at 6% of Estimated Cost of \$2.5 million					\$150,000.00
6/29/20	1	201924-01	\$16,875.00	\$16,875.00	\$133,125.00

Reimbursable Expenses

Date	Application for Payment No.	Invoice No.	Amount	Paid to Date

Student and Public Benefit

Monthly review of the Applications for Payment from the district's architect insures accounting transparency for the public on these projects.

Procedural and Reporting Implications

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- SZH Application for Payment No. 1 – El Campo Weight Room Project

Contact Person(s)

David Bright, Assistant Superintendent for Finance

Action Required

None.

Recommendation

No action required.

Superintendent's Recommendation

Information only.

Bob Callaghan, Superintendent of Schools

Singleton Zimmer Haliburton Architecture
 1711 Cavitt Avenue, Bryan, TX 77801
 979-779-5757
 Wade@SZHArchitecture.com

INVOICE



Invoice To:
 El Campo Independent
 School District
 700 West Norris
 El Campo, TX 77437

INVOICE NO. 201924-01
 TERMS Net 30
 DATE 06/29/2020
 DUE DATE 07/29/2020

Project Name:
 El Campo Independent School District:El
 Campo Weight Room

Project Number
 201924

ACTIVITY	QTY	RATE	AMOUNT
Design:Schematic Design 6% of 2.5M	0.1125	150,000.00	16,875.00
Design:Design Development 6% of 2.5M	0	150,000.00	0.00
Design:Construction Documents 6% of 2.5M	0	150,000.00	0.00
Project Management:Bidding & Contract Negotiation 6% of 2.5M	0	150,000.00	0.00
Project Management:Construction Administration 6% of 2.5M	0	150,000.00	0.00
BALANCE DUE			\$16,875.00

Thank you for choosing SZH Architecture.

www.szharchitecture.com

Action Required

Agenda Item: 4.B.4

Meeting Date: July 28, 2020

Submitted by: David Bright, Assistant Superintendent for Finance

Consent Agenda: Business and Support Services	Amendment #1 – Appropriate funds to transfer surplus money from the General Fund – Fund Balance to the Debt Service Fund in order to pay the 2019-20 Debt Service Notes.
Summary	According to district policy, the budget shall be amended when a change is made increasing any one of the functional spending categories.
ECISD Board Policy	CE (LOCAL), ANNUAL OPERATING BUDGET
Effective Date	July 28, 2020
Previous Board Action	The Board approved the 2019-2020 General Operating Budget, which includes the Fund Service Fund on August 27, 2019.
Future Action Expected	The Board is required to amend the budget when a change increases any one of the functional spending areas.
Background Information and Significant Issues	None
Fiscal Impact	Amendment #1 - \$1,316,506
Student and Public Benefit	Accurate accounting for the expenditure of public funds.
Procedural and Reporting Implications	Record the official budget amendment and make the necessary changes in the general operating budget.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

- Amendment #1

Contact Person(s)

David Bright, Assistant Superintendent for Finance & Operations.

Action Required

Motion, second and majority vote to approve budget amendment.

Superintendent's Recommendation

I recommend you approve the budget amendment(s) as a part of the Consent Agenda to transfer surplus money from the General Fund – Fund Balance to the Debt Service Fund in order to pay the 2019-20 Debt Service Notes..

Bob Callaghan, Superintendent of Schools

EL CAMPO INDEPENDENT SCHOOL DISTRICT
700 WEST NORRIS STREET
EL CAMPO, TEXAS 77437
(979) 543-6771
(979) 543-1670 FAX

July 28, 2020

DATE

2019-20

BUDGET YEAR

TO: Board of Trustees

FROM: David Bright *KMB*
 Assistant Superintendent for Finance

RE: Budget Amendment(s)

Due to a change in financial requirements, I request the following budget amendment:

AMENDMENT #1

BUDGET CODE	ACCOUNT NAME	BUDGET	CHANGE-	AMENDED
199 00 8911 00 000 000000	Transfers Out	\$ -0-	+\$ 1,316,506	\$ 1,316,506
199 00 3700 00 000 000000	Undesignated Fund Balance	\$ 8,499,964	-\$ 1,316,506	\$ 7,183,458
511 00 7915 00 000 000000	Transfers In	\$ -0-	+\$ 1,316,506	\$ 1,316,506
511 00 3700 00 000 000000	Budgetary Fund Balance	\$ 1,411,506	-\$ 1,316,506	\$ 95,000

Appropriate funds to transfer monies from the General Fund Balance to the Debt Service Fund in order to pay the 2019-20 Debt Service notes.

Agenda Item Summary Sheet

Meeting Date: July 28, 2020

Submitted by: Dolores A. Trevino, Assistant Superintendent of Curriculum

Action Item

Curriculum and Instruction	Updated District Gifted and Talented Plan
Summary	<p>House Bill 3, as passed by the 86th Legislature, was signed into law by Governor Abbott on June 11, 2019. HB 3 impacts school districts serving gifted/talented (G/T) students. The G/T program requirements for school districts under HB3 are:</p> <ol style="list-style-type: none">1. Each district shall adopt a policy regarding the use of funds to support the district's program for G/T students.2. Each district shall annually certify to the commissioner that the district has established a program for G/T students as required by rule, and it is consistent with the Texas State Plan for the Education of Gifted/Talented Students (State Plan) under Texas Education Code Section 29.123.3. Each district shall report to the commissioner regarding the use of the funds on the district's program for G/T as provided by the State Board of Education rule.
ECISD Board Policy	EHBB (Legal) – SPECIAL PROGRAMS, GIFTED AND TALENTED STUDENTS
Effective Date	August 2020
Previous Board Action	The evaluation of the GT Program was presented at the May 19, 2020 meeting.
Future Action Expected	The Board reviews the district's Gifted and Talented Program Evaluation annually.
Background Information and Significant Issues	In addition to this LOCAL policy, the 78th Legislature enacted House Bill 3459. This legislation added § 7.027 to the Texas Education Code. Paragraph (b) of this statute states: The Board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.
Student and Public Benefit	The updated plan will support the district in providing our gifted students with the required state components of the program.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	ECISD Gifted & Talented Plan

Contact Person(s)	Dolores A. Trevino, Assistant Superintendent of Curriculum and Instruction and Laura Pustejovsky, Special Populations Coordinator
Action Required	Approval of updated GT Plan at the August board meeting.
Superintendent's Recommendation	I recommend the Board approve the ECISD 20-21 Gifted and Talented Plan as presented. Bob Callaghan, Superintendent of Schools

EL CAMPO INDEPENDENT SCHOOL DISTRICT



DISTRICT PLAN & COMPREHENSIVE GUIDE FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

DRAFT 7/21/20

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STATE GOAL FOR GIFTED AND TALENTED

The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

DEFINITION OF GIFTED

A gifted and talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code [§29.121](#))

ECISD GT PHILOSOPHY

The El Campo Independent School District recognizes that gifted and talented students are a unique population, differing significantly from their peers in abilities, interests, and social emotional needs. They come from diverse backgrounds and socioeconomic levels with abilities and talents ranging across a wide spectrum of human achievement. We believe that gifted and talented individuals have special characteristics and learning styles and that their potential for accomplishment is such that they require special provisions, experiences, and services not provided for in the regular instructional program. The philosophy of El Campo ISD is to provide gifted and talented students with differentiated instruction that challenges the students. The district will establish and provide programs for gifted and talented students to work together, independently, as well as with other students under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous and fosters depth and complexity of learning.

ECISD LIGHT PROGRAM GOALS

Creativity - Students will use creative and insightful perspectives in problems and solutions.

Resourcefulness - Students will have the ability to find quick and clever ways to overcome difficulties.

Successful Communication - Students will convey ideas through all means of communication.

Critical Thinking - Students will be able to independently evaluate a situation and develop original solutions.

Self Discipline - Students will be able to accept responsibility, display self-control and follow through on assigned tasks.

Foster Positive Relationships- Students will display leadership, participate in group efforts, accept constructive criticism, and are considerate of the feelings of others.

Resiliency - Students learn to independently recover from difficult problems they encounter.

CAMPUS GT COORDINATORS

The counselors at each campus coordinate the GT referral, assessment and decision making committees.

Myatt Elementary	Holly Hoffer	hhoffer@ecisd.org
Hutchins Elementary	Elaine Rawlings	erawlings@ecisd.org
Northside Elementary	Meghan Kallina	mkallina@ecisd.org
El Campo Middle School	Cindy Witcher	cwitcher@ecisd.org
El Campo High School	Diane Wallace	dwallace@ecisd.org
District Special Populations/GT Coordinator	Laura Pustejovsky	lpustejovsky@ecisd.org

PROGRAM DESIGN

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options. (19 TAC §89.3(3))

Definition of gifted/talented (Developed from State Definition)

Gifted/Talented students in El Campo ISD shall be defined as those students who have been identified in general intellectual abilities. The placement in the G/T program will be made by the Campus G/T Committee based upon the preponderance of evidence and on the most appropriate educational placement for the student. Access to assessment and if needed services are available to all populations of the district

Description of gifted students' services

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options. (19 TAC §89.3(1))

Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas.

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible. (19 TAC §89.3(3)).

Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills and are actively facilitated by district administrators, counselors, and teachers.

Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, accelerated summer programs. Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

Program Options

Kindergarten - Identified students are served in a homogeneous pull-out program by a trained GT teacher. They receive specially designed differentiated instruction delivered for 4 hours weekly beginning no later than March 1.

1st – 5th Grades - Identified students are clustered grouped within homogeneous classrooms at each grade level on each campus and receive differentiated instruction in the four core foundation areas delivered by GT trained teachers. Lesson plans document the services in the four core areas. Credit by Exam for Acceleration is also available.

Grades 6-8 - Identified students clustered grouped and served within core content foundation areas in Advanced classes. Instructional needs are met by GT trained teachers many of whom have taken advanced coursework in their content area. Credit by Exam for Acceleration is also available.

Grades 9-12 - Identified students are served within core foundation subjects- Math, Science. ELAR and Social Studies- through Advanced classes, AP classes, concurrent enrollment classes, and Credit by Exam for acceleration. AP courses will be differentiated for the GT student modifying the depth, complexity, and pacing of the AP Curriculum.

Out-of-school options - Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. [El Campo Community Clubs & Organizations](#) is available on the ECISD website in the Parent/Advanced Academics page or a printed version may be requested from each campus office.

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). ECISD will provide opportunities relevant to the student's strength as available.

IDENTIFICATION AND ASSESSMENT

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

Communicate the Process to Parents and Community

An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period. Prior to the referral period, ECISD hosts a district wide parent awareness session each fall where an overview of procedures and services are discussed.

Referral forms and procedures for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible. All forms and procedures have been translated into languages represented in the ECISD population.

Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. ECISD Campus Counselors will inform families and staff of the assessment results and placement decisions. Parents are given the opportunity to schedule a conference with the campus counselor to discuss assessment data.

All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible. An interpreter is provided at the annual fall parent awareness session.

Referral Process

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy.

Assessment

Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

ASSESSMENT TIMELINE

GT Parent Orientation Meeting held at each campus	September
Referral procedures published in local newspaper and on the district website, social media and in District Parent Awareness Meeting	December
Referrals accepted from parents, teachers, community members, peers, and student	Ongoing
Assessment conducted after written parental permission obtained	Kdg - January/February 1st-11th - February/March
Gifted/Talented committee meets on all referred students	Kdg - February 1st-12th - March
Denial of services letters sent to parents or parental permission for G/T services obtained for identified students	Kdg - February 1st-12th - March
Services begin	Kdg - no later than March 1 1st-11th - the following year if not feasible to begin sooner

Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible. In order to assess students for the GT Program, data is collected from various sources and instruments. ECISD will make every effort possible to refer and identify twice exceptional students. To ensure student equity, data from both qualitative and quantitative measures must be used in the identification process. Sources and instruments may include but are not limited to: the Cognitive Abilities Test (CogAT); the Iowa Test of Basic Skills, and the Gates Teacher Rating Scale. Additionally, the Slocumb-Payne Observational Inventory will be used to help find and identify students from diverse backgrounds and the Logramos

as an Achievement Test for English Learners.. The counselor at each campus will maintain the confidentiality of the records for the assessments. These records will be placed in a folder inside each student's permanent folder who is assessed for the gifted/talented program.

Students are assessed in languages they understand or with nonverbal assessments.

Kindergarten All kindergarten students are automatically considered for gifted/talented and other advanced level services. ECISD will provide all students with the opportunity to show advanced level of achievement through a grade appropriate assessment. At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers. See C. ii for list of assessments used.

1st – 12th Grades

In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. See C. ii for list of assessments used.

Review of Measures

ECISD will annually review all assessments used with the TEA state approved assessment list.

Determination of Placement

A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions. ECISD ensures both qualitative as well as quantitative data will be reviewed in making the determination of most effective educational placement for each student.

Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. The Campus G/T Committee will consider each referred student. The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Campus Gifted/Talented Committee. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile as well as the most effective educational placement. All parents are notified in writing as to the outcome of these decisions. A signed parent permission form indicating permission to participate in the district GT program must be on file prior to services.

Appeal Process for Identification

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed with the campus principal. Parents, teachers, or students may appeal any final decision of the Campus G/T Committee regarding selection for or removal from the gifted program within 30 days of the parent notification. Appeals will be made first to the Campus G/T Committee. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

Student Progress/ Performance

Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. TPSP Rubrics will also be used for progress monitoring and

documentation of growth. Results are communicated to parents or guardians each semester through a GT Student Performance Profile.

Gifted/Talented Committee

Composition of Membership

The selection committee is formed of members who have completed training as required by 19 TAC 89.2. The counselor on each campus is responsible for organizing a campus G/T committee of whom have been trained in the Nature and Needs of Gifted Students at minimum and preferably, also the 30 hours mandated G/T training and current six hour update.

Responsibilities and Training

Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators, including: the campus principal, the campus counselor, grade level represented GT teacher(s), and the district Special Populations Coordinator, all of whom have received training in the nature and needs of gifted/talented students, annual updates and who have met and reviewed the individual student data (19 TAC §89.1(4)). This committee compiles and organizes available data to facilitate decision-making for the selection of the students consistent with district policy and procedures.

District/Campus Procedures

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5)).

Reassessment

Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary, once in middle school and once in high school. Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or Campus Counselor will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

Furlough

Policy is adopted allowing student furloughs (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without exiting from the program. A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus counselor and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals

established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. The student will be removed from PEIMS G/T designation during the furlough time period.

Transfers

Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Identified students who transfer in and have previously participated in G/T services, shall be placed in the G/T program at their respective campus. The student's assessment records shall be reviewed by the G/T Committee. If the student is performing well in the program, no further action will take place. If the G/T programming is not the most effective program placement for the student, then the G/T committee shall consider furlough or reassessment. Their recommendation shall be communicated to the parent and student. Students in ECISD who transfer to another campus in ECISD will remain in the G/T program. The records will transfer with the student.

When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district. A copy of the testing profile shall be filed in each G/T student's permanent folder. The testing profile shall be included in information sent to the transferring district.

Exiting

Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs. Students placed in the El Campo ISD Gifted and Talented Program may exit when it is determined that it would be in the best interest of the student to discontinue the student's participation.

One or more of the following conditions must be met:

- The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Campus G/T Committee and the student must be held before the student is exited. Appropriate documentation, signed by the parent and principal, is placed on file in the students permanent folder and with the Special Populations Coordinator. The student must remain out of the program for one school year and must go through the G/T Referral, Assessment, and Placement process and requalify before re-entry into the program.
- The parent may request that the student be removed from the program. In such cases, the procedure outlined above is followed.
- The GT teacher, principal, or counselor may recommend the exiting of a student who, in their professional opinion, agrees that the GT program is not the most effective educational placement for the child. In such cases, a conference between the parent and appropriate school personnel will be held, and the student may exit upon the recommendation of the majority of the members of the Campus ARD, 504, LPAC and/or G/T Committee.
- If at any time a student is not performing at expected levels, the teacher sends a report to the parent no later than the midpoint of a reporting period or more often if necessary. Copies of all reports are filed in the GT folder and reviewed by the Campus G/T Committee.

If a student's work or behavior does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed. If exiting is considered, a written plan for improvement is developed. The teacher, student, and parent work together to develop a growth plan to assure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help.

At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Student Improvement Plan is completed with a new timeline.

If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the Campus G/T Committee after review will place the student in an appropriate regular school program. If exiting from the program, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process.

Appeal Process for Services

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed with the campus principal. Parents, teachers, or students may appeal any final decision of the Campus G/T Committee regarding selection for or removal from the gifted program within 30 days of the parent notification. Appeals will be made first to the Campus G/T Committee. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

CURRICULUM AND INSTRUCTION

El Campo ISD will provide a continuum of learning experiences in the Gifted/Talented program which lead to the development of advanced-level products and/or performances. Such services will include the use of depth and complexity elements, differentiation of content, process and/or product in the advanced or AP classroom, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, or other services as deemed appropriate for the student. Services are available in all four core foundational academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Learning Experiences

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. A list of activities is available on the ECISD website in the Advanced Academics page. www.ecisd.org/Advanced Parents may request a paper copy from each campus office.

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. The TPSP will be used in grades K-12 for students guided and independent research projects.

Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula. ECISD utilizes TPSP for the development of sophisticated products/performances. Students present annually to other students as well as the community. The differentiated opportunities will include the development of the following skill areas: creativity; resourcefulness; successful communication; critical thinking; self discipline; fostering relationships with others; resiliency; problem-solving, higher level thinking and questioning, and advanced research as evidenced by the creation of advanced products/or performances.

Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

Acceleration

Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). ECISD provides its students with opportunities to excel in the area of general intellectual ability.

Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

Each school and/or teacher documents the instructional options and flexible grouping arrangements offered to gifted and talented students. Supporting this documentation are individual teacher lesson/unit plans.

Curriculum Alignments

Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. In grades K-12 the GT Curriculum consists of modifying the depth and complexity and the pacing of the TEKS. Students are offered an array of appropriately challenging learning experiences related to the four core foundation areas- Math Science, ELAR and Social Studies. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)). ECISD requires all GT students in grades K-12th to create and participate in at least one TPSP project during the school year, following the ECISD District Framework. In addition, students are evaluated on the ECISD GT goals twice per school year.

Modifications/Accommodations

Scheduling modifications are implemented in order to meet the identified needs of individual students. ECISD utilizes flexible scheduling for gifted students in order to meet their needs.

Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners. ECISD modifies the depth, complexity and pacing of the TEKS to meet the needs of the GT students. ECISD teachers are trained to adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs. Students with special needs such as twice exceptional, highly gifted, and English learners are provided the support needed to be successful in the ECISD G/T program.

PROFESSIONAL LEARNING

School Board

Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5) ECISD will coordinate with Region III ESC to provide this G/T Program Accountability training annually to our school board members.

Administrators

Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). All ECISD administrators will document their 6 hour course in Nature & Needs for Administrators which includes service options training with the Special Populations Coordinator

Counselors

Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)). All ECISD counselors will document their 6 hour course in Nature & Needs for Counselors which includes service options and social and emotional needs. The Special Populations Coordinator maintains records of the professional development.

Coordinators

A person who has thirty (30) hours of a professional learning in gifted/talented and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12. ECISD requires its coordinator of Gifted/Talented services, the Special Populations Coordinator, to have completed the thirty hours of required training as well as maintain their annual 6 hour update.

A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Annually, following the GT Program Evaluation, ECISD campus administrators along with the Special Populations Coordinator will use the information gathered to plan for identified needs related to teacher education standards.

Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district. ECISD Special Populations Coordinator disseminates professional learning information to the GT teachers via quarterly meetings, email or shared drive.

Teachers

A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)). ECISD requires all designated GT staff to have completed the mandatory thirty hours of Gifted/Talented training prior to their teaching assignment..

Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)). The district will require the mandatory 30 hours of training for all core foundation area teachers in grades K-12 who serve G/T students. High School teachers who provide instruction and services to gifted students will additionally complete College Board Advanced Placement training. The mandatory 30-hour training will be prior to the assignment or within the first semester to stay in compliance with law and rule.

Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. The district will provide professional development based on the needs assessment of the GT program. Yearly, the teachers who provide instruction and services that are part of the district's defined gifted/talented program will receive a minimum of six (6) hours of professional development that is related to state teacher education standards. ECISD will provide annual updates based upon the GT needs assessment.

Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). Yearly, the teachers who provide instruction and services that are part of the district's defined gifted/talented program will receive a minimum of six (6) hours of professional development that is related to state teacher education standards. **To ensure fidelity of professional development ECISD requires prior district approval for training designed to meet the state-mandated 30-hours and 6-hour Updates.**

Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students. **During ECISD's new teacher orientation in August teachers will receive information pertaining to the district's assessment and identification process as well as the district's program of services for gifted/talented students.**

Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). At ECISD, teachers as well as administrators that have supervisory responsibilities maintain their training record with the Special Populations Coordinator. **All are encouraged to have their entire 30 hours of mandated training.**

Professional Learning Accountability

Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1) ECISD evaluates its professional development activities to ensure they are related to state teacher education standards. The evaluation of the staff development is used to make future staff development decisions.

Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training. ECISD GT teachers participate in planning, reviewing and conducting GT professional development through GT teacher quarterly meetings.

FAMILY AND COMMUNITY CONNECTIONS AND COMMUNICATIONS

Dissemination of Information

Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1). ECISD encourages community and family participation in services designed for gifted and talented students. ECISD G/T plan can be found on the district web site. A printed copy of the G/T plan may be requested at any time from the campus GT Counselor/GT Coordinator.

An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities. ECISD utilizes the TPSP projects as the main service for their G/.T students. The TPSP is supplemented with various creative and critical thinking activities and strategies. Parents are informed through orientation sessions, G/T program brochure and individual parent/teacher conferences.

Community/Family Input

Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. The ECISD Parent Advisory Committee will meet biannually and review the district's identification and assessment process.

Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. ECISD G/T Advisory Committee will, during their semester meetings, make recommendations regarding students who may need gifted/talented service.

Family and Community Involvement

Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. ECISD will host an annual G/T Parent Orientation Meeting following the notification of parents of admission to the G/T program. Products and achievements of gifted/talented students are shared with the community. The Texas Performance Standards project will be used during the school year. Each grade level will hold a showcase of projects once a year. The community will be invited to view the presentation of advanced work of the G/T students in El Campo ISD.

Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. The GT Parent Advisory Committee and the GT Teacher Planning Committee will combine to meet biannually for improvement of GT student services.

Parent Groups/Associations

The opportunity to participate in a parent association and/or gifted/talented advocacy group is provided to parents and community members. ECISD encourages parents to form and participate in G/T parent association and/or parent advocacy groups.

G/T Program Comprehensive Guide

Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information. The board approved ECISD District G/T Plan and Comprehensive Guide for the Education of the Gifted and Talented will serve as the comprehensive manual of programs services, assessments, and communication. The manual is accessible online and printed copies are available upon request from any campus. The Special Populations Coordinator is identified in the plan as well as others who have program accountability.

EVALUATION OF SERVICES

The effectiveness of gifted/talented services are evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253). The Assistant Superintendent and the GT Coordinator will prepare a GT Program Evaluation annually and present it to the board of trustees. The outcomes of the annual evaluation will be shared with parents and the community This information will also be shared with each campus for modification and updating of the CIP and DIP. Annual evaluation activities are conducted for the purpose of continued service development. ECISD conducts annual surveys of parents, students and educators for the purpose of continued program improvement.

Annual evaluation activities are conducted for the purpose of continued service development. Evaluation activities include but are not limited to surveys of students, parents, administration as well as staff. The TPSP rubric will be used to find trends in professional learning needs.

Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP). ECISD will compile data from the TPSP rubrics to make long range evaluation decisions.

District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. The GT Coordinator and Asst. Superintendent will utilize district guidelines in the evaluation of resources.

Curriculum for gifted/talented students is modified based on annual evaluations. The annual G/T evaluation will be used to modify the curriculum for gifted students. Staff will be involved in the process.

Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253). ECISD will use the annual evaluation to modify their CIP as well as the DIP.

Standards of Service Compliance and Funding

Services and Policies

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). The ECISD school board ensures the district is in compliance with the State Plan for the education of Gifted/Talented Students.

Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. The GT Parent Advisory Committee and the GT Teacher Planning Committee will combine to meet biannually for improvement of GT student services.

The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. The Asst. Superintendent and the GT Coordinator will meet with campus principals and assistant principal's during their monthly meeting to establish and monitor GT program efficiency and effectiveness.

Funding Compliance

(EHBB) Local funds are allocated specifically to the district gifted and talented program. These funds are used to identify students, support student learning and projects, and provide professional development and support to teachers. Monitoring of funds is ongoing throughout the school year to ensure needs are being met.

Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

Access to Services

Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)). Annually, the demographic data will be reviewed by the ECISD administrative team.

The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. ECISD is committed to a GT population reflective of our district and/or campus. During the review of the demographic, the administrative team looks for trends and patterns in G/T program populations' participation. Efforts will be made to find, assess and serve the underrepresented populations in the district.

Non Compliance Plan

For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance. After the annual evaluation, the Curriculum Director/GT Coordinator and Administrative team will create a Deficiency Plan addressing the standards that are out of compliance with the State Plan for the Education of the Gifted/Talented Student as well as plan for achieving compliance during the upcoming school year. The CIP and DIP shall reflect the improvement of G/T services.

Consent Agenda

Consent Agenda Students	Approval of the TASB Model Student Handbook for ECISD
Summary	According to LOCAL policy, the District's rules of conduct and discipline, maintained in the student handbook are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior.
ECISD Board Policy	FNC (LOCAL), STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT CONDUCT
Effective Date	2020-2021 School Year
Previous Board Action	The Board annually approves the Student Handbook
Future Action Expected	The Student Handbook is not a contract and can be amended by the District at any time. However, any change or amendment to the Code must be approved by the Board of Trustees.
Background Information and Significant Issues	The Student Handbook is furnished by TASB for district modifications where allowed.
Fiscal Impact	None.
Student and Public Benefit	Students and parents are assured that there is a system in place to guide administrative decisions regarding student discipline. The system is designed to ensure that discipline policies and procedures are fair and equitable. [Please note that "equitable" does not necessarily mean "equal."] The system also is designed to provide students and parents with a way to appeal any administrative decision made at the campus level to the Superintendent; and if necessary, to the Board of Trustees.
Procedural and Reporting Implications	Student Code of Conduct and Student Handbook are posted on district and campus websites.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.

Attachments

- 2020-2021 Student Handbook

Contact Person(s)

Bob Callaghan, Superintendent of Schools
Alicia Sary, Director of Federal Programs and Compliance

Action Required

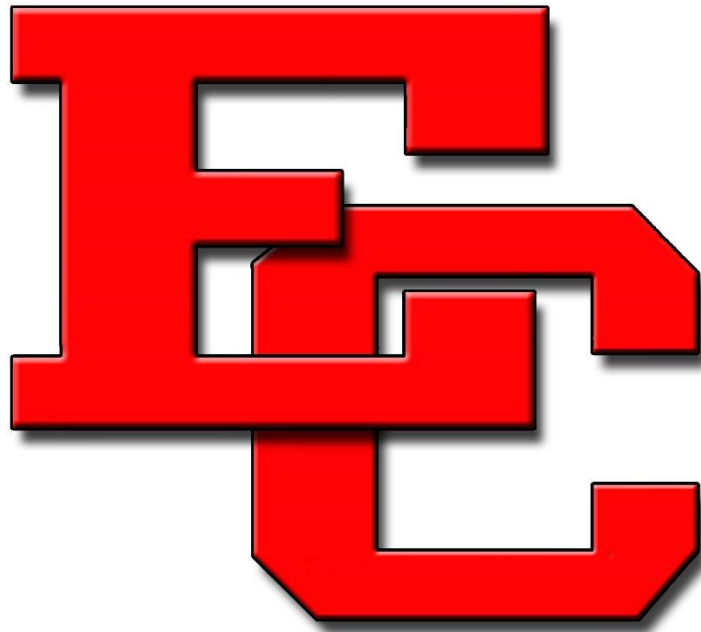
Approval as part of the consent agenda.

**Superintendent's
Recommendation**

Approve as part of the consent agenda.

Bob Callaghan, Superintendent of Schools

El Campo Independent School District Student Handbook



2020–2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact cskinner@ecisd.org or call 979-543-6771.

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El Campo I.S.D. Central Administration

Bob Callaghan, Superintendent

David Bright, Assistant Superintendent for Business and Operations

Dolores A. Trevino, Assistant Superintendent for Curriculum and Instruction

Alicia Stary, Director of Special Programs

<i>El Campo High School</i>	<i>979-543-6341</i>	<i>Principal Demetric Wells</i>
<i>El Campo Middle School</i>	<i>979-543-6362</i>	<i>Principal Gary Figirova</i>
<i>Northside Elementary</i>	<i>979-5435812</i>	<i>Principal Rebecca Crowell</i>
<i>Hutchins Elementary</i>	<i>979-543-5481</i>	<i>Principal Elizabeth Tupa</i>
<i>Myatt Elementary</i>	<i>979-543-7414</i>	<i>Principal Mauri Couey</i>
<i>El Campo Administration Office</i>	<i>979-543-6671</i>	

El Campo ISD Strategic Plan

Established January 2019

College and Career Readiness

Vision – ECISD students will become the leaders and developers of tomorrow.

Goal- El Campo ISD, in partnership with the community, will create pathways for students to discover interests and develop skills that will help them secure employment and/or access to higher education.

Student Support

Vision- ECISD will develop support services that provide a pleasant, healthy, and safe student experience.

Goal- El Campo ISD will provide facilities, equipment, and services so that students are transported, nourished, and educated in a pleasant, healthy, and safe manner.

Teaching and Learning

Vision- ECISD will grow a community of exceptional teachers and learners prepared to thrive.

Goal- ECISD will provide professional development, practical and engaging learning experiences, and a positive learning environment so that all students make academic progress.

Organizational Effectiveness

Vision- ECISD stakeholders will be aware and collaborate in the budget process.

Goal- ECISD will provide a budget process that is transparent, based on clearly identified needs and well communicated to the entire school community.

Community and Parent Engagement

Vision – ECISD welcomes community and parents and promotes the engagement of all stakeholders.

Goal- El Campo ISD, in partnership with the community, will provide mentoring, volunteer opportunities, and effective communication to enhance student learning.

Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The El Campo Independent School District (ECISD) Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the ECISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.ecisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any school front office.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

For questions about the material in this handbook, please contact Alicia Stary at astary@ecisd.org or call 979-543-6771.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 11 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 13 for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office or online at www.ecisd.org.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the cskinner@ecisd.org or call 979-543-6771.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The campus counselor will notify the student's parent within a reasonable amount of time after the counselor learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling.

Staff members are trained to watch for early warning signs of mental health concerns, substance abuse and/or a risk of attempting suicide. Staff members report concerns directly to the campus counselor. The counselor will review the student's records and meet with the student. The parent will be contacted with the concerns.

The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

The campus counselor can be reached at their respected campus and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 67.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be

administered, even when the student’s caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student’s parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student’s name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph, date and place of birth; major field of study; degrees; honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: For requests of student information by District-affiliated school support organizations, directory information shall include: student name; address; photograph; degrees, honors, and awards received; dates of attendance; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district’s curriculum regarding human sexuality instruction:

Grade	Curriculum Type	Description
K-3	Kelso’s Choice	9 components kick off with counselors and integrated into curriculum, announcements and culture of the school.
K-5	Classroom Guidance	Counselors present Social Skills training on the average 1 time a month to all students
1 st (2X)	SMART Moves – Officer Biskup through PE	Drugs, smoking, strangers, bullying and guns
3 rd (2X)	SMART Moves – Officer Biskup through PE	Age appropriate on drugs, smoking, strangers and bullying
4 th	Always Changing	Separate classes by gender
5 th (2X)	SMART Moves – Officer Biskup through PE	Age appropriate on drugs, smoking, strangers and bullying
5 th	We are All Always Changing	Separate classes by gender
6 th , 7 th , 8 th	3 year rotation of 4 Aim for Success programs	Year 1: Aim for Success – Why avoid sex until marriage and Focus on Success- Technology, pornography and healthy relationships Year 2: Freedom to Succeed- Teens, sex and the law Year 3: Achieve Success – How to avoid sex until marriage
8 th (2X)	SMART Moves – Officer Biskup through Teen Leadership	Drugs, addicts, relationships, police, sex age, sex offenders, date rape and sexual favors
9 th	AIM for Success	XTREME Direct “Straight-Talk” Facts

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district’s SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 79 and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have the reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,

- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 11, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,

- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When district officials have what federal law refers to as a "legitimate educational interest" in a student's records. Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.

- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 11.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 700 West Norris, El Campo, Texas 77437.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 81, and **Complaints and Concerns** on page 42.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or www.ecisd.org.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers / Assignments

The board or its designee will honor a parent's request to transfer his or her student to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 33, and policies FDB and FFI.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 45, and **A Student in Foster Care** on page 90 for more information.]

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a homeless student to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a homeless student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 45, and **Homeless Students** on page 90 for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district

agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Amy Bosse at 979-543-8255.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Laura Pustejovsky at 979-543-8255.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 27.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24 for more information.]

Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your campus principal.

Absences / Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Ages 6-18

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Prekindergarten and Kindergarten

Students enrolled in prekindergarten and kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 21.]

Secondary Grade Levels

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

- An early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

Between Ages 6 and 18

When a student ages 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student’s attendance and to require the student to attend school.
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for each campus is the assigned assistant principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL).]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a

semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.

***Attendance for Credit or Final Grade
(Kindergarten–Grade 12)***

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, who allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, excused or unexcused, may be held against a student’s attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee’s decision to the board by following policy FNG(LOCAL).

The actual number of days a student must be in attendance to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 9:45 a.m. for elementary schools and 9:15 a.m. for middle and high school, which is during the second instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note after an Absence for Illness (All Grade Levels)

Upon returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) and

attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Accountability under State and Federal Law (All Grade Levels)

ECISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district’s website at www.ecisd.org . Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered at El Campo High School. Contact school for specific dates.

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by using the online link found at <http://www.ecisd.org/report-bullying>.

If you or someone you know is being bullied you can get help by doing any of the following:

- <http://www.ecisd.org/report-bullying>
- Call 578 –TIPS (8477)
- Talk to your school counselor, teacher or principal
- Complete and return a “Bullying Reporting Form” found in the front or counselor’s office and in the appendix of this handbook.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 22.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 22, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47, **Hazing** on page 64, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in all areas. Admission to these programs is based on student interest, prior coursework and student effort.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 76 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 71.]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the school counselor's office. Trafficking includes both sex and labor trafficking. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused.

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical, behavioral, or emotional warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 47.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography.

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentor, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phone or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessive long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#) (pdf)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

Classification is determined by the number of credits accumulated by the end of the preceding school year.

- 9th grade - Freshman: A student must have been promoted from the 8th grade
- 10th grade - Sophomore: A student must have successfully completed 6 credits.
- 11th grade - Junior: A student must have successfully completed 12 credits.
- 12th grade - Senior: A Student must have successfully completed 18 credits.
- Foundation Graduation Plan requires 22 credits.

- Foundation Graduation Plan with Endorsements requires 26 credits.
- Distinguished level of achievement requires 26 credits to be eligible for Top 10% automatic college admission.

Classification determines class meetings or activities in which a student may participate. Transfer students may be reclassified according to the requirements listed above upon enrollment in El Campo High School.

Units of High School credit are determined by the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade. For each semester course passed with a 70 or above, the student receives .5 credit or more.

Weighted Grade Point Average (GPA) and Class Rank

Class Rank and weighted grades are calculated based on Board Policy EIC (local). The District shall convert semester grades earned in eligible courses to grade points and shall calculate a weighted GPA in accordance with the following chart:

Grade	AP/Dual Credit	Advanced	Regular
100	7.0	6.0	5.0
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6.0	5.0	4.0
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5.0	4.0	3.0
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4.0	3.0	2.0
Below 70	0	0	0

All grades from 9-12 will be so adjusted for purposes of ranking. The Grade Point Average (GPA) is determined by adding all grade points and dividing the total by the number of courses taken (i.e., total grade points divided by the number of courses = GPA).

GPA's for AP, Advanced and Dual Credit courses are figured using a weighted scale. It must be understood that no grades earned in any courses will be changed. This procedure is used only to determine Grade Point Average for purposes of ranking seniors.

[For further information, see policy EIC.]

Class Rank and Honor Graduates

Class rank indicates how a student's grades compare with those of other students in his/her class. Semester averages (not full year averages), beginning with the ninth grade, are used to compute class rank. All numeric scores for college classes, distance learning, and correspondence courses will be recorded and used to calculate the GPA (grade point average). Credit by Examination scores for which the student earns credit toward graduation will be recorded numerically and used to calculate the GPA.

Students will have a class rank based on a comparison with his/her classmates at the following times:

- Estimated class rank is determined for students at the end of the 1st and 2nd semester for all students.
- A separate ranking for seniors shall be performed at the end of the 3rd nine-weeks of the senior year to identify honor graduates for senior awards ceremonies and commencement exercises.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** on page 84 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school's graduating class who

meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 38 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 59 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 23 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with local colleges, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 82 for information regarding contact with parents during an emergency situation.]

Non-emergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 82 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at <https://pol.tasb.org/Policy/Code/1215?filter=FNG>. A copy of the complaint forms may be obtained in the principal's or superintendent's office.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal in a timely manner. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. . The campus behavior coordinator at each district campus are the assistant principals and principal.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required

class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

The district has a comprehensive school counseling program that includes;

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide the students as the student plans, monitors, and manages the student's own education, career, personal, and social development; and
- Systems to support the effort of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early

graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should make an appointment at the counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experience trauma, contact the school counselor for more information.

[See **Mental Health Support** on page **Error! Bookmark not defined.**, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 36.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-

semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester he or she failed and awarded credit only for the half (semester) with the passing grade.

Credit by Examination

If a Student Has Taken the Course / Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the current school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office www.ecisd.org. [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person’s past or subsequent partners. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student’s family members, or members of the student’s household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to

harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are Odysseyware and Texas Virtual Schools Network.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 55.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

ALTERNATIVE METHODS FOR EARNING CREDIT DISTANCE LEARNING POLICY EHDE (LOCAL)

Texas Virtual School Network

The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

Other Distance Learning

The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school newspaper and the yearbook are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any

district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the assistant superintendent of finance and operations for prior review. The assistant superintendent for finance and operations will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The assistant superintendent of finance and operations will designate a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the district's dressing and grooming guidelines found in Appendix II.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all

testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 87 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 87 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 59 and **Standardized Testing** on page 88.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional

special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 88, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 91.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year a maximum of ten extracurricular absences not related to post-district competition; however, a student shall be allowed unlimited absences for participation in post-district, state, or national competition.
- All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 92.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus administrator. [For further information, see policy FP.]

**Fundraising
(All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

**Gang-Free Zones
(All Grade Levels)**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

**Grade-Level Classification
(Grades 9–12 Only)**

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

**Grading Guidelines
(All Grade Levels)**

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

[See **Report Cards/Progress Reports and Conferences** on page 81 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 88 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts

and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 62.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including Economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Electives <ul style="list-style-type: none"> • BIM (1 credit) • Prof. Com. (.5 credit) • Dollars & Sense (.5 credit) 	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation

ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

FMH(LOCAL) To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF] Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Top 10 Percent

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 901.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 57.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach

for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Hazing (All Grade Levels)

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 33 and policies FFI and FNCC.]

Health-Physical & Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24

hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Lice ***(All Grade Levels)***

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Medicine at School ***(All Grade Levels)***

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;

- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 9 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 45 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 71 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment

(Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Examinations / Health Screenings

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.ecisd.org for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 65 for more information.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at ecisd.org/nurses-notes.

[See policy FFAF and **Celebrations** on page 36.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 27 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus nurse

- The campus school counselor
- The local public health authority and local mental health authority, Texana Learning Center, which may be contacted at 979-543-7231.

Policies and Procedures that Promote Student Physical and Mental Health

(All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [district's Policy On Line URL].

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact the District Athletic Coordinator at 543-1867 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

(All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the District Athletic Coordinator.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 14 for additional information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

ECISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the District Athletic Coordinator with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation

officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the

learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Students classified as 10th -12th grade may leave campus for lunch. On special schedule days freshman will also be allowed to leave campus for lunch.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

See Academic Achievement Grading EIA (Regulations) on pages 106.

DAEP Makeup Work

Elementary and Middle / Junior High School Grade Levels

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) and Out-of-School Suspension Makeup Work (All Grade Levels)

Alternate Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, ECISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment.

Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Director of Federal Programs and Compliance, 700 W. Norris Street, El Campo, TX 77437, (979) 543-6771, astary@ecisd.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

For concerns regarding discrimination on the basis of disability, see the Special Programs Coordinator, 2620 Meadow Lane, El Campo, Texas 77437, 979-543-8255, lpustejovsky@ecisd.org.

All other concerns regarding discrimination: See the superintendent, 700 West Norris, El Campo, Texas 77437, 979-543-6771.

[See policies FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** on page 44.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 81.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 94.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact Assistant Superintendent for Curriculum and Instruction.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 72.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.

Attending board meetings to learn more about district operations. Regular board meetings are held on the fourth Tuesday of each month at 7:00 p. m. at the Central Administration Building at 700 W Norris Street”. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 700 W Norris Street and online at www.ecisd.org. [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver’s license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit [Include if applicable: and pay a fee of \$10 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 16.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle / Junior High Grade Levels

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all

subject areas and a grade of 70 or above in reading, mathematics, and language arts other than reading, which includes the disciplines of listening, speaking, writing, grammar, and usage.

EIE(LOCAL)

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 88.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 62.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 58.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 59 and **Standardized Testing** on page 88 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 74.]

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child’s performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 77 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 58.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns through the www.ecisd.org website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Automated call out, post to district Facebook page and district website.

[See **Communications-Automated, Emergency** on page 42 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 88.]

Schedule Changes (Middle / Junior High and High School Grade Levels)

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Director of Maintenance, the district's designated asbestos coordinator, at 979-543-7076.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See school cafeteria manager to apply for free or reduced-price meal services.

See CO for more information.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more

information regarding these policies and guidelines, see the District Food Manager. [See policies at CO and FFA.]

***Pest Management Plan
(All Grade Levels)***

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact Director of Maintenance & Operation, the district’s IPM coordinator, at 979-543-7067.

***Conduct Before and After School
(All Grade Levels)***

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

***Library
(All Grade Levels)***

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

Hutchins – Before school with teacher permission

Northside – 7:15-7:45

ECMS – 7:30 to Bell

ECMS - 7:30 to Bell; afterschool on set days

***Use of Hallways during Class Time
(All Grade Levels)***

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school:

- *Hutchins – Homework Lab 7:15-7:50*
- *Northside – Library 7:15-7:45*
- *ECMS – Library 7:30 to Bell*
- *ECHS Cafeteria and Library 7:30 to Bell*
- *ECHS – During inclement weather, the gym is open.*

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 52 for more information.]

***Trained Dogs
(All Grade Levels)***

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

***Drug Testing
(Secondary Grade Levels Only)***

The district's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 67.]

***Vehicles on Campus
(Secondary Grade Levels Only)***

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

**Special Programs
(All Grade Levels)**

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Coordinator of Special Programs at 979-543-8255.

Standardized Testing

Secondary Grade Levels

**SAT / ACT
(Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are

usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 79 for additional information.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 59 for additional information.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Director of Special Programs, who has been designated as the district's foster care liaison, at 979-543-6771 with any questions.

[See **Students in the Conservatorship of the State** on page 23 for more information.]

Students Who are Homeless (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Special Programs Coordinator at 979-543-6771.

[See **Students Who Are Homeless** on page 23.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Sporting events and assemblies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 59 for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Tardies (All Grade Levels)

A student who is excessively tardy to class will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 22, **Bullying** on page 33, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 24, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an

extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 86 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the district's Transportation Director at 979-543-5252.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Special Education Director, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

In the spring, the middle school host a career day for students and in the fall, the high school host a career day in which the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact ECISD front office at 979-543-6771 for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

[https://pol.tasb.org/Policy/Download/1215?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1215?filename=FFI(LOCAL).pdf) is the text for ECISD’s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying – Forms and Procedures

EL CAMPO ISD HARASSMENT AND BULLYING REPORTING FORM **FFI**
(LOCAL)

Directions: Harassment and Bullying are serious and will not be tolerated. This is a form to report alleged harassment and/or bullying on school property; at a school-sponsored activity or on a school bus on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged harassment and/or bullying, complete this form and return it to the Principal at the student victim’s school. Contact the school for additional information or assistance at any time.

Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health and safety.

State law defines bullying as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that: (1) has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or (2) is sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student. Conduct is considered bullying if it (1) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and (2) interferes with a student’s education or substantially disrupts the operation of a school.

Today’s date: _____ / _____ / _____ School: _____
Month Day Year

PERSON REPORTING INCIDENT Name: _____

Telephone: _____ E-mail: _____

Place an X in the appropriate box: Student Student (Witness/Bystander) Parent/Guardian School Staff

1. Name of alleged student victim: _____ Age: _____
Please Print

2. Name(s) of alleged offender(s) (If known): (Please print) Age School (if known) Is he/she a student?
 _____ : _____ : _____ Yes No
 _____ : _____ : _____ Yes No

3. On what date(s) did the alleged incident happen: _____ / _____ / _____ : _____ / _____ / _____

ECISD Student Handbook

Year _____ Month _____ Day _____ Year _____ Month _____ Day _____

4. Was the alleged harassment or bullying on the basis of sex, race, color, national origin or disability?

Yes or No

If the answer is Yes, please circle all that apply: Sex _____ Race _____ Color _____ National Origin _____ Disability _____ Perceived Sexual Orientation _____

5. Where did the alleged incident happen (choose all that apply)?

On school property At a school-sponsored activity or event off school property
 On a school bus On the way to/from school

6. What did the alleged offender(s) say or do? _____

7. Why did the alleged harassment or bullying occur? _____

8. Did a physical injury result from this alleged incident? Place an X next to one of the following:

No Yes, but it did not require medical attention Yes, and it required medical attention

9. Was the student victim absent from school as a result of the alleged incident? Yes No

If yes, how many days was the student victim absent from school as a result of the alleged incident?

10. Is there any additional information you would like to provide? _____

Signature: _____

Date: _____

INVESTIGATION RESULTS

Date of Investigation: _____

Person that Investigated this Report: _____
Please Print Name

Face to Face Conference with Parent or Guardian: Yes No If No, indicate why _____

Date Conference Took Place: _____ Time Conference Took Place: _____

ECISD Student Handbook

Members Present at Conference: Name _____ Relation _____

Name _____ Relation _____

Name _____ Relation _____

Action Taken: _____

Signature of Investigator: _____ Date: _____

APPENDIX II:

EL CAMPO INDEPENDENT SCHOOL DISTRICT DRESS AND GROOMING GUIDELINES

As a matter of policy, this District believes that schools are a proving ground for life and that proper dress/grooming is an important part of the student's adult development. Proper dress does not attract undue attention, disrupt, or distract the educational process. Proper grooming gives evidence of personal pride and respect. It also enhances hygienic traits that lead to good health. Exceptions to these rules may be left to the discretion of the school principal in any unusual situations or circumstances.

Standardized Dress Guidelines:

Inappropriate Attire

- All clothing must be appropriately sized.
- Clothing may not be oversized, baggy style, form fitting or revealing.
- Oversized outerwear is not permitted.
- Athletic style shorts, sweats, and wind suits are not permitted.
- No tights, leotard spandex, mesh, leggings or yoga pants.
- All clothing must be properly hemmed and/or cuffed (no rips, tears, cuts or frays)
- Pants with oversized pockets are unacceptable.
- Crop tops and bare midriffs are not permitted.
- Oversized shirts are not permitted.
- Lettering or brand logos larger than 2.0 inches by 2.0 inches are not allowed.
- See-through material is not acceptable in any clothing.

Bottoms

- Pants, Jeans, Capri Pants, Shorts, Skorts, Skirts, Jumpers and Dresses must be a solid color.
- Belts must be worn with pants that have belt loops, and the belt must be worn within the belt loops and buckled at all times.
- **Myatt Elementary students, because of their age, shall be encouraged, but not required, to wear belts.**
- Shorts, skirts and skorts shall be no shorter than fingertip length; slits in skirts shall not be higher than three inches above the knees.

Tops

- Buttoned polo-style, knit shirts with collars or oxford-style or dress shirts.

- All students may wear campus sponsored, Ricebird, and/or College t-shirts daily.
- Lettering or brand logos larger than 2.0 inches by 2.0 inches are not allowed.
- All shirts must remain tucked. **(Grades 4-12)**
- **Myatt & Hutchins Elementary students, because of their age, shall be encouraged, but not required, to tuck in shirt tails. If the bottom of shirt comes below the student's wrists, it *must* be tucked in.**
- Male shirts must have sleeves.

Outerwear

- Sweatshirts, sweaters, and sweater vests must be appropriately sized in the shoulders, sleeves and length and worn over an approved school shirt.
- Heavy and oversized coats and jackets are not allowed to be worn in the building.
- No hoodies with inappropriate "slogans" or "sayings" will be allowed.
- Trench coats may not exceed knee length.

Shoes

- Unacceptable shoe styles include flip-flops, cleats and open-toed shoes without a back strap.
- Only ECHS students may wear backless shoes.
- Shoes must be tied or fastened at all times.
- **In order to ensure safe participation in physical education activities, students must wear shoes that enclose the foot. Acceptable styles include: leather-like or canvas lace-up, loafers, tennis shoes, sandals with a back strap, or boots.**

Standards for Miscellaneous Apparel:

- Dark glasses are not allowed unless prescribed by a doctor.
- "Wild Eye" contacts are prohibited.
- Suggestive writings, pictures, emblems, symbols or depictions of sex, violence, blood, gore, or racially offensive material are not permitted.
- Advertising (logos/emblems) of alcoholic beverages, illicit drugs, illegal items/acts or tobacco products will not be permitted on school campus during school hours or at school activities. Items will be confiscated and returned to the parent upon request.
- No headgear of any kind may be worn by male or female students (caps, hats, bandannas, du-rags, etc.) Any headgear collected by a staff member will not be returned until the end of the school year.

- Earrings may not be worn by male students. (No strings, straws and/or band-aids covering the earring, etc.) Earrings worn anywhere except the ears are prohibited for all students.
- Clothing which depicts, advertises, or glorifies Satan or Satanic rites, or that indicates a preoccupation with death, sadism, or evil is prohibited.
- Appropriate undergarments will be worn but must not be visible.
- Gangs are not recognized by the school. Therefore, shirts or any other clothing bearing gang insignias or letters are not to be worn to school or school activities.
- Studded, spikes jewelry, and pocket chains are not to be worn.
- Tattoos are prohibited. If a student has a tattoo, it must be covered.
- Torn clothing or clothing with unfinished edges is not acceptable.
- Clothing should be worn as it is designed to be worn. (Example: Not backwards)
- Pants are to be worn in normal fashion, not sagging or low on the hips. Baggy pants will not be permitted.
- Mouth-grills worn over a student's teeth are not permitted.
- Students are required to wear their student identification card.

Standards for Hair Pre-K-12:

- Boys shall wear hairstyles, which are to be understood as no lower than the eyebrows, not extending below the earlobes or on a standup collar.
- No Mohawks
- Hair shall not reach below top of the collar.
- Teased hair styles are not to exceed more than three inches in length.
- Mustaches and beards will not be permitted. Sideburns are not to be lower than the ear lobes.
- Hair must be a natural color.
- Boys may not wear tails.
- No designs or notches are to be shaved into the hair or eyebrows.

Name Badges

Name badges are to be visibly worn around the neck and above the waist by all students at all times while on campus. If a student does not have a name badge, he/she will be issued one from their teacher and assigned a lunch dh. Defacing of the student's ECISD badge in any way will result in replacement of the badge and a 5.00 replacement fee at the student's expense.

Dress and Grooming for School Related Activities: (Prom, Banquets, etc.)

- Backless dresses below the waist, bare midriffs, low cut dresses, slits 3" above the knee, etc. will not be allowed.
- Strapless dresses, within reason, will be allowed. Unacceptable and / or inappropriate attire will be left to the discretion of the administrator or sponsor.

Exceptions to these rules may be left to the discretion of the school principal in any unusual situations or circumstances.

If the student's dress or grooming is objectionable under these provisions, the principal shall request that the student make appropriate corrections. Principals will use acceptable discipline management techniques in accordance with the age of the student to ascertain compliance. Parents will be notified if their child refuses to comply. Students will be accorded due process appropriate to the disciplinary action. (See FO, FOA, FOD)

Students who violate provisions of the dress code at co-curricular activities may be removed or excluded from the co-curricular activity for such period as the principal may determine. 86

ACADEMIC ACHIEVEMENT GRADING

EIA (REGULATIONS)

PERCENTAGE WEIGHTS

The following weights shall apply in calculating the nine-week grade for all students in all courses grades 1-12:

- Daily Grades- Average 1 grade per full week 50%
- Major Grades- Minimum 3, one of which must be a performance assessment 50%

DEFINITIONS AND EXAMPLES

The following should serve as examples of the different grade categories: (Examples may not be all inclusive.)

Daily Grades:

- Class participation; discussion
- Guided practice
- Independent class work or performances
- Group class work or performances
- Homework assignments
- Lab reports
- Component parts (progress checks) of major assignments
- Daily (minor) quizzes
- Accelerated Reader Tests

Formative Assessments:

Formative assessments are a part of a teacher’s ongoing evaluation of whether his/her students are learning the “student expectations” that are being taught. Data from formative assessments should be analyzed and used for planning instruction.

- Common Formative Assessments – for the core content courses these are the TEKS Resource Unit Tests with modifications as determined by grade level / department Professional Learning Community. For non-core content courses these are department developed unit tests. Regardless, all students in any given course will take the same test.
- Weekly tests (e.g., spelling, vocabulary, etc.)
- Other teacher made tests (more than a daily quiz)

Summative Assessments:

Summative assessments are given to determine whether or not a student has mastered the “student expectations” that have been taught. In the core curriculum areas these tests are developed by Instructional Coaches with input from the content area teachers, and are available

for instructional planning purposes. For non-core curriculum areas these tests will be developed by content area teachers.

- Common Cumulative Summative Assessments will be given periodically throughout the year as determined by the content area teachers. For all content areas these tests will be common for all students and the “student expectations” tested will be cumulative from the beginning of the school year. These tests are to be used as benchmarks of a student’s learning as it relates to the curriculum scope and sequence and, where applicable, state assessments standards.

Performance Assessments:

Students are to have a minimum of one common performance assessment during each nine-week grading period. These assessments may be completed over time and are generally graded using a rubric or criterion chart. The assessments and their grading criteria are common to all students.

- Independent or group projects
- Essays
- Journals
- Research papers
- Speeches
- Presentations
- Major (multiple day) science labs

Examples of When Grades May Not be Given: According to district policy a student’s grades must reflect a student’s relative mastery of an assignment, therefore the following are examples (although not all inclusive) of things grades may not be assigned for:

- Disciplinary matters or compliance issues
- Attendance or reporting on time
- Returning textbooks or bringing textbooks to class
- Returning parental papers, forms, etc. requiring parental signatures
- Work ethic

The final decision as to whether or not a grade reflects a student’s relative mastery of an assignment rests with the campus principal.

MINIMUM NUMBER OF GRADES

Daily Grades. Teachers shall enter a *minimum* of:

Average one daily grade per each full week.

Major Grades. Teachers shall enter a *minimum* of:

Three major grades for each nine-week grading period, one of which must be a Performance Assessment.

A *minimum* of one performance assessment grade will be averaged with major grades for each nine-week grading period.

Department meetings should be utilized to create equitable decisions to benefit all students in determining the number of grades taken per subject area above the minimum required; as well as the type of grades to be given. These decisions require campus principal approval to ensure that grades taken are consistent among grade level subject matter for all students.

SEMESTER GRADES

Semester grades are determined by:

- 50% first nine-week reporting period for that semester
- 50% second nine-week reporting period for that semester

MAKE-UP WORK

The following guidelines are established for “make-up” work that students missed because they were absent from class:

Elementary and Middle School

- Daily work – students will be given three days per day they were absent to make up the assignments they missed, up to a maximum of ten days. (e.g., 3 days absence = 9 days to complete work; 5 days absent = 10 days to complete)
- Tests – students will be given three days upon their return to school from an absence to make-up any test they missed. If the student was present when the test was assigned they will be expected to make-up the test on the day they return.
- Other performance assessments, other than tests, for which the student knew about prior to the absence, are due upon return to school. (e.g., projects, presentations, speeches, research papers, etc.)

High School

High School Guidelines for Make-up Work due to absence(s):

- Daily Work – Students will be given one day per absence up to a maximum of ten days.
- Tests: After an absence, students will be given three days to make up any test they missed. If students are present when the test is assigned, they will be expected to make up the test on the day they return as long as no new material was covered during their absence.
- Performance Assessments/Projects: If the absence is planned (UIL, extracurricular, field trip, medical, etc.) and the assessment/project was assigned prior to the absence, the due date stands.

Absences due to Extracurricular Activities

- UIL, Extracurricular, and Field Trip Absences: It is a student's responsibility to communicate planned absences with teachers before the absence to collect assignments and schedule make-up work.
- Appeals may be brought to the building principal.

LATE WORK

The following guidelines are established for "late" work that students in attendance failed to submit on the due date:

Daily Grades

- One day late – a deduction of 30 points will be deducted from the grade the student actually made on the assignment.
- Two or more days late (up to the end of the three-week progress report period) - a deduction of 50 points will be deducted from the grade the student actually made on the assignment.
- Once the three-week progress report period has ended, any missing assignments will receive a zero.

Major Grades (including Performance Assessment)

- One day late – a deduction of an additional 30 points will be deducted from the grade the student actually made on the assessment.
- Two days late - a deduction of an additional 50 points will be deducted from the grade the student actually made on the assessment.

Once the three-week progress report period has ended, any missing assignments will receive a zero

WORK TO IMPROVE GRADES

Within each three-week progress-reporting period, teachers will provide students an opportunity to re-learn and reassess the TEKS/curriculum. For each assignment and assessment, teachers will re-teach and allow students an opportunity to show mastery of taught objectives. **Beginning of the 2019-20 school year, students enrolled in Advanced and Advanced Placement courses are not eligible to reassess daily grades.** The highest possible grade that can be earned and recorded on the reassessment is a 70. The teacher will make a note in the gradebook of the dates and grades of the re-teach/ reassessment. To take advantage of this opportunity it is the student's responsibility to initiate a process with their teacher for reteach and reassessment of the assignment or test. The following assessments are not subject to the reassessment guidelines: 9 weeks test, semester exams, performance assessments, student projects and benchmark tests

ACADEMIC DISHONESTY

Definitions:

Plagiarism is the use of another's original ideas or writing as one's own without giving credit to the true author.

Consequences: Academic dishonesty will be handled in accordance with district policy and the El Campo ISD Student Code of Conduct.

District Policy EIA (LOCAL) states the following under the subheading of Academic Dishonesty:

"Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students."

The Code of Conduct lists the following as one of the *General Types of Prohibited Conduct*:

"Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment."

As a violation of the Student Code of Conduct students who engage in academic dishonesty are subject to one or more of the discipline management techniques listed in the Code of Conduct; including, but not limited to, grade reductions.

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El Campo Independent School District 2020-2021 Academic Calendar

Board Approved 6/23/2020

~ August 2020 ~					~ September 2020~					~ October 2020~					~ November 2020~				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3		5	NT	NT		1	2	3	4				1	2	2	3	4	5	6
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
17	18	19		21	14	15	16	17	18	12	13	14	15	UIL	16	17	18	19	20
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
31			9	9	28	29	30	21	21	26	27	28	29	22	30			16	16

~ December 2020 ~					~ January 2021 ~					~ February 2021 ~					~ March 2021 ~				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4					1	1	2	3	4	5	1	TEL	2	TEL	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	15	TEL	16	TEL	17
21	22	23	24	25	18	19	20	21	22	22	TEL	23	TEL	24	22	TEL	23	TEL	24
28	29	30	31	14	25	26	27	19	20				18	19	29	TEL	30	TEL	31

~ April 2021 ~					~ May 2021 ~					~ June 2021 ~					~ July 2021 ~				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	3	4	5	6	7		1	2	3	4				1	2
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
26	27	28	29	30	31			19	20	28	29	30			26	27	28	29	30

Instructional Calendar
Monday - Friday 8:00 - 3:30
Half Days 8:00 - 12:00

First Day of School:	August 12
Last Day of School:	May 21

School Holidays	
Labor Day	Sept 7
Thanksgiving Break	Nov. 23-27
Christmas Break	Dec. 21 - Jan 1
Spring Break	March 3 - 12
Good Friday	April 2
Fair Day	April 28
Memorial Day	May 31
Independence Day (Observed)	July 5

Flex Days	
Friday, Oct 16	
Mon, Jan 4; Mon, Jan 18	
Mon, Feb 15	
Mon, May 24; Tue, May 25	
Additional Flex Days: May 26-28; June 1-4	

176 Student Days
11 Teacher PD/WD
187 Contract Days

Work Days (Incentives)	
August 4 & 7	TBD
August 3, 5-6	
August 10-11	
January 18	
May 24 & 25	
January 4	

State Assessment Dates	
Dec 8-11	STAAR End-of-Course
Feb 22 - Apr 1	TELPAS Window (T)
April 6	STAAR 4&7 W; 5&8 M
April 7	STAAR 5&8 Reading
April 6 & 8	STAAR EOC Eng I,II
March 29 - Apr 22	STAAR Alt2 Window (*Alt)
May 4 - 7	STAAR EOC (Alg, Bio, USH)
May 6	STAAR 8 Science
May 7	STAAR 8 Social Studies
May 11	STAAR 3-4 & 6-7 Math
May 11	STAAR 5&8 Math Retest
May 12	STAAR 5&8 Reading Retest
May 12	STAAR 3-4 & 6-7 Reading
May 13	STAAR 5 Science
June 22 & 24	STAAR EOC Eng I & Eng II
June 22	STAAR 5&8 Math Retest
June 23	STAAR 5&8 Reading Retest
June 22-25	STAAR EOC (Alg, Bio, USH)

El Campo High School Graduation
Friday, May 21

2020-2021 Hiring Schedule

Teachers, Librarians and Registered Nurses

For the first year of employment in ECISD, teachers, registered nurses and librarians are compensated according to their years of creditable experience through the Teacher Retirement System.

The following chart shows the annual compensation for each year of experience and the corresponding daily rate for those on a 187 day contract. For those whose contract is more or less than 187 days, annual compensation is computed by multiplying the daily rate by the number of contract days.

An exception to this rule is when the extra days are contracted for supplemental duties under a dual assignment contract, in which case they are compensated through the Supplemental Compensation Plan.

Years Experience	Annual Compensation	Daily Rate	Years Experience	Annual Compensation	Daily Rate
0	\$46,700	\$249.73	13	\$54,967	\$293.94
1	\$47,425	\$253.61	14	\$55,287	\$295.65
2	\$48,125	\$257.35	15	\$55,687	\$297.79
3	\$48,725	\$260.56	16	\$56,107	\$300.04
4	\$49,120	\$262.67	17	\$56,707	\$303.25
5	\$49,423	\$264.29	18	\$57,107	\$305.39
6	\$49,758	\$266.09	19	\$57,557	\$307.79
7	\$50,780	\$271.55	20	\$58,007	\$310.20
8	\$51,757	\$276.78	21	\$58,407	\$312.34
9	\$52,232	\$279.32	22	\$59,007	\$315.55
10	\$52,731	\$281.98	23	\$59,507	\$318.22
11	\$53,327	\$285.17	24	\$60,037	\$321.05
12	\$54,027	\$288.91	25+	\$60,647	\$324.32

Those who have a Masters Degree receive an additional \$1,230 stipend.

NOTE: This hiring schedule is for those new employees who are not currently under contract with El Campo ISD and is applicable to the 2020-2021 school year only.

Step	New State Minimum	2019-20 ECISD HIRING SCHEDULE	1% SA and 2.5% GPI of Mid-Point	Proposed ECISD 2020-21	Above State Minimum	Step Differential	Daily Rate
0	\$33,660	\$46,000	\$700	\$46,700	\$13,040		\$249.73
1	\$34,390	\$46,700	\$1,425	\$47,425	\$13,035	\$725	\$253.61
2	\$35,100	\$47,300	\$1,425	\$48,125	\$13,025	\$700	\$257.35
3	\$35,830	\$47,695	\$1,425	\$48,725	\$12,895	\$600	\$260.56
4	\$37,350	\$47,998	\$1,425	\$49,120	\$11,770	\$395	\$262.67
5	\$38,880	\$48,333	\$1,425	\$49,423	\$10,543	\$303	\$264.29
6	\$40,410	\$49,355	\$1,425	\$49,758	\$9,348	\$335	\$266.09
7	\$41,830	\$50,332	\$1,425	\$50,780	\$8,950	\$1,022	\$271.55
8	\$43,170	\$50,807	\$1,425	\$51,757	\$8,587	\$977	\$276.78
9	\$44,440	\$51,306	\$1,425	\$52,232	\$7,792	\$475	\$279.32
10	\$45,630	\$51,902	\$1,425	\$52,731	\$7,101	\$499	\$281.98
11	\$46,770	\$52,602	\$1,425	\$53,327	\$6,557	\$596	\$285.17
12	\$47,850	\$53,542	\$1,425	\$54,027	\$6,177	\$700	\$288.91
13	\$48,850	\$53,862	\$1,425	\$54,967	\$6,117	\$940	\$293.94
14	\$49,810	\$54,262	\$1,425	\$55,287	\$5,477	\$320	\$295.65
15	\$50,710	\$54,682	\$1,425	\$55,687	\$4,977	\$400	\$297.79
16	\$51,570	\$55,282	\$1,425	\$56,107	\$4,537	\$420	\$300.04
17	\$52,370	\$55,682	\$1,425	\$56,707	\$4,337	\$600	\$303.25
18	\$53,140	\$56,132	\$1,425	\$57,107	\$3,967	\$400	\$305.39
19	\$53,860	\$56,582	\$1,425	\$57,557	\$3,697	\$450	\$307.79
20	\$54,540	\$56,982	\$1,425	\$58,007	\$3,467	\$450	\$310.20
21		\$57,582	\$1,425	\$58,407		\$400	\$312.34
22		\$58,082	\$1,425	\$59,007		\$600	\$315.55
23		\$58,612	\$1,425	\$59,507		\$500	\$318.22
24		\$59,222	\$1,425	\$60,037		\$530	\$321.05
25		\$59,862	\$1,425	\$60,647		\$610	\$324.32
26		\$60,872	\$1,425	\$61,287		\$640	\$327.74
27		\$61,372	\$1,425	\$62,297		\$1,010	\$333.14
28		\$61,872	\$1,425	\$62,797		\$500	\$335.81
29		\$62,372	\$1,425	\$63,297		\$500	\$338.49
30		\$62,872	\$1,425	\$63,797		\$500	\$341.16
31		\$63,372	\$1,425	\$64,297		\$500	\$343.83
32		\$63,872	\$1,425	\$64,797		\$500	\$346.51
33		\$64,372	\$1,425	\$65,297		\$500	\$349.18
34		\$64,872	\$1,425	\$65,797		\$500	\$351.86
35		\$65,372	\$1,425	\$66,297		\$500	\$354.53
36		\$65,872	\$1,425	\$66,797		\$500	\$357.20
37		\$66,372	\$1,425	\$67,297		\$500	\$359.88
38		\$66,872	\$1,425	\$67,797		\$500	\$362.55
39		\$67,372	\$1,425	\$68,297		\$500	\$365.22
40		\$67,872	\$1,425	\$68,797		\$500	\$367.90

Minimum \$249.73
Mid-Point \$310.20
Maximum \$367.90

ADMINISTRATORS

1% Structure Adjustment & 2.5% GPI of the Mid-Point

Yrs.	PG1 Tea	PG 2 \$7.88	IC & C \$8.43	PG 3 \$8.43	PG 4 \$9.02	PG 5 \$9.66	PG 6 \$10.33	PG 7 \$11.37	PG 8 \$12.73
0	248.66	262.31	272.24	280.68	300.32	321.35	343.82	378.21	423.60
1	252.09	265.06	275.44	283.62	303.47	324.72	347.43	382.18	428.04
2	255.83	267.81	278.64	286.56	306.62	328.09	351.04	386.15	432.48
3	259.04	270.56	280.76	289.50	309.77	331.46	354.65	390.12	436.92
4	261.15	273.31	282.38	292.45	312.92	334.83	358.26	394.08	441.36
5	262.77	276.06	284.17	295.39	316.07	338.20	361.86	398.05	445.80
6	264.56	278.81	289.63	298.33	319.21	341.57	365.46	402.01	450.25
7	270.03	281.56	294.86	301.27	322.36	344.94	369.07	405.98	454.69
8	275.25	284.31	297.40	304.22	325.51	348.30	372.67	409.94	459.13
9	277.79	287.06	300.07	307.16	328.66	351.67	376.28	413.91	463.57
10	280.46	289.81	303.25	310.10	331.81	355.04	379.88	417.87	468.01
11	283.65	292.56	307.00	313.04	334.96	358.41	383.49	421.84	472.45
12	287.39	295.31	312.02	315.99	338.11	361.78	387.09	425.81	476.90
13	292.42	298.06	313.73	318.93	341.25	365.15	390.70	429.77	481.34
14	294.13	300.81	315.87	321.87	344.40	368.52	394.30	433.74	485.78
15	296.27	303.56	318.12	324.81	347.55	371.89	397.91	437.70	490.22
16	298.51	306.31	321.33	327.76	350.70	375.26	401.51	441.67	494.66
17	301.72	309.06	323.47	330.70	353.85	378.63	405.12	445.63	499.10
18	303.86	311.81	325.87	333.64	357.00	381.99	408.72	449.60	503.54
19	306.27	314.56	328.28	336.58	360.14	385.36	412.33	453.56	507.99
20	308.67	317.31	330.42	339.53	363.29	388.73	415.93	457.53	512.43
21	310.81	320.06	333.63	342.47	366.44	392.10	419.54	461.49	516.87
22	314.02	322.81	336.30	345.41	369.59	395.47	423.14	465.46	521.31
23	316.70	325.56	339.14	348.35	372.74	398.84	426.75	469.43	525.75
24	319.53	328.31	342.40	351.30	375.89	402.21	430.35	473.39	530.19
25	322.79	331.06	345.82	354.24	379.04	405.58	433.96	477.36	534.63
26	326.21	333.81	351.22	357.18	382.18	408.95	437.56	481.32	539.08
27	331.61	336.56	353.90	360.12	385.33	412.32	441.17	485.29	543.52
28	334.29	339.31	356.57	363.07	388.48	415.68	444.77	489.25	547.96
29	336.96	342.06	359.24	366.01	391.63	419.05	448.38	493.22	552.40
30	339.64	344.81	362.92	368.95	394.78	422.42	451.98	497.18	556.84
31	342.31	347.56	364.59	371.89	397.93	425.79	455.59	501.15	561.28
32	344.98	350.31	367.26	374.84	401.08	429.16	459.19	505.12	565.73
33	347.66	353.06	369.94	377.78	404.22	432.53	462.80	509.08	570.17
34	350.33	355.81	372.61	380.72	407.37	435.90	466.40	513.05	574.61
35	353.01	358.56	375.29	383.66	410.52	439.27	470.01	517.01	579.05
36	355.68	361.31	377.96	386.61	413.67	442.64	473.61	520.98	583.49
37	358.35	364.06	380.63	389.55	416.82	446.01	477.22	524.94	587.93
38	361.03	366.81	383.31	392.49	419.97	449.37	480.82	528.91	592.37
39	363.70	369.56	385.98	395.43	423.11	452.74	484.43	532.87	596.82
40	366.37	372.31	388.65	398.38	426.26	456.11	488.03	536.84	601.26
Minimum	248.66	262.31	272.24	280.68	300.32	321.35	343.82	378.21	423.60
Mid-Point	308.67	317.31	330.42	339.53	363.29	388.73	415.93	457.53	512.43
Maximum	366.37	372.31	388.65	398.38	426.26	456.11	488.03	536.84	601.26

Instructional Coach & Counselors

Teacher Annual Salary + \$3,230 / 187 = IC & C Daily Rates

Hiring Schedule - CLERICAL/PARA

1% Structure Adjustment & 2.5% GPI of the Mid-Point

YRS	PG 1 \$0.33	PG 2 \$0.36	PG 3 \$0.39	PG 4 \$0.42	PG 5 \$0.45	PG 6 \$0.54	PG 7 \$0.65
0	11.18	12.14	13.05	14.09	15.08	18.10	21.71
1	11.29	12.26	13.18	14.23	15.23	18.28	21.93
2	11.40	12.38	13.31	14.37	15.38	18.46	22.15
3	11.51	12.50	13.44	14.51	15.53	18.64	22.37
4	11.62	12.62	13.57	14.65	15.68	18.82	22.58
5	11.73	12.74	13.70	14.79	15.83	19.00	22.80
6	11.84	12.86	13.83	14.93	15.98	19.18	23.01
7	11.95	12.98	13.96	15.07	16.13	19.36	23.23
8	12.06	13.10	14.08	15.21	16.28	19.53	23.44
9	12.17	13.22	14.21	15.35	16.43	19.71	23.66
10	12.28	13.34	14.34	15.49	16.58	19.89	23.87
11	12.39	13.46	14.47	15.63	16.73	20.07	24.09
12	12.51	13.58	14.60	15.77	16.88	20.25	24.30
13	12.62	13.70	14.73	15.90	17.02	20.43	24.52
14	12.73	13.82	14.86	16.04	17.17	20.61	24.73
15	12.84	13.94	14.99	16.18	17.32	20.79	24.95
16	12.95	14.06	15.12	16.32	17.47	20.97	25.16
17	13.06	14.18	15.25	16.46	17.62	21.15	25.38
18	13.17	14.30	15.37	16.60	17.77	21.32	25.59
19	13.28	14.42	15.50	16.74	17.92	21.50	25.81
20	13.39	14.54	15.63	16.88	18.07	21.68	26.02
21	13.50	14.66	15.76	17.02	18.22	21.86	26.24
22	13.61	14.78	15.89	17.16	18.37	22.04	26.45
23	13.72	14.90	16.02	17.30	18.52	22.22	26.67
24	13.83	15.02	16.15	17.44	18.67	22.40	26.88
25	13.94	15.14	16.28	17.58	18.82	22.58	27.10
26	14.05	15.26	16.41	17.72	18.97	22.76	27.31
27	14.16	15.38	16.54	17.86	19.12	22.94	27.53
28	14.27	15.50	16.66	18.00	19.27	23.11	27.74
29	14.38	15.62	16.79	18.14	19.42	23.29	27.96
30	14.49	15.74	16.92	18.28	19.57	23.47	28.17
31	14.60	15.86	17.05	18.42	19.72	23.65	28.39
32	14.72	15.98	17.18	18.56	19.87	23.83	28.60
33	14.83	16.10	17.31	18.69	20.01	24.01	28.82
34	14.94	16.22	17.44	18.83	20.16	24.19	29.03
35	15.05	16.34	17.57	18.97	20.31	24.37	29.25
36	15.16	16.46	17.70	19.11	20.46	24.55	29.46
37	15.27	16.58	17.83	19.25	20.61	24.72	29.68
38	15.38	16.70	17.95	19.39	20.76	24.90	29.89
39	15.49	16.82	18.08	19.53	20.91	25.08	30.11
40	15.60	16.94	18.21	19.67	21.06	25.26	30.32
Minimum	11.18	12.14	13.05	14.09	15.08	18.10	21.71
Mid-Point	13.39	14.54	15.63	16.88	18.07	21.68	26.02
Maximum	15.60	16.94	18.21	19.67	21.06	25.26	30.32

MANUAL TRADES

1% Structure Adjustment & 2.5% GPI of the Mid-Point

YRS	PG 1 \$0.30	PG 2 \$0.33	PG 3 \$0.39	PG 4 \$0.44	PG 5 \$0.50	Bus Drivers \$0.50	PG 6 \$0.62
0	10.23	11.25	12.95	14.88	16.68	18.50	20.85
1	10.33	11.36	13.08	15.03	16.85	18.50	21.06
2	10.43	11.47	13.21	15.18	17.02	18.50	21.27
3	10.53	11.58	13.34	15.33	17.19	18.50	21.48
4	10.63	11.69	13.47	15.48	17.35	18.50	21.68
5	10.73	11.80	13.59	15.62	17.52	18.50	21.89
6	10.84	11.92	13.72	15.77	17.68	18.50	22.10
7	10.94	12.03	13.85	15.92	17.85	18.50	22.30
8	11.04	12.14	13.98	16.07	18.01	18.50	22.51
9	11.14	12.25	14.11	16.21	18.18	18.50	22.72
10	11.24	12.36	14.23	16.36	18.34	18.50	22.92
11	11.34	12.47	14.36	16.51	18.51	18.50	23.13
12	11.44	12.59	14.49	16.66	18.67	18.50	23.34
13	11.54	12.70	14.62	16.80	18.84	18.50	23.54
14	11.65	12.81	14.75	16.95	19.00	19.00	23.75
15	11.75	12.92	14.87	17.10	19.17	19.17	23.95
16	11.85	13.03	15.00	17.25	19.33	19.33	24.16
17	11.95	13.14	15.13	17.39	19.50	19.50	24.37
18	12.05	13.25	15.26	17.54	19.66	19.66	24.57
19	12.15	13.37	15.39	17.69	19.83	19.83	24.78
20	12.25	13.48	15.51	17.84	19.99	19.99	24.99
21	12.35	13.59	15.64	17.98	20.16	20.16	25.19
22	12.46	13.70	15.77	18.13	20.32	20.32	25.40
23	12.56	13.81	15.90	18.28	20.49	20.49	25.61
24	12.66	13.92	16.03	18.43	20.65	20.65	25.81
25	12.76	14.03	16.15	18.57	20.82	20.82	26.02
26	12.86	14.15	16.28	18.72	20.98	20.98	26.23
27	12.96	14.26	16.41	18.87	21.15	21.15	26.43
28	13.06	14.37	16.54	19.02	21.31	21.31	26.64
29	13.16	14.48	16.67	19.16	21.48	21.48	26.85
30	13.27	14.59	16.79	19.31	21.64	21.64	27.05
31	13.37	14.70	16.92	19.46	21.81	21.81	27.26
32	13.47	14.82	17.05	19.61	21.97	21.97	27.47
33	13.57	14.93	17.18	19.75	22.14	22.14	27.67
34	13.67	15.04	17.31	19.90	22.30	22.30	27.88
35	13.77	15.15	17.43	20.05	22.47	22.47	28.08
36	13.87	15.26	17.56	20.20	22.63	22.63	28.29
37	13.97	15.37	17.69	20.34	22.80	22.80	28.50
38	14.08	15.48	17.82	20.49	22.96	22.96	28.70
39	14.18	15.60	17.95	20.64	23.13	23.13	28.91
40	14.28	15.71	18.07	20.79	23.29	23.29	29.12
Minimum	10.23	11.25	12.95	14.88	16.68		20.85
Mid-Point	12.25	13.48	15.51	17.84	19.99		24.99
Maximum	14.28	15.71	18.07	20.79	23.29		29.12

Action Item

Agenda Item: 6.B.1

Meeting Date: July 28, 2020

Submitted by: David Bright, Assistant Superintendent for Finance

Business and Support Services

Summary

Discussion and Possible Approval of Compensation Plan for 2020-21.

As you know, pay raised in 2019-20 were basically mandated by the State as a result of the passage of HB3. At this time, it is not anticipated that anything will be directed from the State concerning pay raises for 2010-21.

A survey was sent out by the Region III ESC concerning possible pay raises considered by local school districts for 2020-21.

Executive Director Charlotte Baker sent the results of the survey to Ms. Waters. **Please see attachment.** It appears by the comments in the survey that most districts are planning a pay increase of some kind, however many were noncommittal concerning the amount.

Assuming that the Board of Trustees would be interested in knowing what options might look like, I have calculated a pay raise at 2%, 2.5% and 3% which are the amounts we normally review each year. They are listed below:

- 1% Structure Adjustment and 2.0% General Pay Increase of Pay Grade Mid-Point. Approximately \$456,000.
Teacher, Librarians & RNs Raise = \$1,140
- 1 % Structure Adjustment and 2.5% General Pay Increase of Pay Grade Mid-Point. Approximately \$561,000.
Teacher, Librarians & RNs Raise = \$1,425
- 1.5% Structure Adjustment and 3% General Pay Increase of Pay Grade Mid-Point. Approximately \$684,000.
Teacher, Librarians, & RNs Raise = \$1,710

The July board meeting is the ideal time to approve pay raises which allows our staff to make the necessary changes to the payroll system. We also have hired a new pay clerk (Savannah Yackel). It would be a tremendous help for her and everyone involved if a decision is made by then. I will keep the Board President updated as I find out more about what our neighboring districts are doing.

It has also been recommended by the Transportation Director

Mark Freeman to pay our drivers wait time hour at the same rate of pay for out of town trips. Currently ECISD pays \$16.35 drive time and \$7.25 for wait time.

ECISD Board Policy

DEA (LOCAL), COMPENSATION AND BENEFITS: SALARIES, WAGES AND STIPENDS

Effective Date

July 1, 2020 and September 1, 2020 depending on contract.

Previous Board Action

The Board adopted the current compensation plan used by the District (TASB Model) in the Spring of 2005.

Annually the Board reviews the compensation plan. Comparisons are made to the area job market and decisions are made with regards to structure adjustments and general pay increases.

Future Action Expected

Annually the Board reviews the compensation plan. Comparisons are made to the area job market and decisions are made with regards to structure adjustments and general pay increases.

Background Information and Significant Issues

El Campo ISD engaged the HR Services Division of the Texas Association of School Boards (TASB) to conduct a comprehensive review of its employee's compensation plan in April 2018.

It is recommended that a review be conducted about every 5.

The study is conducted to objectively examine the competitive job market and to determine whether pay practices are internally fair and externally competitive. The primary goals of the project included the following:

- evaluate competitive market prices for key benchmark jobs;
- determine whether employees are being paid within an appropriate market range;
- determine whether jobs are placed correctly in the pay structure;
- build or align district pay structures with the competitive job market;
- develop an affordable implementation plan with recommended pay adjustments; and
- review and recommend administrative guidelines for managing pay systems.

All employee groups were included in the study, including:

- teachers (and related instructional staff);
- administrative/professional;

- clerical/paraprofessional; and
- auxiliary

Fiscal Impact	See above. To be determined.
Student and Public Benefit	A competitive compensation plan helps to attract quality applicants and retain excellent employees.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	No general pay increase or a different midpoint percentage.
Other Comments and Related Issues	Occasionally one-time Equity Adjustments should also be considered in when considering approval of the Compensation Plan. Stipends and Supplemental Pay should also be considered.
Attachments	<ul style="list-style-type: none"> • 2020-21 Recommended Compensation Plan – Hiring Schedules • Bus Driver Extra Trip Pay Proposal
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	Motion, second and majority vote to approve the 2020-2021 Compensation Plan based on a 1 % Structure Adjustment and 2.5 % General Pay Increase of the Pay Grade Mid-Point and approve paying bus drivers extra trip pay as recommended.
Superintendent’s Recommendation	<p>I recommend the Board approve the 2020-2021 Compensation Plan based on a 1 % Structure Adjustment and 2.5 % General Pay Increase of the Pay Grade Mid-Point and approve paying bus drivers extra trip pay as recommended.</p> <p>Bob Callaghan, Superintendent of Schools</p>

Bus Driver Extra Trip Pay Proposal

During the fall of 2019, the subject of driver pay for extra-curricular trips came up as our drivers talked to drivers from other districts about pay. Currently ECISD pays \$16.35 drive time and \$7.25 wait time for any driver hired to drive an extra trip. Only hired drivers are paid wait time. Coaches and event sponsors transporting their own students to an event are only paid drive time.

As our drivers talked with other drivers, they learned that many districts have stopped paying a separate amount for wait time versus drive time- hired drivers are paid their driving rate the duration of the trip. An informal survey of districts across the state was conducted on the Texas Association of Pupil Transportation (TAPT) Directors' Message Board, and almost every school our size and larger that responded pays a flat rate for hired drivers on extra trips. Respondents included Weatherford ISD, Uvalde ISD, Southside ISD, Columbia-Brazoria ISD, Community ISD, Palestine ISD, Wimberley ISD, Northside ISD, Big Spring ISD, Grand Prairie ISD, Royse City ISD.

An analysis of wait time paid out over the last two school years shows that we paid a total of \$4864.76 in 2018-19 and \$5.38 in 2019-20 when paying \$7.25 an hour for wait time. If we were to adjust and pay a single rate for a trip, it would have cost an additional \$6206.74 in 2018-19 and an additional \$7277.24 in 2019-20.

We frequently have a difficult time securing drivers for extra trips. Most extra trips take place outside of typical work hours and often require that drivers work during evenings and weekends; furthermore, the evening drives typically have drivers working well into the night, typically as late as 10:00pm or 11:00pm with arrivals after midnight not being unheard of. If we were to increase the rate of pay to a single rate, more drivers would be willing to drive the extra trips that we often have a hard time finding drivers for.

Here is a chart showing the difference in pay between our current pay structure and the proposed pay structure:

	19-20				18-19			
	Wait Hours	Cost @ \$7.25	Cost at \$16.35	Current v. Proposed Difference	Wait Hours	Cost @ \$7.25	Cost at \$16.35	Current v. Proposed Difference
August	55.25	\$400.56	\$903.34	\$502.78	16.25	\$117.81	\$268.13	\$150.32
September	94.25	\$683.31	\$1,540.99	\$857.68	62.75	\$454.94	\$1,035.38	\$580.44
October	103.5	\$750.38	\$1,692.23	\$941.85	76.25	\$552.81	\$1,258.13	\$705.32
November	135.25	\$980.56	\$2,211.34	\$1,230.78	62.25	\$451.31	\$1,027.13	\$575.82
December	40.5	\$293.63	\$662.18	\$368.55	27.75	\$201.19	\$457.88	\$256.69
January	14.75	\$106.94	\$241.16	\$134.23	11	\$79.75	\$181.50	\$101.75
February	154.75	\$1,121.94	\$2,530.16	\$1,408.23	84.5	\$612.63	\$1,394.25	\$781.62
March	43.5	\$315.38	\$711.23	\$395.85	98.5	\$714.13	\$1,625.25	\$911.12
April					137.25	\$995.06	\$2,264.63	\$1,269.57
May					94.5	\$685.13	\$1,559.25	\$874.12
June					0	\$0.00	\$0.00	\$0.00
Annual Total	641.75	\$4,652.69	\$10,492.61	\$5,839.93	671	\$4,864.76	\$11,071.50	\$6,206.74

The total cost of making this pay adjustment would have been less than \$7,000 each of the last two years, and we would have had more drivers willing to drive at the increased rate of pay, so securing enough drivers for hard to fill trips would have been less of an issue.

Action Required

Agenda Item: 6.B.3

Meeting Date: July 28, 2020

Submitted by: David Bright, Assistant Superintendent for Finance

Business and Operations	Consider Approval of Date and Time for Public Hearing to Discuss Proposed Budget and Tax Rates for 2020-2021.
Summary	<p>According to the <i>Texas Education Code</i> a proposed budget must be prepared on or before a date set by the State Board of Education. That date is currently August 20th.</p> <p>After the proposed budget has been prepared, the Board President must call a public meeting to discuss and adopt a budget and proposed tax rate. The Board must provide notice of the budget and proposed tax rate meeting by publishing a notice in a daily, weekly, or bi-weekly newspaper published in the District. The notice must be published not earlier than the 30th day or later than the 10th day before the date of the hearing; and must meet the size, format, and content requirements dictated by law.</p> <p>We are recommending that the hearing on the budget and proposed tax rate be held at 6:45 p.m. on Tuesday, August 25, 2020.</p>
ECISD Board Policy	CE (LEGAL), ANNUAL OPERATING BUDGET CCG (LEBAL), LOCAL REVENUE SOURCES: AD VALOREM TAXES
Effective Date	July 28, 2020
Previous Board Action	The Board annually sets the date for the public meeting to discuss the budget and proposed tax rate and takes a record vote on the tax rates for publication.
Future Action Expected	The Board annually sets the date for the public meeting to discuss the budget and proposed tax rate and takes a record vote on the tax rates for publication.
Background Information and Significant Issues	<p>The following is a proposed timeline for completion of the budget process:</p> <p>July 25th – Deadline for certified taxable values from the Wharton County Central Appraisal District.</p>

July 28th – Set date and time for public hearing on budget and proposed tax rate, and a record vote on the tax rates to be published in the public notification of this meeting.

August 5th – 12th – Publication of Notice of Public Hearing on Budget and Proposed Tax Rate

August 11th – Budget Workshop to Review Proposed Budget (Only if needed)

August 20th – Deadline for Preparation of Proposed Budget

August 25th – Public Hearing on Budget and Proposed Tax Rate; and consideration of approval of 2020-2021 General Operating Budget and M&O and I&S tax rates.

Fiscal Impact

Cost of publication of NOTICE.

Student and Public Benefit

The public is notified ahead of the scheduled meeting and given the opportunity to comment on the budget and/or proposed tax rate at that meeting.

Procedural and Reporting Implications

Publication of date and time of meeting in a daily, weekly, or bi-weekly newspaper published in the District (*Leader-News*).

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

None.

Contact Person(s)

David Bright, Assistant Superintendent of Finance and Operations

Action Required

Motion, second and majority vote to set August 25, 2020, at 6:45 p.m. as the date and time for the Public Hearing on the 2020-2021 Budget and Proposed Tax Rates.

Superintendent's Recommendation

I recommend you to set August 25, 2020, at 6:45 p.m. as the date and time for the Public Hearing on the 2020-2021 Budget and Proposed Tax Rates.

Bob Callaghan, Superintendent of Schools

Action Required

Agenda Item 6.B.4

Meeting Date: July 28, 2020

Submitted by: David Bright, Assistant Superintendent for Finance

Discussion and Action Item: Discuss and Consider Approval of Multi-Year Inter-local Addendum to continue the District's membership with Property Casualty Alliance of Texas (PCAT) to provide Insurance Coverage.
Business and Operations

Summary

I recently received a proposal from Kerry Sims of North American Solutions to consider the District's renewal for Property and Casualty Insurance.

Kerry indicated that they left no rock unturned in trying to find the best and most cost efficient coverage for our district. His firm reached out to 38 companies in the reinsurance market to provide us with a quote for property coverage. Of these, 11 declined to quote, and 26 were considered not to be competitive with the quote submitted.

For comparison purposes Kerry provided us with Renewal Option No. 1 which is PCAT's recommendation and Option No. 2 which was a quote from AmRisc (for property) and PCAT (for other coverages).

- Option No. 1 PCAT \$588,828
- Option No. 2 AmRisc and PCAT \$872,146

Categories of Coverage include:

1. Property
2. Equipment Breakdown
3. Cyber Suite
4. General Liability & Employee Benefits Liability
5. Educator's Legal Liability
6. Automobile Liability
7. Auto Physical Damage

Multi-Year Addendum

As you know, we signed a multi-year agreement with PCAT in 2017. In doing so, we saved money for the district. It is estimated that insurance premiums increased by 25-40% each year since 2017.

Kerry indicated that PCAT actually lost money on our contract the last two years because of the dramatic increase of the cost for reinsurance.

As a result, they have made some minor changes to the Multi-Year Inter-local Addendum now being offered.

Proposed Multi-Year Addendum

The rates in effect for each Participation Period will be subject to an annual adjustment based on changes in exposure.

The Addendum states that, "If reinsurance renewal terms or program catastrophic losses cause an unanticipated change in PCATs funding model that result in a Member rate and/or deductible increase of **more than 10%**, then the Member will have the option to reject the renewal and be released from this Addendum with zero penalty cost."

The previous addendum required a member to pay a 15% penalty of the Annualized First Year Contribution if the member terminated the agreement early. The proposed addendum increases the penalty to 20%.

ECISD Board Policy	CK (LOCAL), SAFETY PROGRAM / RISK MANAGEMENT CRB (LEGAL), INSURANCE AND ANNUITIES MANAGEMENT: LIABILITY INSURANCE
Effective Date	September 1, 2020
Previous Board Action	The Board annually considers bids on property and casualty insurance or the option of extending the current policy contract through an interlocal agreement.
Future Action Expected	The Board annually considers bids on property and casualty insurance or the option of extending the current policy contract through an interlocal agreement.
Background Information and Significant Issues	The proposed addendum extends the District's membership with PCAT through to the 2022-2023 school year. El Campo ISD has been a member of PCAT for 19 years. During this period of time we have developed a very good relationship with the Service Teams provided by North American Solutions and Edward's Risk Management in working claims.
Fiscal Impact	Annual Cost \$588,828
Student and Public Benefit	Protection of district assets from property loss and or liability claims.
Procedural and Reporting Implications	Complete and return renewal documents

Public Comments	None.
Alternatives	Forego the extension and prepare a bid package to secure bids for next year. (Not Recommended)
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • 2020 Coverage Summary • PCAT Renewal Options • Marketing Summary • Proposed Multi-Year Inter-local Addendum
Contact Person(s)	David Bright, Assistant Superintendent of Finance
Action Required	Motion, second and majority vote to approve the Multi-Year Inter-local Addendum extending the District's membership with Property Casualty Alliance of Texas (PCAT) for the 2020-2021 through the 2022-2023 Participation Period.
Superintendent's Recommendation	<p>I recommend the Board approve the Multi-Year Inter-local Addendum extending the District's membership with Property Casualty Alliance of Texas (PCAT) for the 2020-2021 through the 2022-2023 Participation Period.</p> <p>Bob Callaghan, Superintendent of Schools</p>

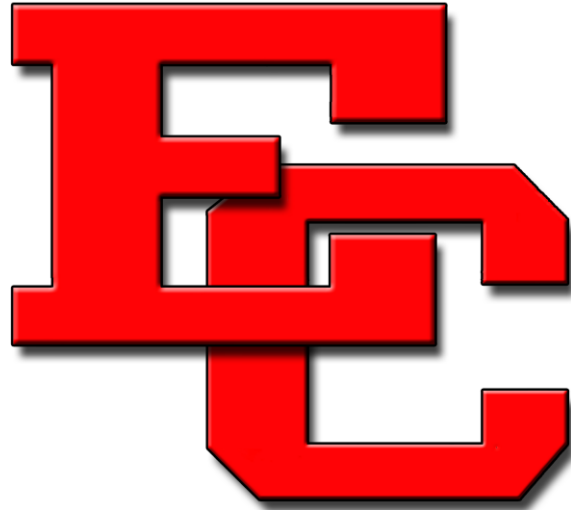
Consent Agenda

Consent Agenda	Approval of the TASB Model Employee Handbook for ECISD
Summary	According to LOCAL policy, the District's rules of conduct and discipline, maintained in the student handbook are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior.
ECISD Board Policy	DH (LOCAL), EMPLOYEES STANDARDS OF CONDUCT
Effective Date	2020-2021 School Year
Previous Board Action	None
Future Action Expected	The Employee Handbook is not a contract and can be amended by the District at any time.
Background Information and Significant Issues	The Employee Handbook is furnished by TASB for district modifications where allowed.
Fiscal Impact	None
Student and Public Benefit	None
Procedural and Reporting Implications	The Employee Handbook is posted on district website.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• 2020-2021 Employee Handbook
Contact Person(s)	Bob Callaghan, Superintendent of Schools Alicia Stary, Director of Federal Programs and Compliance
Action Required	Approval as part of the consent agenda.
Superintendent's Recommendation	Approve as part of the consent agenda. Bob Callaghan, Superintendent of Schools

Consent Agenda

Consent Agenda	Approval of the TASB Model Employee Handbook for ECISD
Summary	According to LOCAL policy, the District's rules of conduct and discipline, maintained in the student handbook are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior.
ECISD Board Policy	DH (LOCAL), EMPLOYEES STANDARDS OF CONDUCT
Effective Date	2020-2021 School Year
Previous Board Action	None
Future Action Expected	The Employee Handbook is not a contract and can be amended by the District at any time.
Background Information and Significant Issues	The Employee Handbook is furnished by TASB for district modifications where allowed.
Fiscal Impact	None
Student and Public Benefit	None
Procedural and Reporting Implications	The Employee Handbook is posted on district website.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• 2020-2021 Employee Handbook
Contact Person(s)	Bob Callaghan, Superintendent of Schools Alicia Stary, Director of Federal Programs and Compliance
Action Required	Approval as part of the consent agenda.
Superintendent's Recommendation	Approve as part of the consent agenda. Bob Callaghan, Superintendent of Schools

El Campo ISD



Employee Handbook 2020-2021

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Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the Superintendent or the Human Resource Coordinator at El Campo ISD 700 W. Norris, El Campo, TX 77437.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at www.ecisd.org.

District Information

El Campo ISD traces its roots to a one-room school house with seven students established in 1889. The El Campo Independent School District was officially organized on August 15, 1895. El Campo ISD currently serves 3,612 students on five campuses:

- Myatt Elementary(Grades PK-K)
- Hutchins Elementary(Grades 1-3)
- Northside Elementary(Grades 4-5)
- El Campo Middle School(Grades 6-8)
- El Campo High School(Grades 9-12)

Mission Statement, Goals, and Objectives

Policy AE

The mission of the El Campo Independent School district, “Home of the Ricebirds,” is to provide all students the educational opportunity to become college, career, and military ready.

The District’s Strategic Focus Areas are as follows:

1. College, Career, and Military Readiness
2. Student Support
3. Teaching and Learning
4. Organizational Effectiveness
5. Community and Parent Engagement

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district’s schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community’s commitment to a strong educational program for the district’s children. Board members are elected at large and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- James Russell, President
- Anthony Dorotik, Vice President
- Greg Anderson, Secretary
- Susan Nohavitzka Trustee
- Dennis Rawlings, Trustee
- Rich DuBroc, Trustee
- Ed Erwin, Trustee

The board usually meets the 4th Tuesday of the month at 700 W. Norris St., El Campo, Texas at 7:00 pm. In the event that large attendance is anticipated, the board may meet at an alternate location to be announced. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the district Administration Office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule for 2020-2021

- August 25, 2020
- September 22, 2020
- October 27, 2020
- November 17, 2020
- December (No Meeting)
- January 26, 2021
- February 23, 2021
- March 23, 2021
- April 27, 2021
- May 18, 2021
- June 22, 2021
- July 27, 2021

School Calendar

School Calendar may be found at www.ecisd.org

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

El Campo I.S.D. School Directory

DEPARTMENT	PHONE NO.	FAX NO.	ADDRESS	PERSONNEL
ADMINISTRATION Superintendent Asst. Supt of Finance Dir. of Federal Programs Human Resource Coordinator Payroll Clerk Leave and Absences Clerk Accounts Payable	543-6771	543-1670	700 W. Norris	Bob Callaghan David Bright Alicia Stary Terese Faas Savannah Yackel Sharryn Gerdes Becky Popp
MAINTENANCE	543-7067	543-7557	302 W. Loop	Jeff Balcar
TRANSPORTATION	543-5252	543-9532	310 W. Loop	Mark Freeman
FOOD SERVICE	543-4262	543-6063	2610 Meadow Lane	Chelsea Arkadie
EL CAMPO HIGH SCHOOL Principal	543-6341	543-2528	600 W. Norris	Demetric Wells
ELCAMPO MIDDLE SCHOOL Principal	543-6362	541-5210	4010 FM 2765	Gary Figirova
NORTHSIDE ELEMENTARY Principal	543-5812	578-0682	2610 Meadow Lane	Rebecca Crowell
HUTCHINS ELEMENTARY Principal	543-5481	543-2418	1006 Roberts	Elizabeth Tupa
MYATT ELEMENTARY Principal	543-7514	543-5188	501 W. Webb	Mauri Couey
MEADOW LANE - CURR. Asst. Supt. For Instruction Research & Accountability Systems Analyst Teacher Tech. Specialist Special Program Coordinator	543-8255	541-5317	2620 Meadow Lane	Dolores Trevino Tana Martin Turk Krenek Christopher Skinner Laura Pustejovsky
SPECIAL EDUCATION Director 504 Coordinator	543-9051	541-5283	2620 Meadow Lane	Amy Bosse Laura Pustejovsky
TITLE IX COORDINATOR	543-6771	543-1670	700 W. Norris	Alicia Stary

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, El Campo ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Alicia Stary, Director of Federal Programs, 700 W Norris, astary@ecisd.org; 979-543-6771. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Laura Pustejovsky, Special Programs Coordinator, 2620 Meadow Lane, lpustejovsky@ecisd.org; 979-543-8255.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment After Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment After Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional

administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the Human Resource Coordinator in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the Human Resource Coordinator when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the Human Resource Coordinator if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Human Resource Coordinator if you have any questions regarding reverification of employment authorization.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact their supervisor.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their supervisor by the first day of instruction.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10, 11, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See *Overtime Compensation* on page 17 for additional information. All paraprofessional and auxiliary employees are required to take a minimum of 30 minutes for lunch.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Human Resource Coordinator.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other

job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, El Campo ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Administration Office.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as non-exempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 17)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Hiring Schedules and Pay Structure Schedules may be found on the web at www.ecisd.org.

Employees should contact the Human Resource Coordinator for more information about the district's pay schedules or their own pay.

Paychecks

All employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization.

The schedule of pay dates for the 2020-2021 school year follows:

<i>Pay Period</i>	<i>Pay Date</i>
August 1 st – August 28 th	September 18, 2020
August 29 th – September 25 th	October 20, 2020
September 26 th – October 30 th	November 18, 2020
October 31 st – November 27 th	December 15, 2020
November 28 th – December 25 th	January 20, 2021
December 26 th – January 29 th	February 19, 2021
January 30 th – February 26 th	March 19, 2021
February 27 th – March 26 th	April 20, 2021
March 27 th – April 30 th	May 20, 2021
May 1 st – May 28 th	June 17, 2021
May 29 th – June 25 th	July 20, 2021
June 26 th – July 30 th	August 20, 2021

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of one month is necessary to activate this service. Contact the payroll clerk for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS)
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. **Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action.**

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. Saturday and ends at 11:59 p.m. Friday.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee will be required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance

premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact the Human Resource Coordinator for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for disability, long term care, accident, cancer, heart/stroke, individual life, dental, vision, etc. Premiums for these programs can be paid by payroll deduction. Employees should contact the Human Resource Coordinator for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., medical, accidental death and dismemberment, cancer, dental, heart/stroke and vision). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services, effective August 4, 2004.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 27 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the Human Resource Coordinator.

Teacher Retirement

Policy DEG

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify the Human Resource Coordinator as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 9 for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the Human Resource Coordinator or the Leave Specialist for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half or whole day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State Sick Leave (prior to 1995-96)
- State Personal Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

The use of more than 3 days in a row for Discretionary Leave (Local or State), requires prior written approval and **will result in a dock on the 4th day of absence**. The use of Discretionary Leave (Local or State) shall not be permitted on the day before a school holiday, the day after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for state-mandated assessments, professional staff development days, or in-service days. Employees wanting to take discretionary personal leave on one of the designated days will be docked without exception.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification. Any employee who is absent more than 5 days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees on an approved leave of absence other than family and medical leave may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave. Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee’s unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee’s usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee’s discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three (3) days in advance of the anticipated

absence. Discretionary use of State personal leave shall not exceed 3 consecutive workdays. (see DEC Local) The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in half day or whole day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

All employees shall earn five paid local leave days per school year. A day of local leave is equivalent to the number of hours per day in an employee's usual assignment whether full-time or part-time. Local leave shall accumulate to a maximum of 60 days.

If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, local leave will be prorated based on the actual time employed. If an employee leaves the district before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

Extended Leave

When personal illness or disability, including pregnancy-related disability, or illness or injury of an immediate family member extends beyond the number of sick days available to full-time

employees, the employee shall be granted a maximum of 10 days of extended leave per school year.

One third of the employee's daily rate of pay shall be deducted for each day of extended leave taken, whether or not a substitute is employed.

Sick Leave Bank

The District has established a Sick Leave Bank that employees may join through contributions of local leave. This leave is used for catastrophic events. For more information, you may contact the Human Resource Coordinator.

Neutral Absence Control

Policy DEC

Except as provided by law, employees who have excessive absences equal to 30 workdays or more during one school year shall be subject to separation from employment due to unavailability for work. An absence which is not covered by any available paid or unpaid leave, and is not otherwise explicitly approved by the District, is considered an excessive absence. A workday, for purposes of this policy, is a day on which the employee is required to perform services for the District as determined by the employee's work schedule set by the District.

A contract employee's failure to immediately return to work upon medical certification of the employee's ability to perform essential job functions, with or without accommodation, shall be considered good cause for termination or grounds for nonrenewal of the employee's contract.

A noncontractual employee who fails to return to work upon medical certification of the employee's ability to perform essential job functions, with or without accommodation, shall be terminated from his or her employment with the District.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);

- To care for the employee’s spouse, child, or parent who has a qualifying serious health condition;
- For the employee’s own qualifying serious health condition that makes the employee unable to perform the employee’s job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee’s spouse, child, or parent.

An eligible employee who is a covered servicemember’s spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer’s normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual’s FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee’s worksite.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300 (a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period from July 1 through June 30.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee,

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according to the procedures outlined in policy (see DECA (LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact the Leave Specialist for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the Leave Specialist should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury, and should be immediately reported to the employee's immediate supervisor.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Employees may use up to five Local, State Personal or State Sick Leave (accumulated before May 30, 1995) for Bereavement Leave in the case of death of the employee's immediate family member as defined by board policy. An employee who has used all available state and local leave may use up to five days of unpaid leave. At the time of the request, the employee shall provide documentation to his or her supervisor supporting the need for this leave.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty, including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States.

Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee is required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court is required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances. Employees will not be paid for personal court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in authorized training or duty ordered by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact the Human Resource Coordinator. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact the Human Resource Coordinator for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized through special events and activities including the annual Appreciation Banquet.

District Communications

Throughout the school year, the district and campus offices publish newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. District and Campus information may be found at www.ecisd.org.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints can be found at www.ecisd.org under Board Policy DGBA (Local) or by contacting the Administration Office, 700 West Norris Street.

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district's investigation, may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 52 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the

progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct Toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation can be found at www.ecisd.org under Board Policy [DIA \(Local\)](#) and [DIA \(Regulation\)](#) or by contacting the Administration Office, 700 West Norris.

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 36 and *Bullying*, page 57 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students can be found at www.ecisd.org under Board Policy [DHB \(Legal\)](#), [FFH \(Local\)](#) and [FFH \(Regulation\)](#) or by contacting the Administration Office, 700 West Norris.

Reporting Suspected Child Abuse

Policies DG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code 261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-

5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides

employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact Director of Information System.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications includes all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also

includes all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express, written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH (EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents* below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers,

counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district e-mail address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 7:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators, including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records [See Policies CPC and FL]
 - Copyright law [See Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.

- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are requested to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or her supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds

- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Alcohol and Drug-Abuse Prevention

Policy DH

El Campo ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use can be found in Board Policy DH Local.

Tobacco Products and E-Cigarette Use

Policies DH, FNCD GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies later in the document for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact immediate supervisor.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a

handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the Superintendent's office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the front entrance of each building. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

- Radio Station – KULP 1390 AM
- Web posting – www.ecisd.org
- School Alert Calling System

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Accounts Payable department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the Accounts Payable Clerk for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resource Coordinator's office if there are any changes or corrections to their name, home

address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from the Administration Office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to the Human Resource Coordinator. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The Assistant Superintendent of Finance is responsible for scheduling the use of facilities after school hours. Contact David Bright to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Superintendent of Schools. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 52. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the same acts.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the Superintendent of Schools at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Reimbursement for Leave upon Retirement

Policy DEC Local

An employee who retires from the District shall be eligible for reimbursement for local leave under the following conditions:

1. The employee is retiring under the Texas Teacher Retirement System.
2. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 90 days before the last day of employment. Non-contract employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least five years of service with the District.

The employee shall be reimbursed for each day of local leave, to a maximum of 60 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available on line.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 31.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person’s employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The reporting requirements above are in addition to the superintendent’s ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. “Reported criminal history” means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, El Campo ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Alicia Stary, the district Title IX coordinator for students, 700 West Norris, astary@ecisd.org, 979-543-6771. Questions or concerns about discrimination on the basis of a disability should be directed to Laura Pustejovsky, the district ADA/Section 504 coordinator for students, 2620 Meadow Lane, lpustejovsky@ecisd.org, 979-543-8255. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen[®]), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by TEC 37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is available in Board Policy FFI (Local). El Campo I.S.D. Harrassment and Bullying Reporting forms are available online at the campus website, in each Principal's and Counselor's office and in the appendix.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

EL CAMPO I.S.D. EMPLOYEE DRESS AND GROOMING STANDARDS

All District employees shall adhere to all dress and grooming standards during regular school business hours and while attending and acting in an official capacity at school related activities or events. It is expected that employees be neat, clean, and dressed in compliance with District standards.

ALL STAFF MUST WEAR IDENTIFICATION BADGES DURING WORK HOURS

GROOMING STANDARDS for Men and Women

HAIR

- Employees' hair shall be clean and neatly groomed. Facial hair for men should be neatly groomed and side burns no lower than ear lobe.

STANDARDS FOR FEMALE EMPLOYEES

PANTS

- Must not be too tight or form fitting, including jeans
- Must not have any rips, tears, holes, or frayed edges
- No knit/jersey type leggings
- No spandex or lycra tights or pants
- Jeans (blue or colored) walking shorts or skorts (no shorter than 2 inches above the knee) are permitted on casual Fridays, Spirit Days and summer work days. (No more than 2 days a week)
- Cropped pants may be worn if they meet the following standards
 - Must be below mid-calf in length (may not fit tightly around the knee)
 - No spandex or lycra material
 - Must be tailored; not tight fitting
 - May not have any rips, tears, holes, or frayed edges

SHIRTS, BLOUSES & DRESSES

- Must not be tight, low cut, or revealing
- Must not be see through
- No tank tops, halters, "spaghetti straps" or bare midriffs (must be long enough to cover the midriff from being exposed when hands are raised in the air)
- Sleeveless may be worn only if the shoulder seams extend to the shoulder and must cover undergarments
- No t-shirts
- T-shirts with school/holiday motifs may be worn on designated spirit days only
- Dresses & Skirts must not be too snug or tight

SHOES

- Sandal-type shoes are acceptable; however, shower/beach-type shoes are unacceptable
- No croc-like shoes or house shoes
- Tennis/athletic shoes that are clean, and in good condition may be worn
- Canvas tennis shoes (e.g., Keds) are acceptable
- Any shoes worn must have an appropriate sole/walking surface
- No bare feet, shoes must be worn at all times

SHORTS, WIND SUITS & WARMUP

- Allowed only for P.E. coaching activities and are NOT permissible in the classroom

SWEAT SUITS

- Not allowed

BODY PIERCING

- Must not be visible
- Must be removed or fully covered by clothing

TATTOOS

- All ECISD employees shall not have any visible tattoos. Tattoos that are not covered by clothing shall be covered with a bandage.

HATS

- Not allowed indoors

STANDARDS FOR MALE EMPLOYEES

PANTS

- Must not be too tight or form fitting
- Must not have any rips, tears, holes, or frayed edges
- No overalls
- No spandex or lycra tights or pants
- Jeans (blue or colored) are permitted on casual Fridays, Spirit Days and summer work days (No more than 2 days a week)

SHIRTS

- Must have a collar
- Must not be tight
- Must not be see through
- No tank tops or bare midribs
- No sleeveless shirts
- No t-shirts
- T-shirts with school/holiday motifs may be worn on designated spirit days only
- Shirts with a shirttail must be tucked in

SHOES

- No rubber sole flip-flops, shower shoes, beach shoes, croc-like or house shoes
- Tennis/athletic shoes that are clean, and in good condition may be worn
- Canvas tennis shoes (e.g., Keds) are acceptable
- Any shoes worn must have an appropriate sole/walking surface
- No bare feet, shoes must be worn at all times

SHORTS, WIND SUITS, & WARMUPS

- Allowed only for P.E. teachers coaching activities and are NOT permissible in the classroom

SWEAT SUITS

- Not allowed

EARRINGS

- Not allowed

BODY PIERCING

- Must not be visible
- Must be removed or fully covered by clothing

TATTOOS

- All ECISD employees shall not have any visible tattoos. Tattoos that are not covered by clothing shall be covered with a bandage.

HATS

- Not allowed indoors

The principal or supervisor may approve variations in the dress code for special situations such as field day, Spirit day, workday, etc. and for those individuals whose responsibilities may necessitate an alternate form of dress. Woodshop, metal shop, auto mechanics and Ag teachers may be allowed to wear jeans daily.

FINAL AUTHORITY

Campus administrators will have complete and final judgment on all matters concerning interpretation of the employee dress code. Matters concerning appearance and dress not specifically covered in the standardized dress code policy shall be within the discretion of administrators.

Appendix: Freedom from Bullying Policy

[https://pol.tasb.org/Policy/Download/1215?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1215?filename=FFI(LOCAL).pdf) is the text for ECISD’s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying – Forms and Procedures

EL CAMPO ISD HARASSMENT AND BULLYING REPORTING FORM (LOCAL) FFI

Directions: Harassment and Bullying are serious and will not be tolerated. This is a form to report alleged harassment and/or bullying on school property; at a school-sponsored activity or on a school bus on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged harassment and/or bullying, complete this form and return it to the Principal at the student victim’s school. Contact the school for additional information or assistance at any time.

Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health and safety.

State law defines bullying as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that: (1) has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or (2) is sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student. Conduct is considered bullying if it (1) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and (2) interferes with a student’s education or substantially disrupts the operation of a school.

Today’s date: _____ / _____ / _____ School: _____
Month Day Year

PERSON REPORTING INCIDENT Name: _____

Telephone: _____ E-mail: _____

Place an X in the appropriate box: Student Student (Witness/Bystander) Parent/Guardian School Staff

1. Name of alleged student victim: _____ Age: _____
Please Print

2. Name(s) of alleged offender(s) (If known): (Please print) Age School (if known) Is he/she a student?
 _____ _____ _____ Yes No
 _____ _____ _____ Yes No

3. On what date(s) did the alleged incident happen: _____ / _____ / _____ : _____ / _____ / _____
Month Day Year Month Day Year

4. Was the alleged harassment or bullying on the basis of sex, race, color, national origin or disability?

Yes or No

If the answer is Yes, please circle all that apply: Sex Race Color National Origin
Disability Perceived Sexual Orientation

5. Where did the alleged incident happen (choose all that apply)?

- On school property At a school-sponsored activity or event off school property
 On a school bus On the way to/from school

6. What did the alleged offender(s) say or do? _____

7. Why did the alleged harassment or bullying occur? _____

8. Did a physical injury result from this alleged incident? Place an X next to one of the following:

- No Yes, but it did not require medical attention Yes, and it required medical attention

9. Was the student victim absent from school as a result of the alleged incident? Yes No

If yes, how many days was the student victim absent from school as a result of the alleged incident?

10. Is there any additional information you would like to provide? _____

Signature: _____

Date: _____

INVESTIGATION RESULTS

Date of Investigation: _____

Person that Investigated this Report: _____
Please Print Name

Face to Face Conference with Parent or Guardian: Yes No If No, indicate why _____

Date Conference Took Place: _____ Time Conference Took Place: _____

Members Present at Conference: Name _____ Relation _____

Name _____ Relation _____

Name _____ Relation _____

Action Taken: _____

Signature of Investigator: _____ Date: _____

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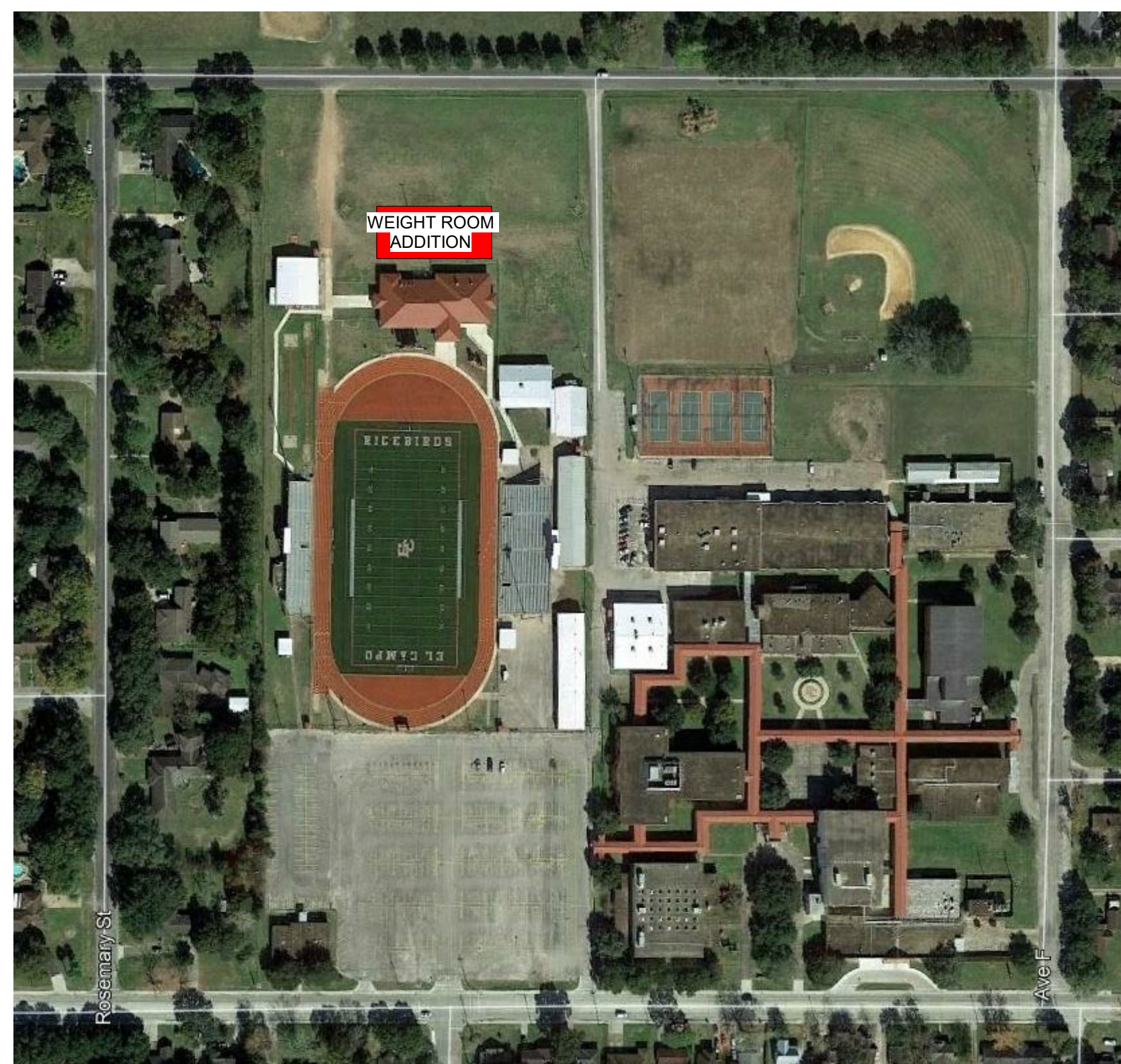
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EL CAMPO ISD WEIGHT ROOM



PROJECT INFORMATION



BOARD OF TRUSTEES

PRESIDENT
VICE PRESIDENT
SECRETARY
TRUSTEE
TRUSTEE
TRUSTEE
TRUSTEE

JAMES RUSSELL
ANTHONY DOROTIK
KEVIN WIED
DENNIS RAWLINGS
GREG ANDERSON
ED ERWIN
RICH DUBROC

SUPERINTENDENT

ROBERT CALLAGHAN

ARCHITECT

SINGLETON ZIMMER HALIBURTON ARCHITECTURE
JIM SINGLETON FAIA
1711 CAVITT AVE
BRYAN, TEXAS 77801
979-779-5757

MEP ENGINEER

RAMIREZ-SIMON ENGINEERING
EDUARDO RAMIREZ PE
TIFFANY GRAEBNER PE
9805 WHITHORN DR
HOUSTON, TEXAS 77095
832-261-1429

STRUCTURAL ENGINEER

DUDLEY DUNHAM ENGINEERING
DREW DUDLEY PE SE
6102 IMPERIAL LOOP DR
COLLEGE STATION, TEXAS 77845
979-690-6555

CIVIL ENGINEER

STRAND ASSOCIATES
WILLIAM HUEBNER

SHEET LIST	
SHEET NUMBER	SHEET NAME
A000	COVER SHEET
A002	CODE REVIEW - AREA PLAN
A003	TYPICAL DETAILS - MILLWORK / INTERIOR MISC.
A004	TYPICAL DETAILS - OPENINGS
A005	SCHEDULES
A100	OVERALL SITE PLAN
A101	SITE PLAN - ENLARGED
A102	CANOPY DETAILS
A200	FOUNDATION PLAN
A201	FLOOR PLAN
A300	FLOOR PLAN - FINISHES
A400	ELEVATIONS - EXTERIOR
A500	SECTION - BUILDING
A600	ELEVATIONS - INTERIOR
A700	DEVICE & DATA PLANS
A800	REFLECTED CEILING PLAN
A900	ROOF PLAN

NUMBER	DATE

CODES USED FOR THIS REVIEW ARE:
2015 FAMILY OF THE INTERNATIONAL BUILDING CODES
NEC 2014
NFPA Life Safety 101
IECC 2015

WEIGHT ROOM / LOCKER ROOM CODE REVIEW

BUILDING AREA:
ASSEMBLY (A-4)
TYPE IIB CONSTRUCTION, NONCOMBUSTIBLE

508.2.4 Separation of Occupancies. No separation is required between accessory occupancies and the main occupancy.

TOTAL ALLOWABLE SF
EDUCATIONAL OCCUPANCY = 14,500 SF ALLOWABLE PER FIRE AREA (NO SPRINKLERS)
BUSINESS OCCUPANCY IS ACCESSORY TO EDUCATIONAL OCCUPANCY

GROSS BUILDING SQUARE FOOTAGE = 11,980 SF

EGRESS COMPONENTS:
EGRESS COMPONENTS ARE SIZED PER THE MAXIMUM POSSIBLE OCCUPANT LOAD OF ALL SPACES AS SHOWN IN THE CHART. 0.2" PER OCCUPANT IS PROVIDED FOR EACH MEANS OF EGRESS.

AREA SCHEDULE(GROSS BUILDING)	
NAME	AREA
FIRE AREA 1	11980 SF

AREA SCHEDULE (CODE REVIEW - OCCUPANCIES1)			
NAME	AREA	OCCUPANT LOAD AREA FACTOR	OCCUPANT LAOD FACTOR
ASSEMBLY (A-4)	11605 SF	50 SF	233

WEIGHT ROOM / LOCKER ROOM = OCCUPANTS
231 * .2" = 46.2" 4 EXITS PROVIDED AT 32", 2 EXITS PROVIDED AT 38" & 4 EXITS PROVIDED AT 68" = 476" PROVIDED

PER TABLE 1014.3, MAXIMUM TRAVEL DISTANCE TO EGRESS IS APPROXIMATELY 75' IN A BUILDING NOT EQUIPPED WITH AUTOMATIC FIRE SPRINKLERS.

THERE ARE NO DEAD END CORRIDORS.

PLUMBING FIXTURES:

STADIUM AND FIELD HOUSE:
A-5 OCCUPANCY STADIUM SEATING CAPACITY OF 5100
FIXTURE REQUIREMENTS HAVE BEEN REDUCED PER VARIANCE APPROVED BY EL CAMPO CITY COUNCIL APRIL 13, 2015
TOTAL FIXTURES PROVIDED:
WATER CLOSETS MALE OCCUPANTS HOME AND VISITOR COMBINED INCLUDING URNIALS 32 PROVIDED
WATER CLOSETS FEMALE OCCUPANTS HOMEAND VISITOR COMBINED 32 PROVIDED
LAVATORIES MALE OCCUPANTS HOME AND VISITOR COMBINED 9 PROVIDED
LAVATORIES FEMALE OCCUPANTS HOME AND VISITOR COMBINED 13 PROVIDED

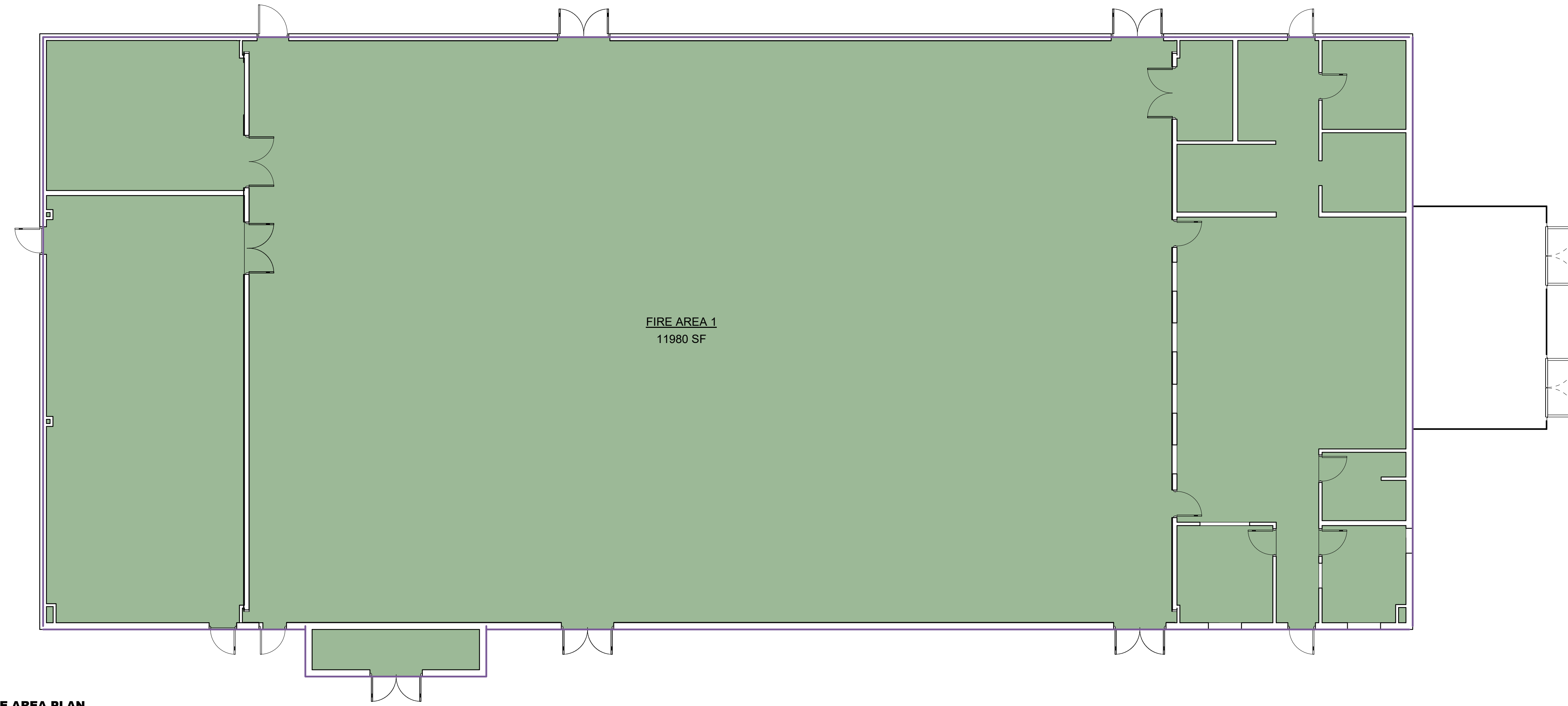
WEIGHT ROOM: CALCULATED FIXTURE REQUIREMENTS.
EDUCATIONAL (E) OCCUPANTS = 231 MALES = 115 FEMALES = 116

REQUIRED: W.C'S, 1:75 MALE, 1:40 FEMALE LAVS, 1:200 MALE, 1:200 FEMALE EDF, 1:500
MALE = 2 FEMALE = 3 MALE = 1 FEMALE = 1 REQUIRED: 1
1 UNISEX 1 UNISEX

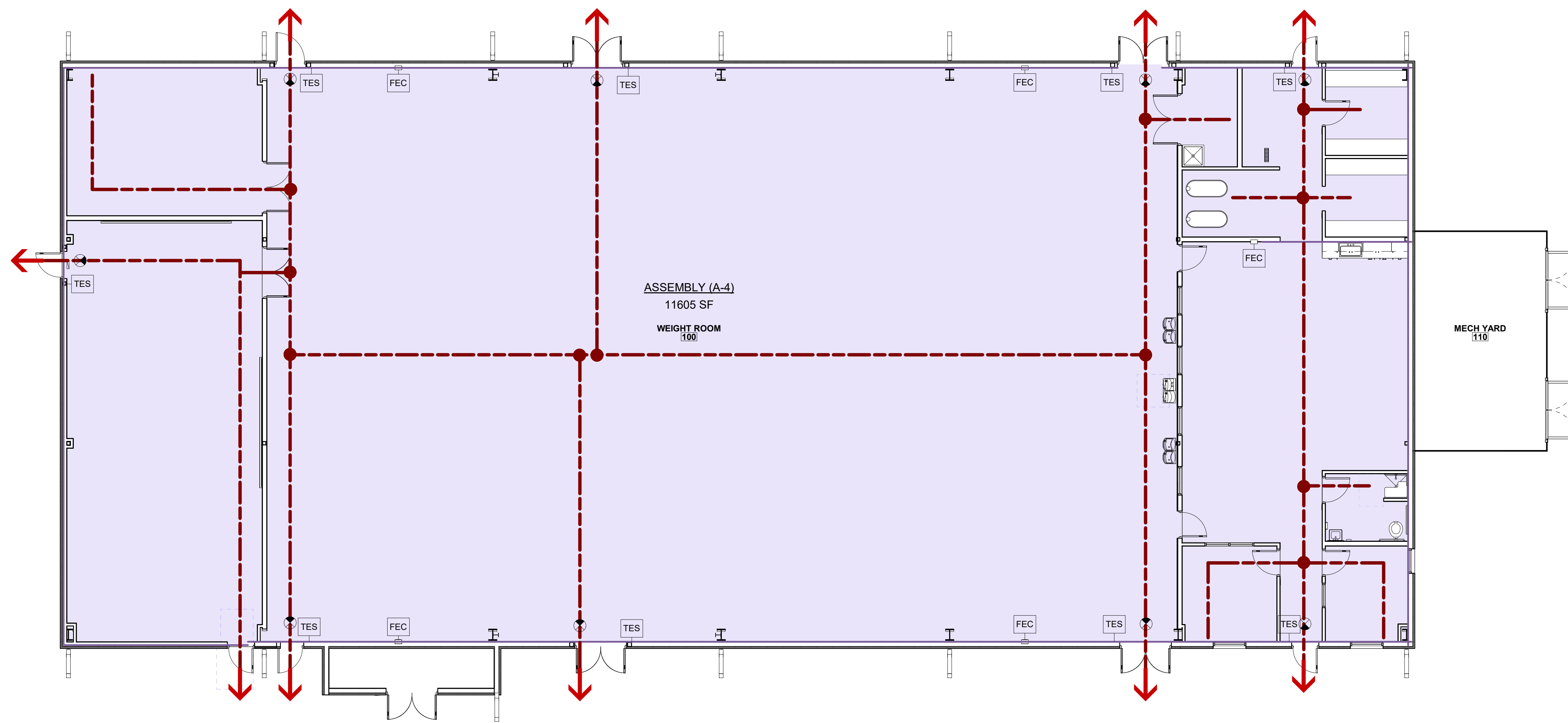
SERVICE SINK: REQ'D FIXTURES = 1 ACTUAL PROVIDED = 1

PROVIDED: EL CAMPO ISD REQUESTS A FIXTURE REDUCTION VARIANCE FROM EL CAMPO CITY COUNCIL DUE TO NON-CONCURRENT USE OF THE WEIGHT ROOM AND STADIUM FACILITIES.

- ← EXIT: EACH ARROW REPRESENTS EGRESS PASSAGE THROUGH A: 36" DOOR AND CALCULATED AS 32" OF CLEAR PASSAGE 32" / 0.2" PER OCCUPANT = 160 EGRESSING OCCUPANTS OR B: 72" DOOR AND CALCULATED AS 68" OF CLEAR PASSAGE 68" / 0.2" PER OCCUPANT = 340 EGRESSING OCCUPANTS
- EGRESS PATH
- EGRESS DECISION POINT
- ⊙ ILLUMINATED EXIT SIGN (SIGN DIRECTION IS BLACK)
- TES TACTILE EXIT SIGN
- FEC FIRE EXTINGUISHER CABINET LOCATIONS, REFER PLAN (NOTE: FINAL QUANTITY AND LOCATION TO BE DETERMINED BY LOCAL AUTHORITY HAVING JURISDICTION. MOUNT WHERE INSTRUCTED WITH BOTTOM EDGE OF CABINET NO GREATER THAN 27" A.F.F. IN LOCATIONS WHERE CABINETS PROJECT GREATER THAN 4" FROM FACE OF WALL.
- PER TABLE 906.3(1) OF 2015 IFC, ONE CLASS A FIRE EXTINGUISHER IS REQUIRED PER 11,250 SF OF FLOOR AREA AND THE TRAVEL DISTANCE CANNOT BE GREATER THAN 75 FEET.



2 FIRE AREA PLAN
1/8" = 1'-0" REF: X200/1.3

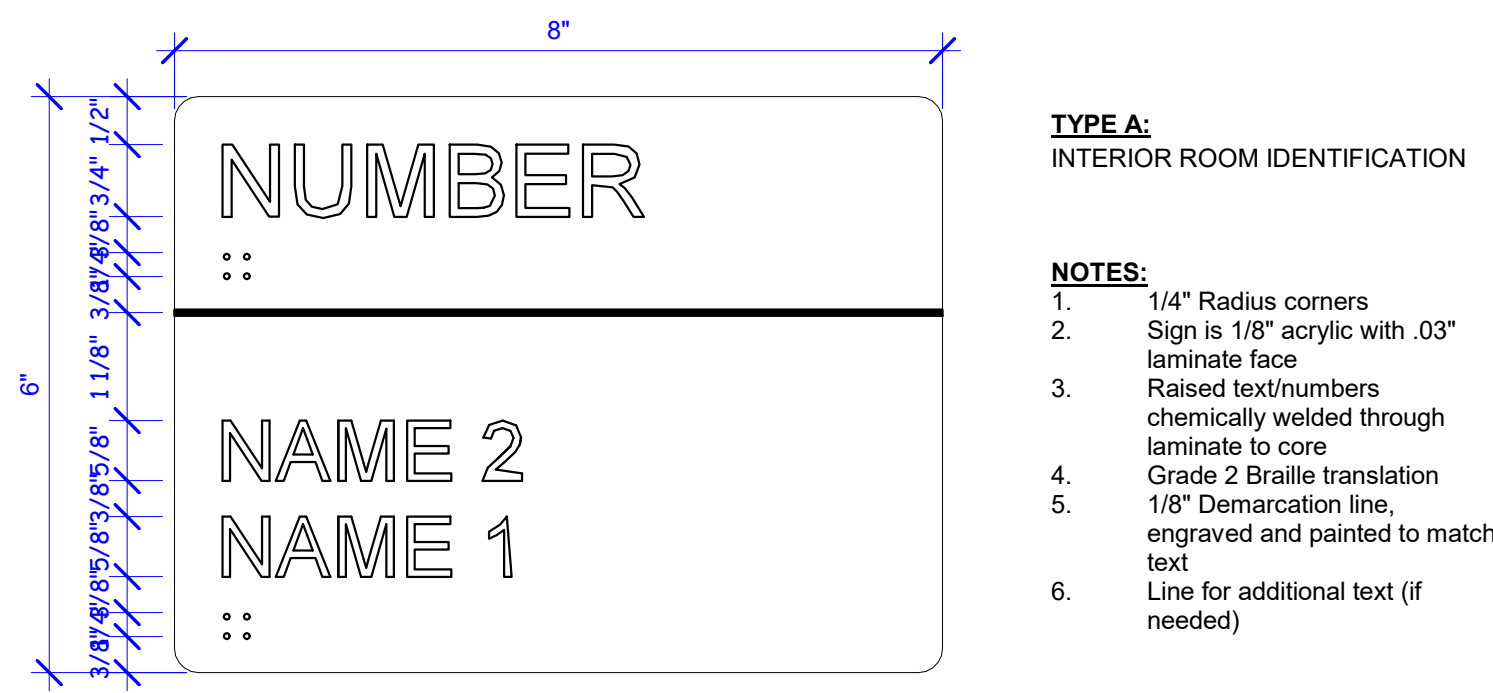


1 CODE REVIEW - AREA PLAN
1/8" = 1'-0" REF: X200/1.3

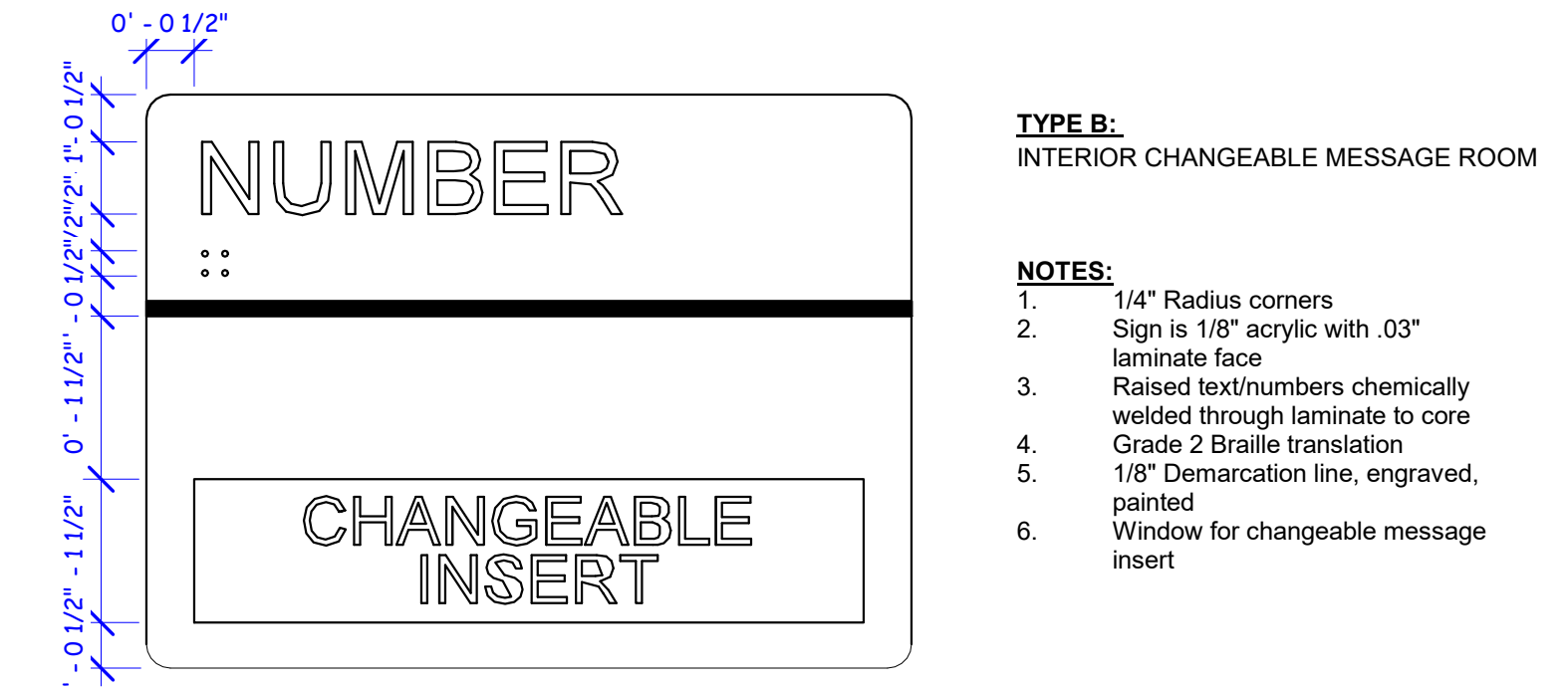
PRELIMINARY

FOR CONSTRUCTION

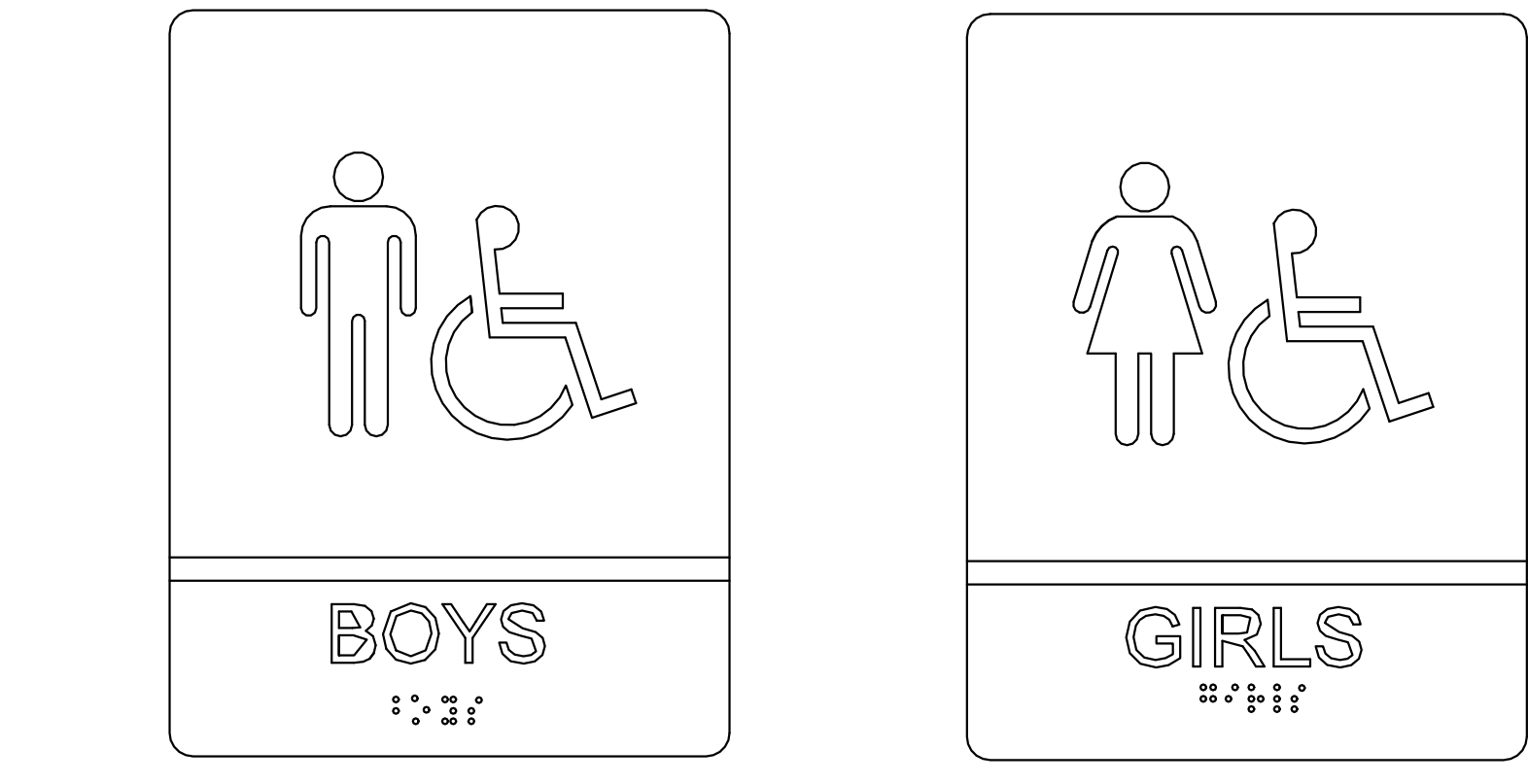
REVISIONS	
NUMBER	DATE



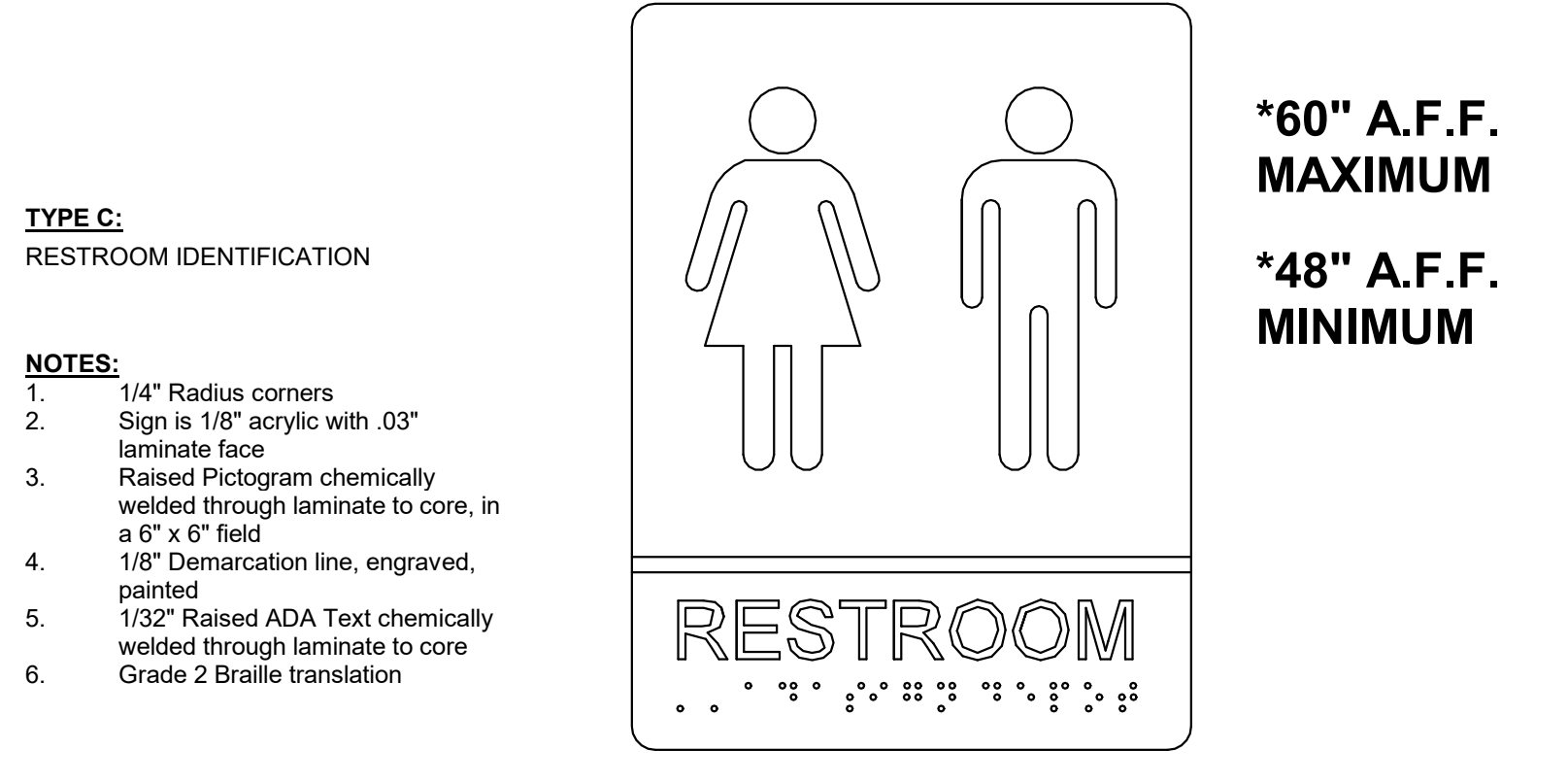
- TYPE A:**
INTERIOR ROOM IDENTIFICATION
- NOTES:**
- 1/4" Radius corners
 - Sign is 1/8" acrylic with .03" laminate face
 - Raised text/numbers chemically welded through laminate to core
 - Grade 2 Braille translation
 - 1/8" Demarcation line, engraved and painted to match text
 - Line for additional text (if needed)



- TYPE B:**
INTERIOR CHANGEABLE MESSAGE ROOM
- NOTES:**
- 1/4" Radius corners
 - Sign is 1/8" acrylic with .03" laminate face
 - Raised text/numbers chemically welded through laminate to core
 - Grade 2 Braille translation
 - 1/8" Demarcation line, engraved, painted
 - Window for changeable message insert

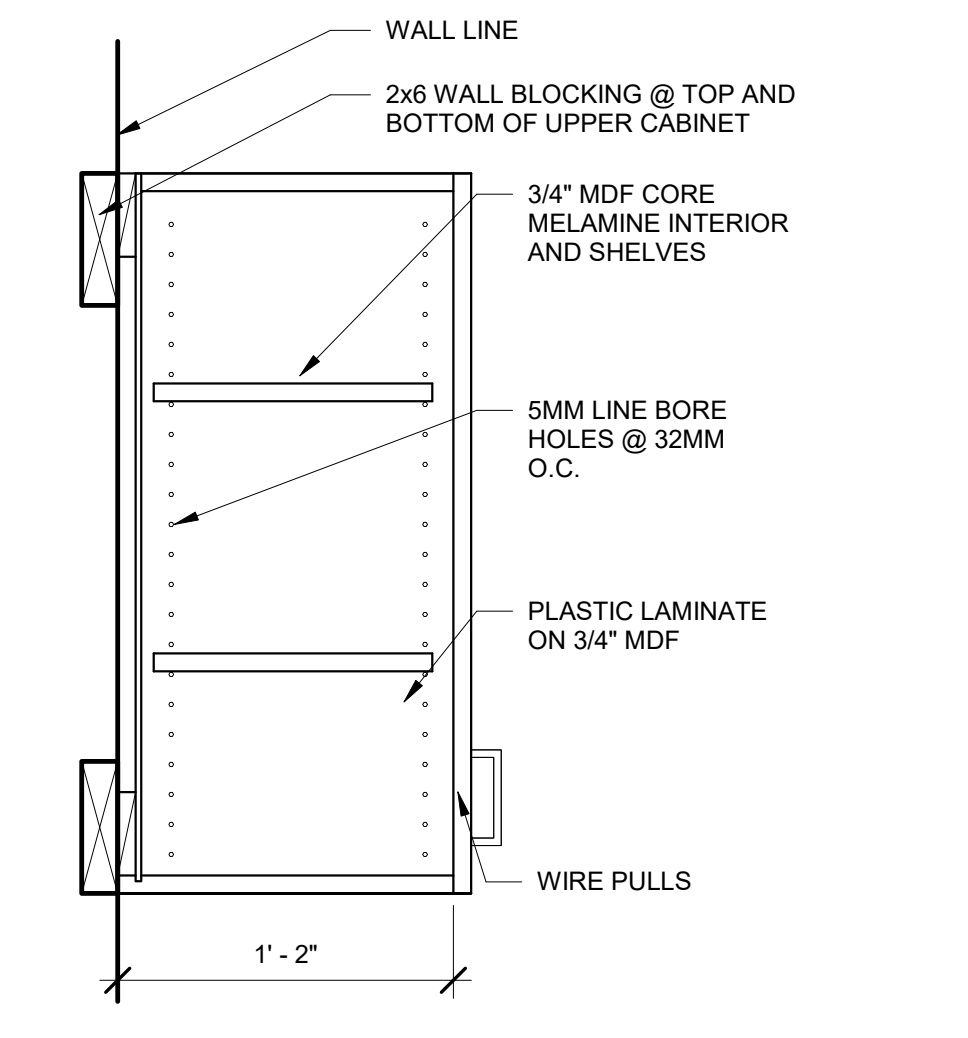


6 Room Signage
3/8" x 10"

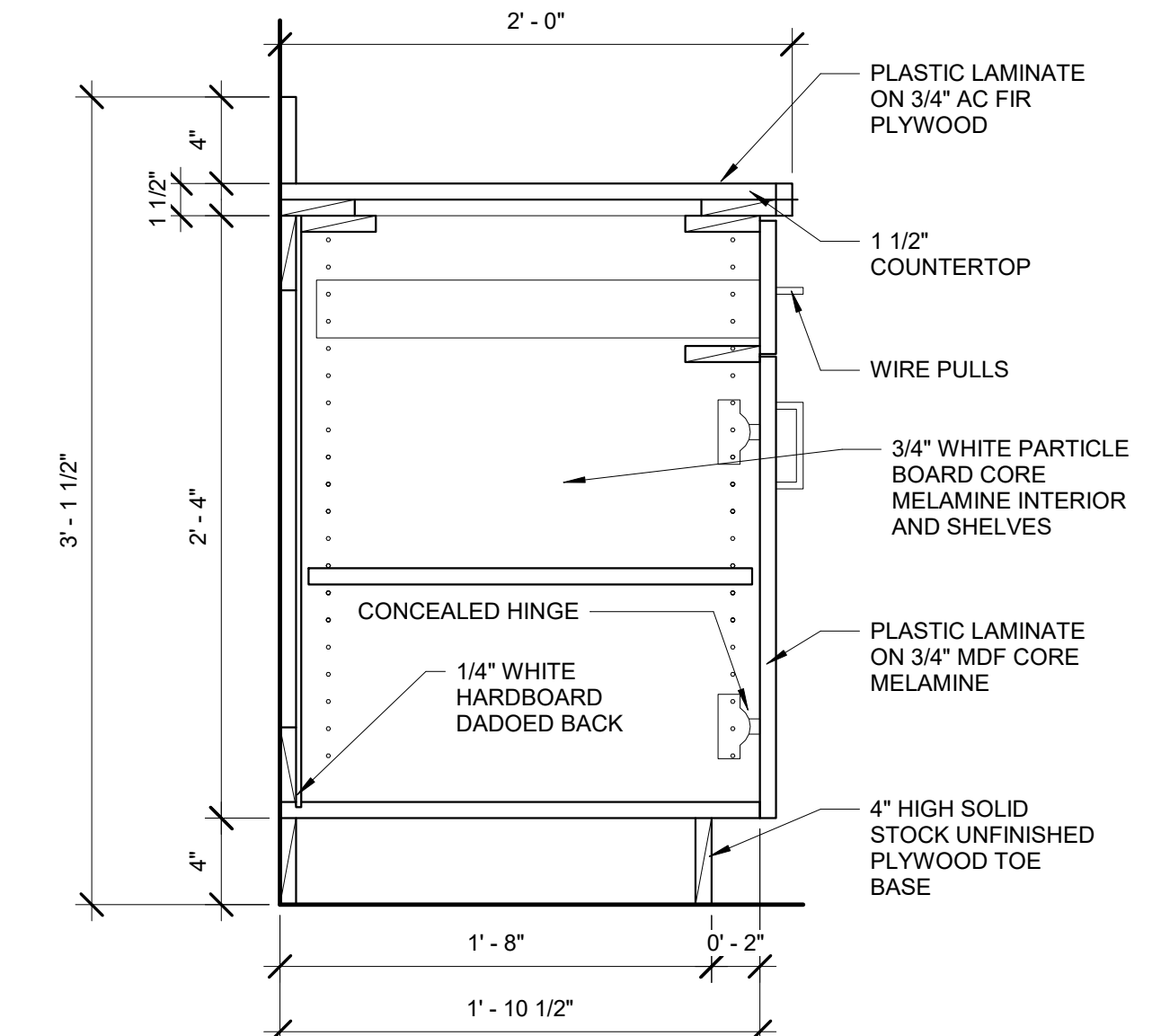


- TYPE C:**
RESTROOM IDENTIFICATION
- NOTES:**
- 1/4" Radius corners
 - Sign is 1/8" acrylic with .03" laminate face
 - Raised pictogram chemically welded through laminate to core, in a 6" x 6" field
 - 1/8" Demarcation line, engraved, painted
 - 1/32" Raised ADA Text chemically welded through laminate to core
 - Grade 2 Braille translation

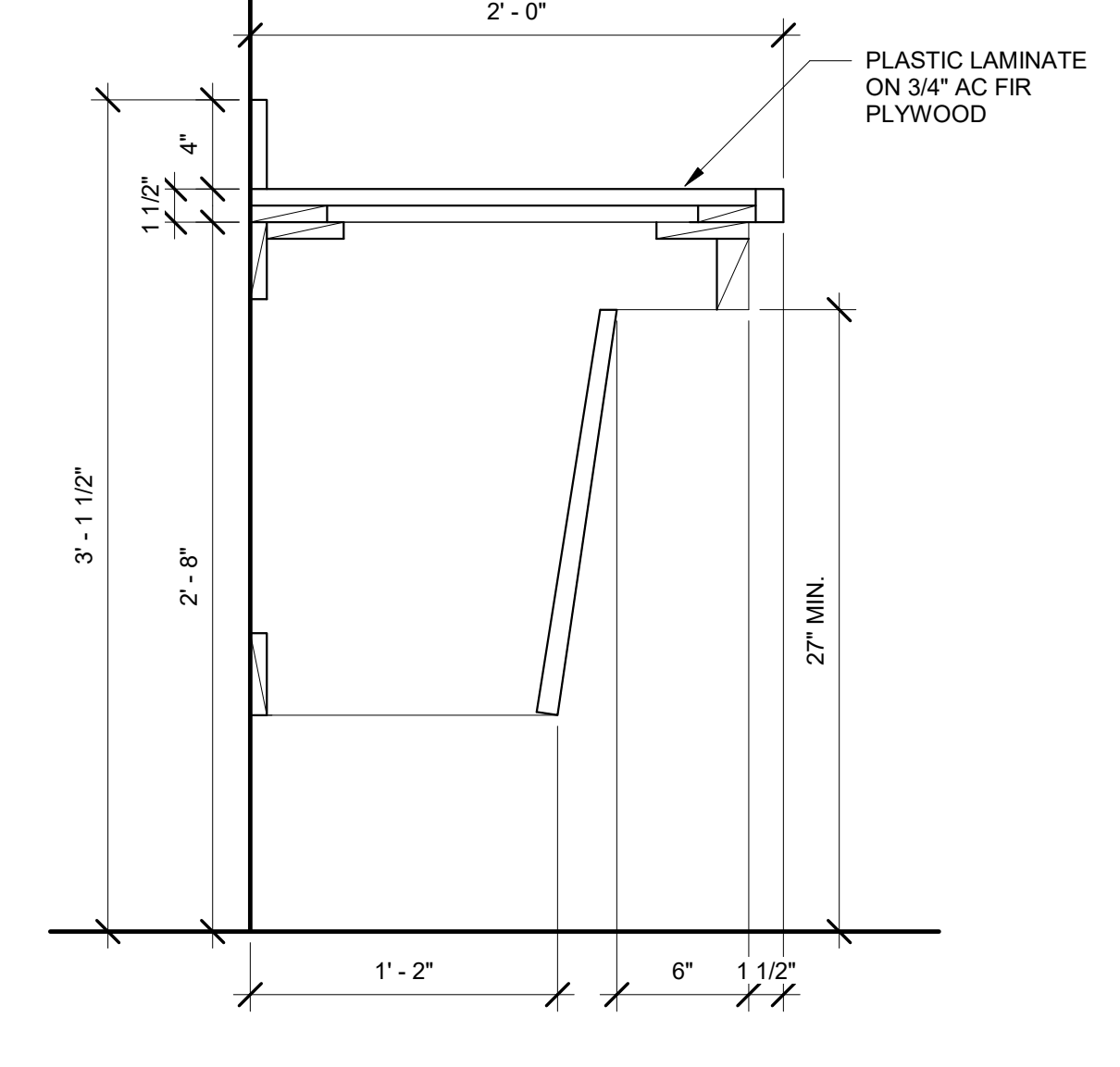
***60" A.F.F. MAXIMUM**
***48" A.F.F. MINIMUM**



5 CASEWORK, UPPER CABINET (TYP) TYPE D & E
1 1/2" x 10"



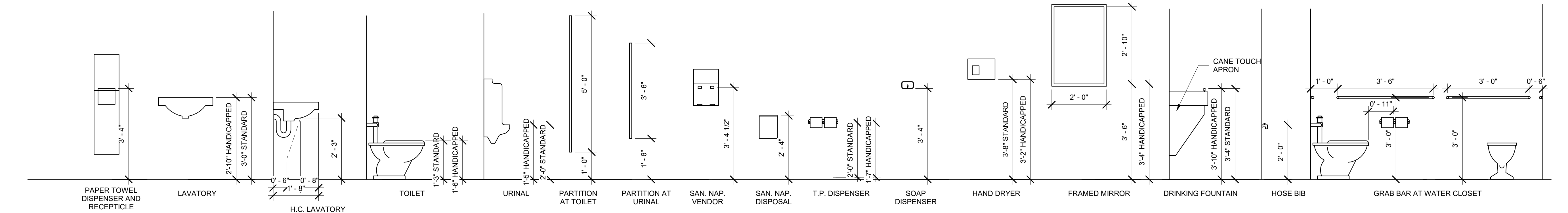
4 CASEWORK, BASE CABINET WITH DRAWER (TYP) TYPE B & C
1 1/2" x 10"



3 CASEWORK, ACCESSIBLE COUNTER (TYP) TYPE A
1 1/2" x 10"

703.4.1 HEIGHT ABOVE FINISH FLOOR OR GROUND
TACTILE CHARACTERS ON SIGNS SHALL BE LOCATED 48 INCHES MINIMUM ABOVE THE FINISH FLOOR OR GROUND SURFACE. MEASURED FROM THE BASELINE OF THE LOWEST TACTILE CHARACTER AND 60 INCHES MAXIMUM ABOVE THE FINISH FLOOR OR GROUND SURFACE, MEASURED FROM THE BASELINE OF THE HIGHEST TACTILE CHARACTER.

703.4.2 LOCATION
WHERE A TACTILE SIGN IS PROVIDED AT A DOOR, THE SIGN SHALL BE LOCATED ALONGSIDE THE DOOR AT THE LATCH SIDE. WHERE A TACTILE SIGN IS PROVIDED AT DOUBLE DOORS WITH TWO ACTIVE LEAFS, THE SIGN SHALL BE LOCATED TO THE RIGHT OF THE RIGHT HAND DOOR. WHERE THERE IS NO WALL SPACE AT THE LATCH SIDE OF A SINGLE DOOR OR AT THE RIGHT SIDE OF DOUBLE DOORS, SIGNS SHALL BE LOCATED ON THE NEAREST ADJACENT WALL. SIGNS CONTAINING TACTILE CHARACTERS SHALL BE LOCATED SO THAT A CLEAR FLOOR SPACE OF 18 INCHES MINIMUM BY 18 INCHES MINIMUM, CENTERED ON THE TACTILE CHARACTERS, IS PROVIDED BEYOND THE ARC OF ANY DOOR SWING BETWEEN THE CLOSED POSITION AND 45 DEGREE OPEN POSITION.



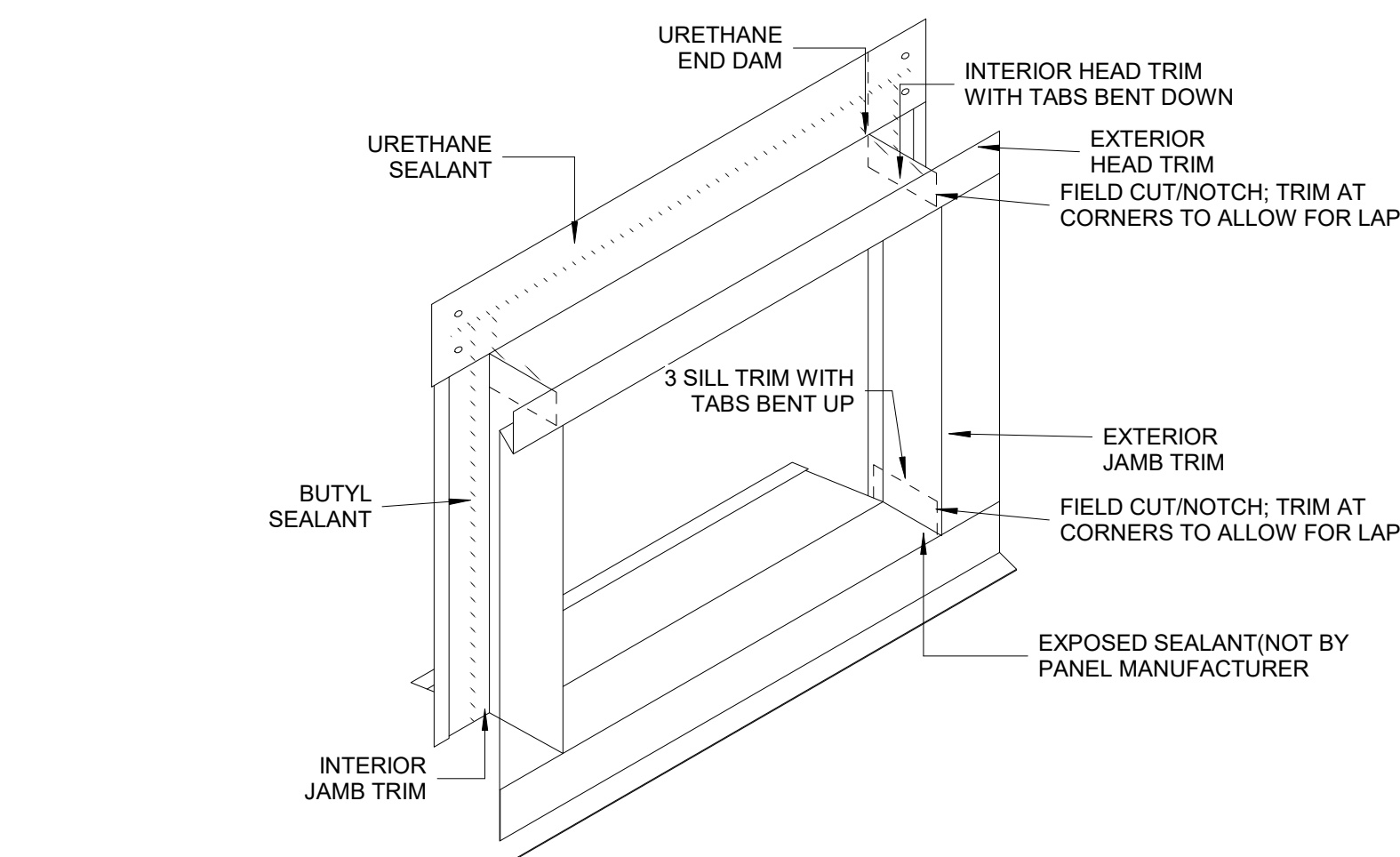
1 STANDARD FIXTURE HEIGHTS
1/2" x 10"

2 SIGN, TACTILE
3/8" x 10"

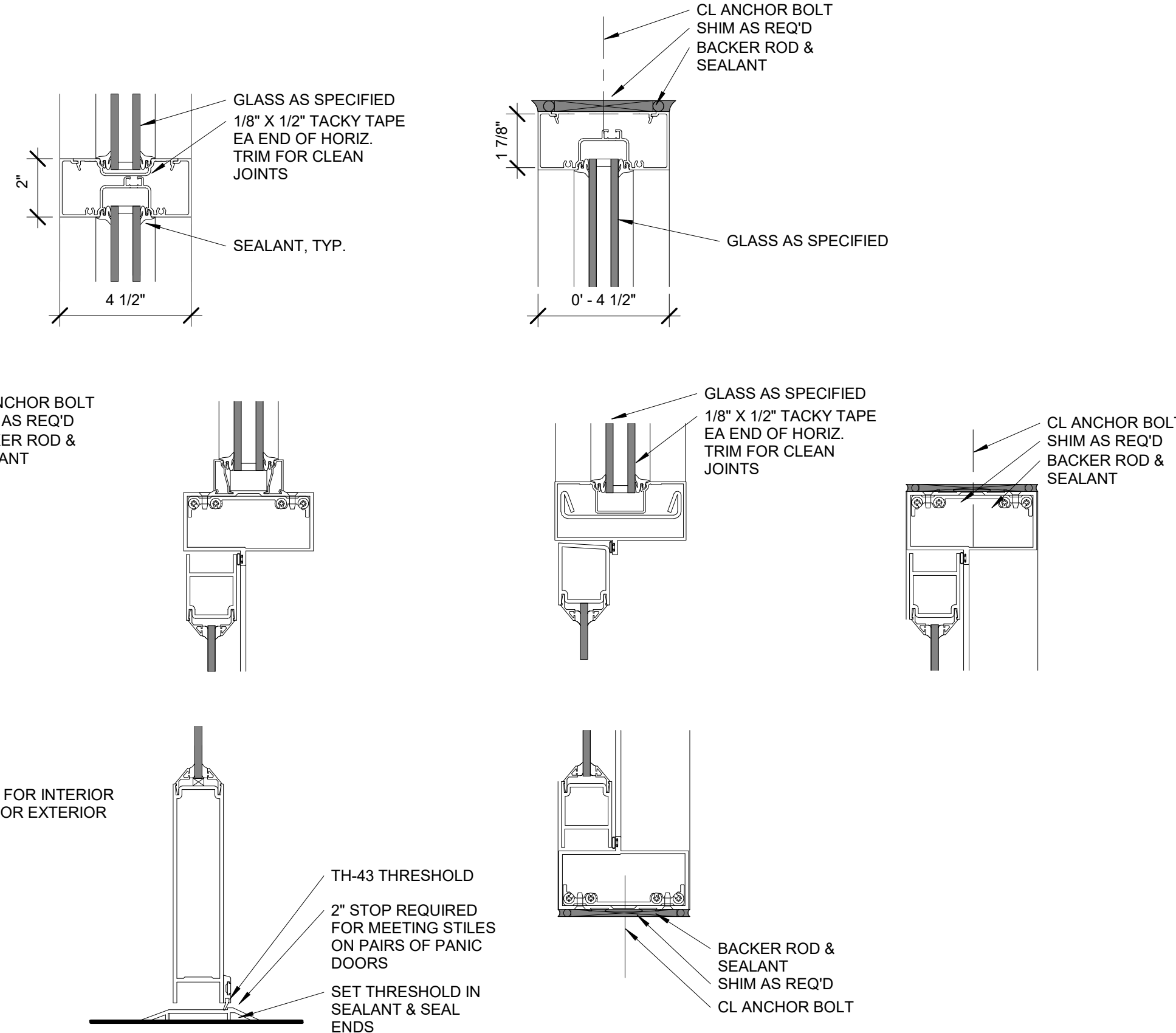
PRELIMINARY

FOR CONSTRUCTION

REVISIONS	
NUMBER	DATE



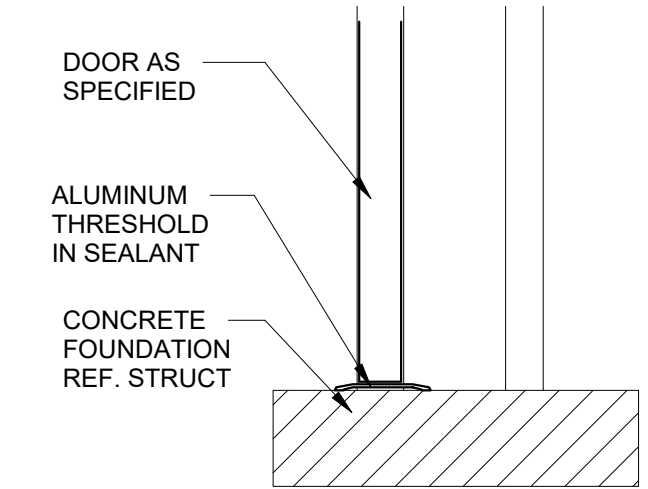
11 WINDOW FLASHING - METAL PANEL DETAIL
3/4" = 1'-0"



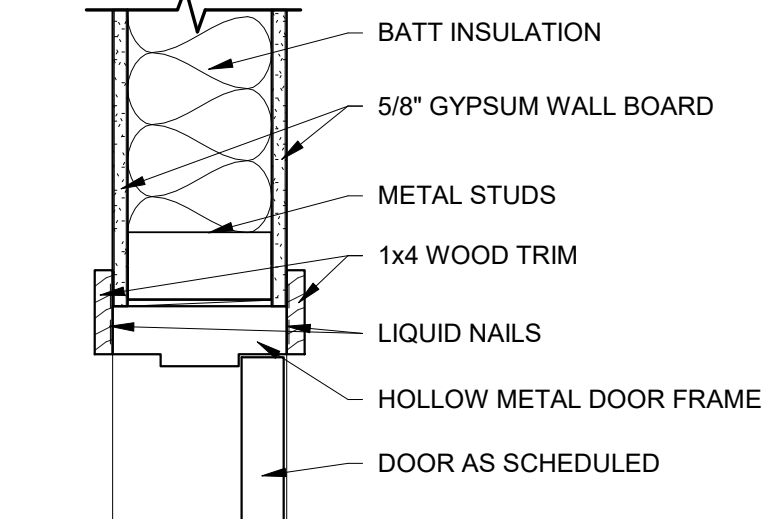
NOTE:
FG-1000= 1 3/4" x 4" W/ 1/4" GLASS FOR INTERIOR
FG-3000= 2" x 4 1/2" W/ 1" GLASS FOR EXTERIOR

PROVIDE MEDIUM STILE DOORS

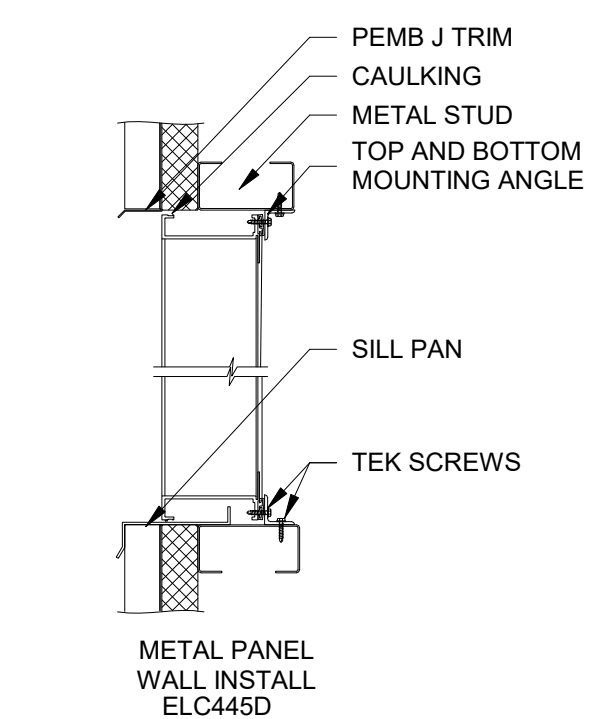
6 STOREFRONT DETAILS
3/4" = 1'-0"



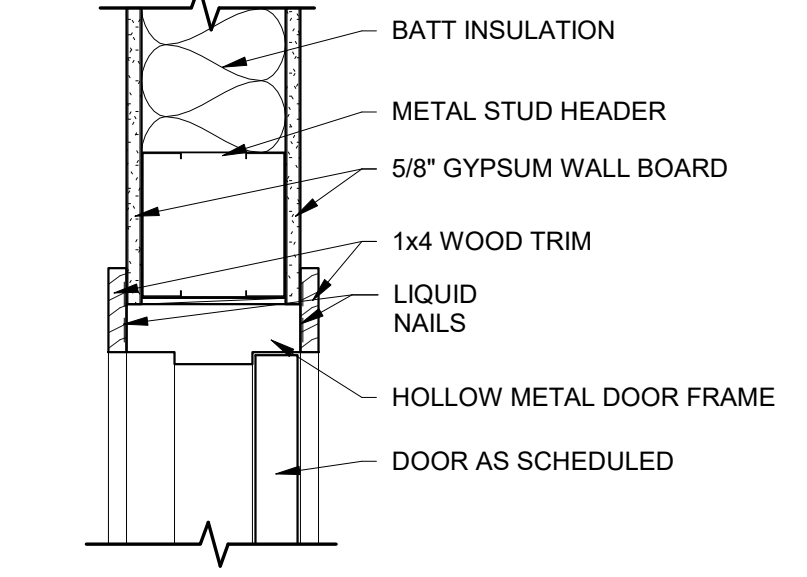
10 HOLLOW METAL DOOR FRAME
1/12" = 1'-0"



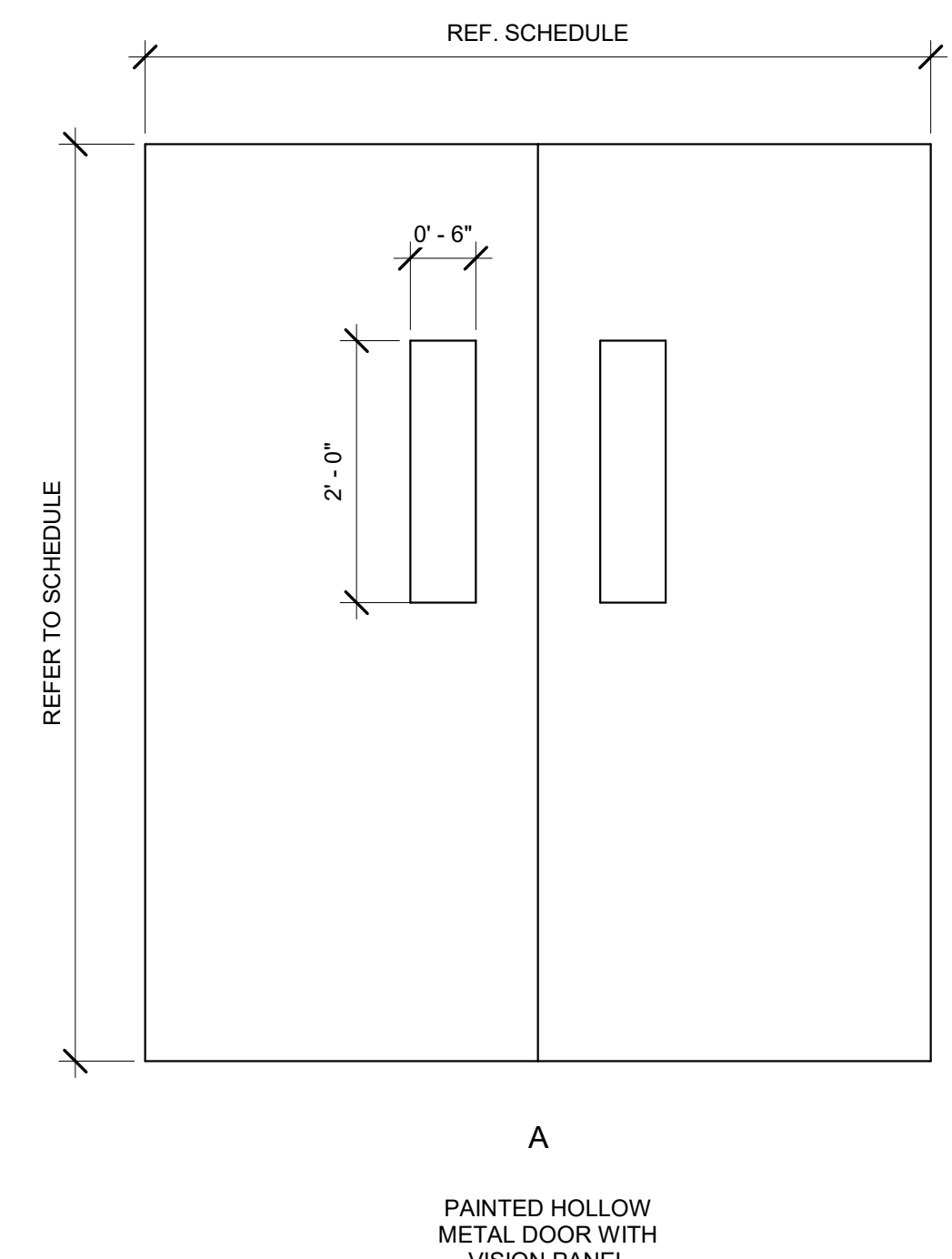
8 HM DOOR JAMB - STUD/GYP
1/12" = 1'-0"



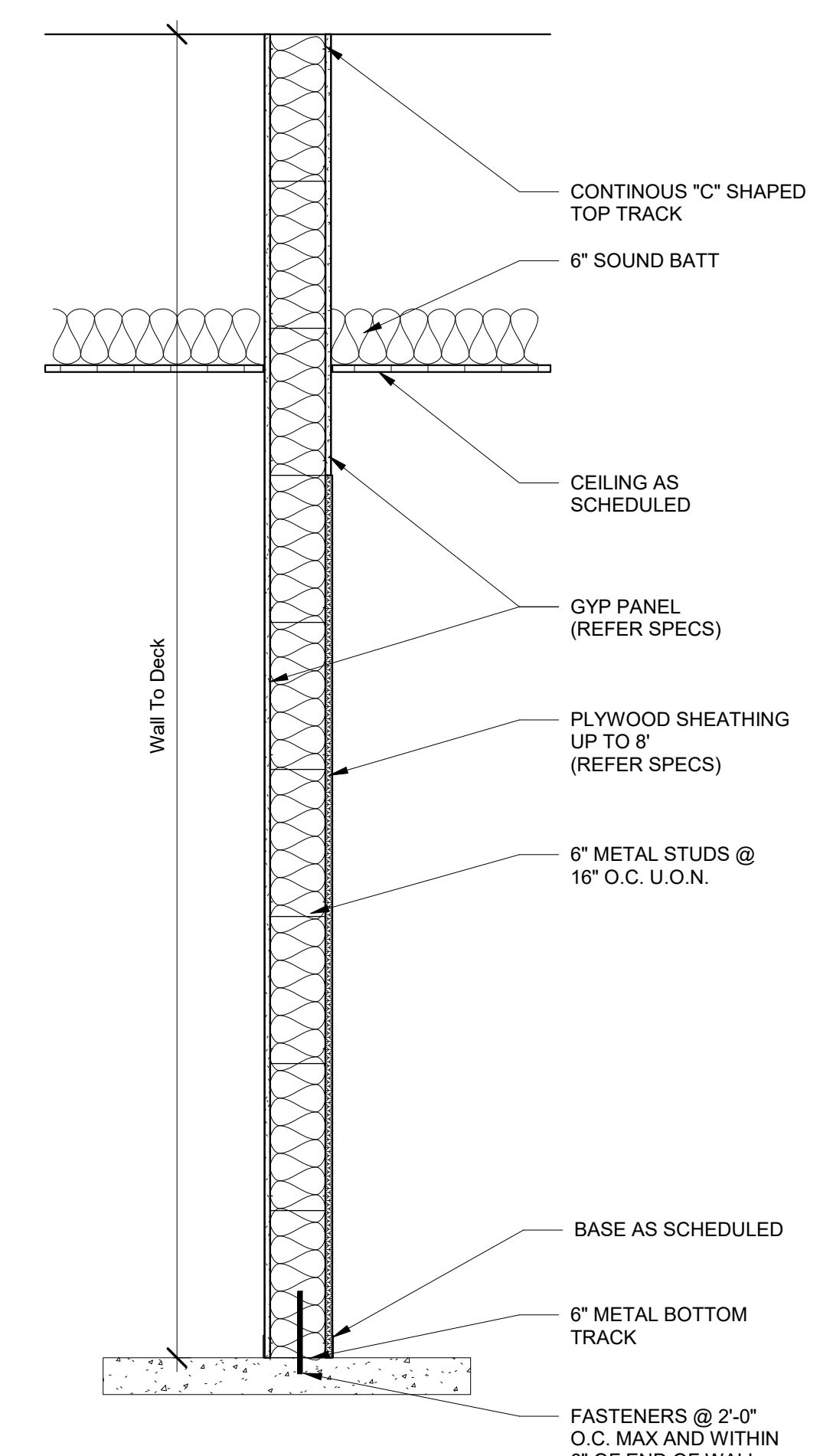
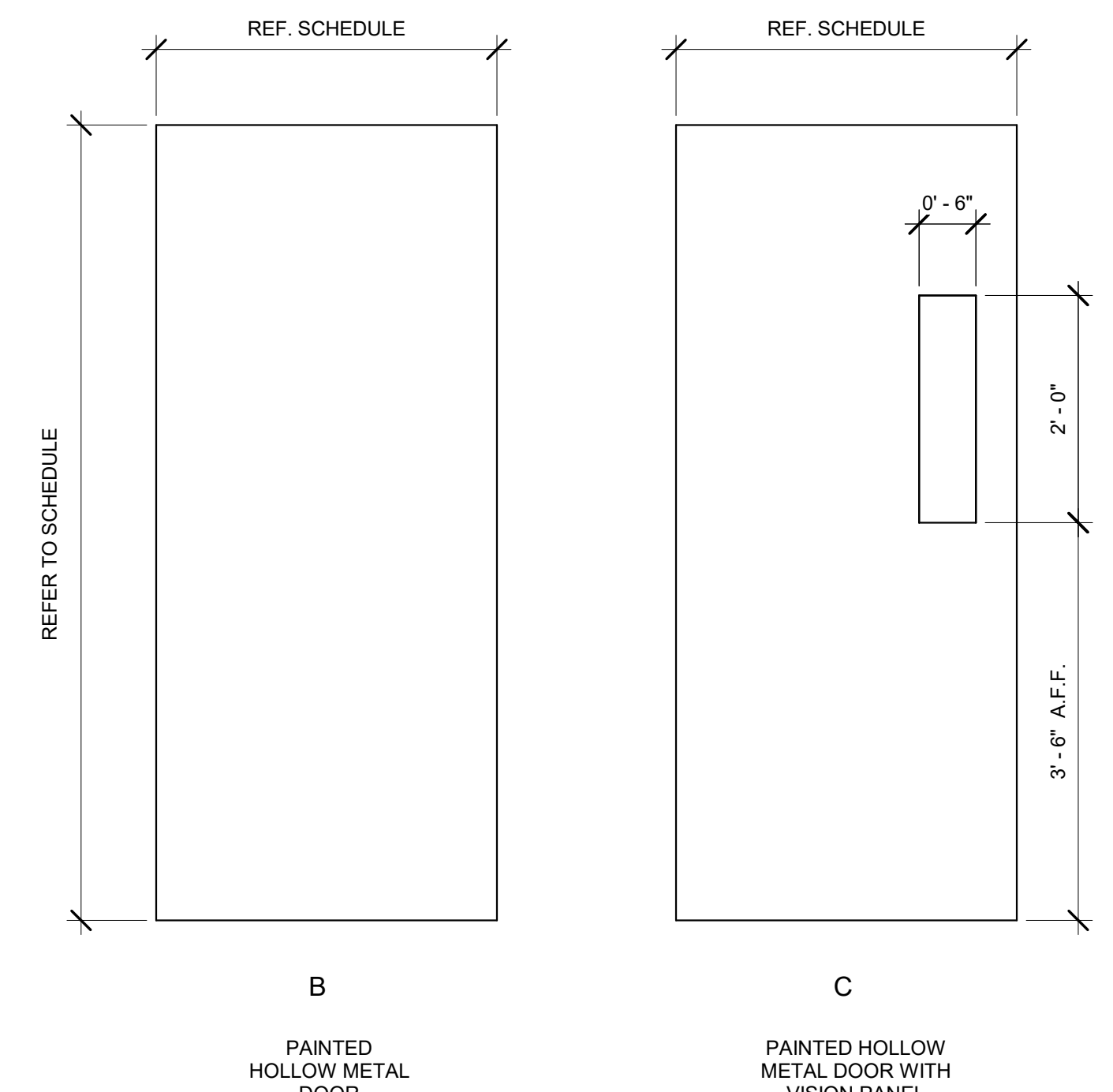
9 LOUVER DETAIL - METAL PANEL WALL
1/12" = 1'-0"



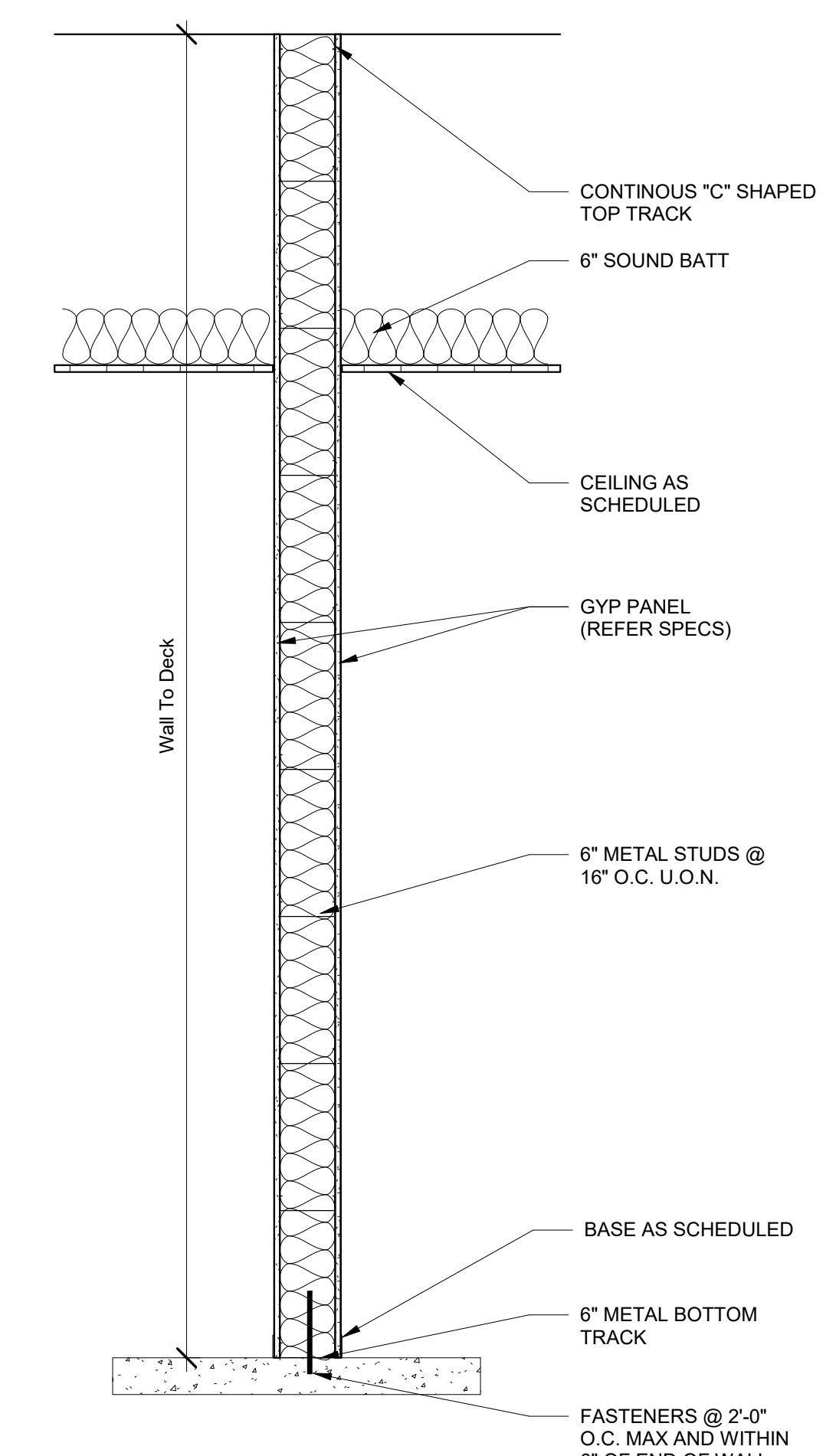
7 HM DOOR HEAD - STUD/GYP
1/12" = 1'-0"



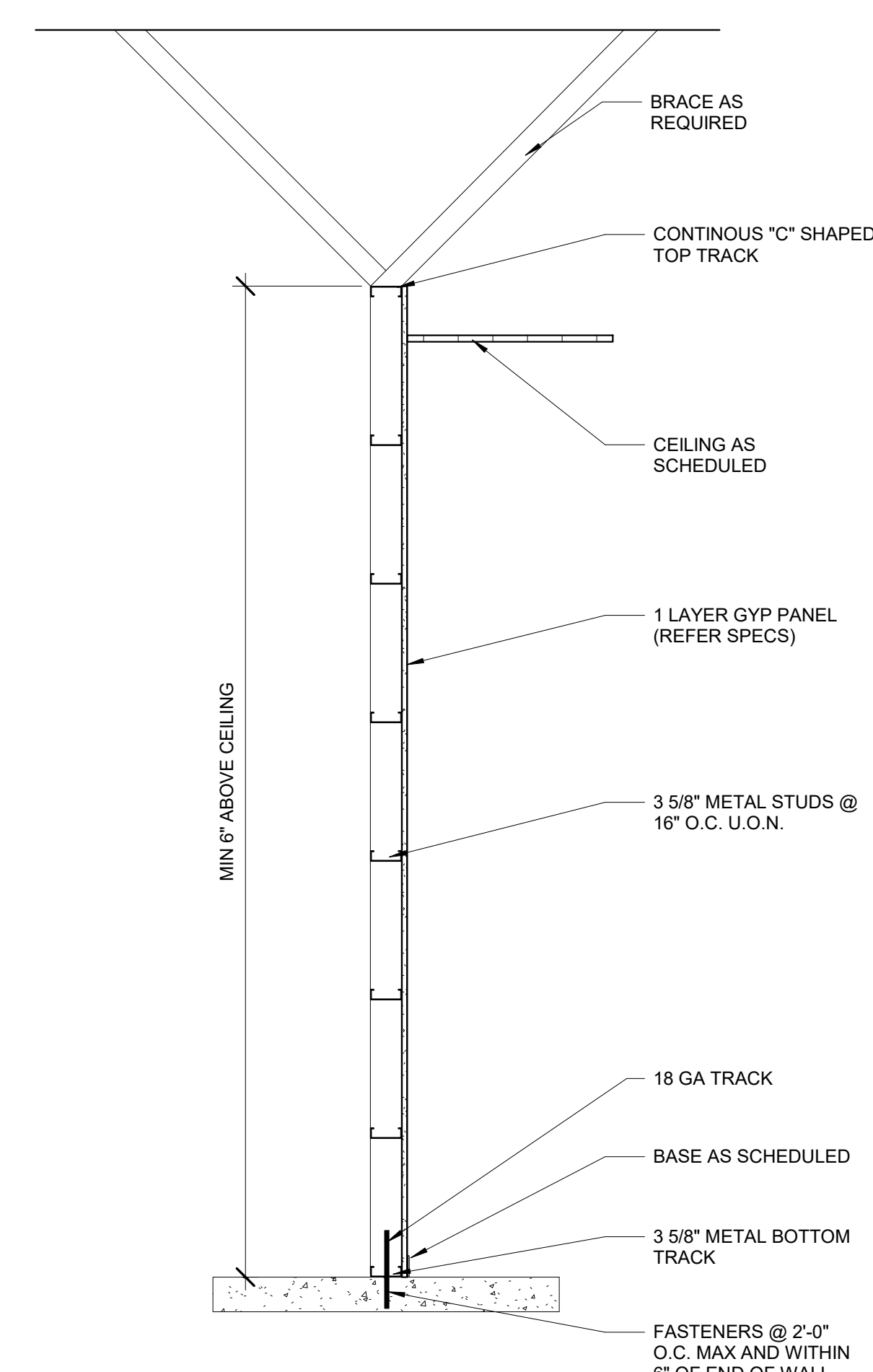
5 TYPICAL DOOR
3/4" = 1'-0" REF.



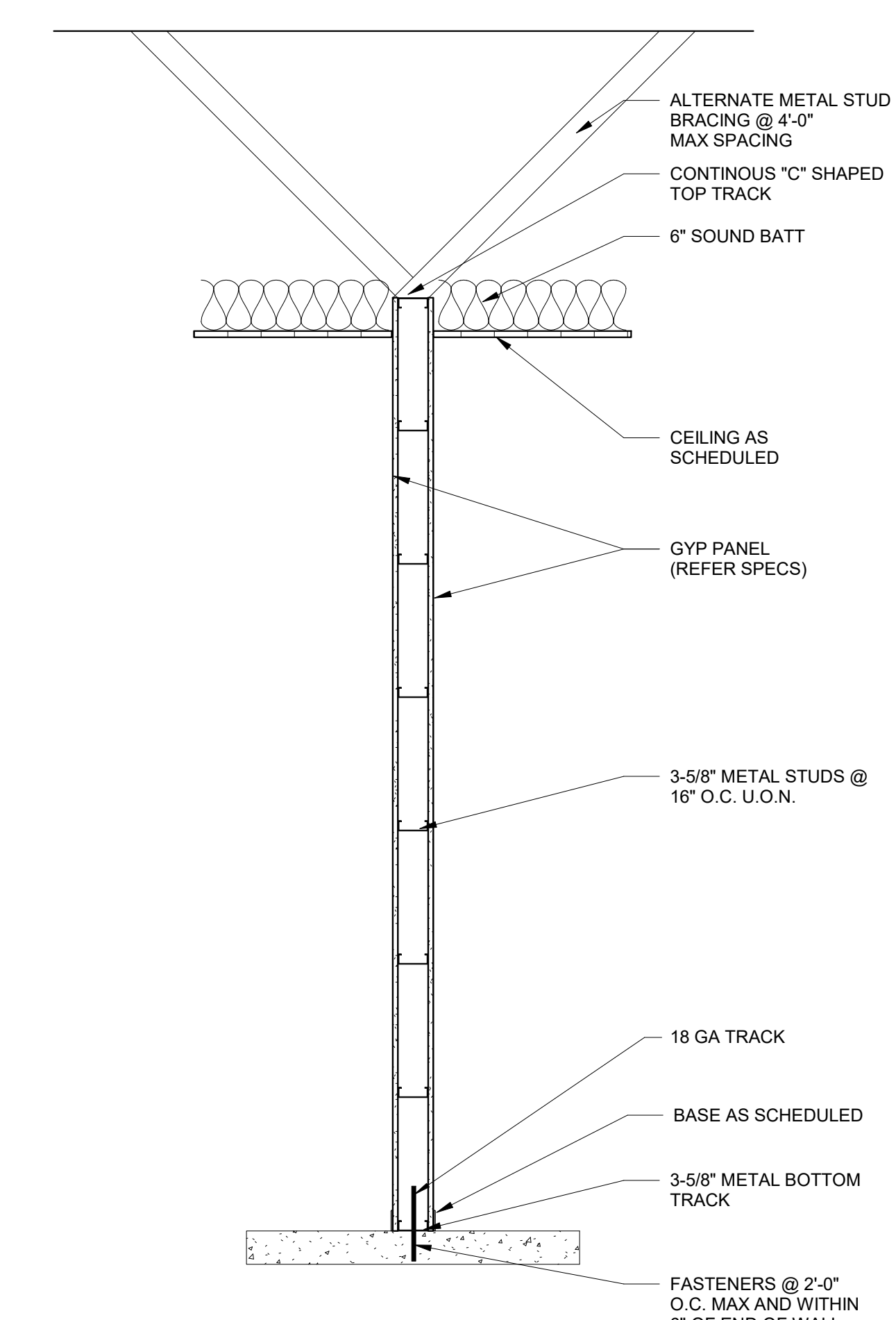
4 PARTITION TYPE '6K'
3/4" = 1'-0"



3 PARTITION TYPE '6C'
3/4" = 1'-0"



2 PARTITION TYPE '3L'
3/4" = 1'-0"



1 PARTITION TYPE '3A'
3/4" = 1'-0"

PRELIMINARY

FOR CONSTRUCTION

REVISIONS

NUMBER	DATE

FURNITURE SCHEDULE (OWNER PROVIDED)		
TYPE MARK	DESCRIPTION	COUNT
D	DRYER	1
IM	ICE MACHINE	1
TT	TRAINING TABLE	4
W	WASHER	1
WB	WIEGHT BENCH	30
WP	WHIRLPOOL TUB	2

STOREFRONT SCHEDULE		
MARK	DESCRIPTION	COUNT
SF1	Tri-Fab 451 Anodized Aluminum	16
SF2	Tri-Fab 451 Anodized Aluminum	2
SF3	Tri-Fab 451 Anodized Aluminum	2
SF4	Tri-Fab 451 Anodized Aluminum	1
SF5	Tri-Fab 451 Anodized Aluminum	4

ROOM SIGNAGE SCHEDULE		
ROOM NUMBER	ROOM NAME	COMMENTS
100B	JANITOR	
103	TRAINING	
103	TRAINING	
104	OFFICE	
105	OFFICE	
106	RESTROOM	
107	STO 2	
108	STO 1	
109	MECHANICAL/ELECTRICAL	

SPECIALTY EQUIPMENT SCHEDULE (CONTRACTOR PROVIDED)						
TYPE MARK	DESCRIPTION	MANUFACTURER	MODEL	COUNT	COMMENTS	
DS	PREFINISHED METAL DOWNSPOUT	-	-	13		
FEC	SEMI-RECESSED FIRE EXTINGUISHER	ACTIVAR CONSTRUCTION PRODUCTS GROUP	1710	5		
GB1	GRAB BAR, 42"	BRADLEY	817 SERIES	2		
GB2	GRAB BAR, 36"	BRADLEY	817 SERIES	1		
MB16	MARKER BOARD, 16"	MOORECO	202-AJ ASSEMBLY	2		
MIR	ADA MIRROR	BRADLEY	780-2436	1		
PT	PAPER TOWEL DISPENSER	BRADLEY	2495 ROLL	1		
RS	ROOM SIGN	VISITOUCH	DURADOT	9		
SD	SOAP DISPENSER	BOBRICK	CONTURA	1		
TES	TACTILE EXIT SIGN	VISITOUCH	TYPE E	9		

DOOR SCHEDULE												
DOOR #	TO ROOM	FROM ROOM	DOOR TYPE	WIDTH	HEIGHT	FRAME TYPE	CLOSER	KICKPL.	PANIC	RAINDRIP	WTHR STRIP	DESCRIPTION
100A		100	B	3' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100B		100	A	6' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100C		100	A	6' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100D		100	B	3' - 6"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100E		100	A	6' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100F		100	A	6' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
100H	100	100B	A	6' - 0"	7' - 0"	HM	No	No	No	No	No	
101A	100		A	6' - 0"	7' - 0"	HM	No	No	No	No	No	
101B		111	B	3' - 0"	7' - 0"	HM	No	No	No	No	No	
101C		111	B	3' - 0"	7' - 0"	HM	No	No	No	No	No	
102A	100		A	6' - 0"	7' - 0"	HM	No	No	No	No	No	
103A	103	100	B	3' - 0"	7' - 0"	HM	No	Yes	No	No	No	
103B	103	100	B	3' - 0"	7' - 0"	HM	No	Yes	No	No	No	
103C		103	B	3' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
103D		103	B	3' - 0"	7' - 0"	HM	No	No	Yes	Yes	Yes	
104A	104	103	B	3' - 0"	7' - 0"	HM	No	No	No	No	No	
105A	105	103	B	3' - 0"	7' - 0"	HM	No	No	No	No	No	
106A	106	103	C	3' - 0"	7' - 0"	HM	No	No	No	No	No	
108A	108	103	B	3' - 0"	7' - 0"	HM	No	No	No	No	No	
109A		109		6' - 0"	7' - 0"	HM	No	No	Yes			

EL CAMPO ISD WEIGHT ROOM

700 WEST NORRIS, EL CAMPO, TEXAS 77437

SCHEDULES

Project Number:
201924
Sheet issue date:
2020.07.23

A005

PRELIMINARY

FOR CONSTRUCTION

REVISIONS

NUMBER	DATE

EL CAMPO ISD WEIGHT ROOM

700 WEST NORRIS, EL CAMPO, TEXAS 77437

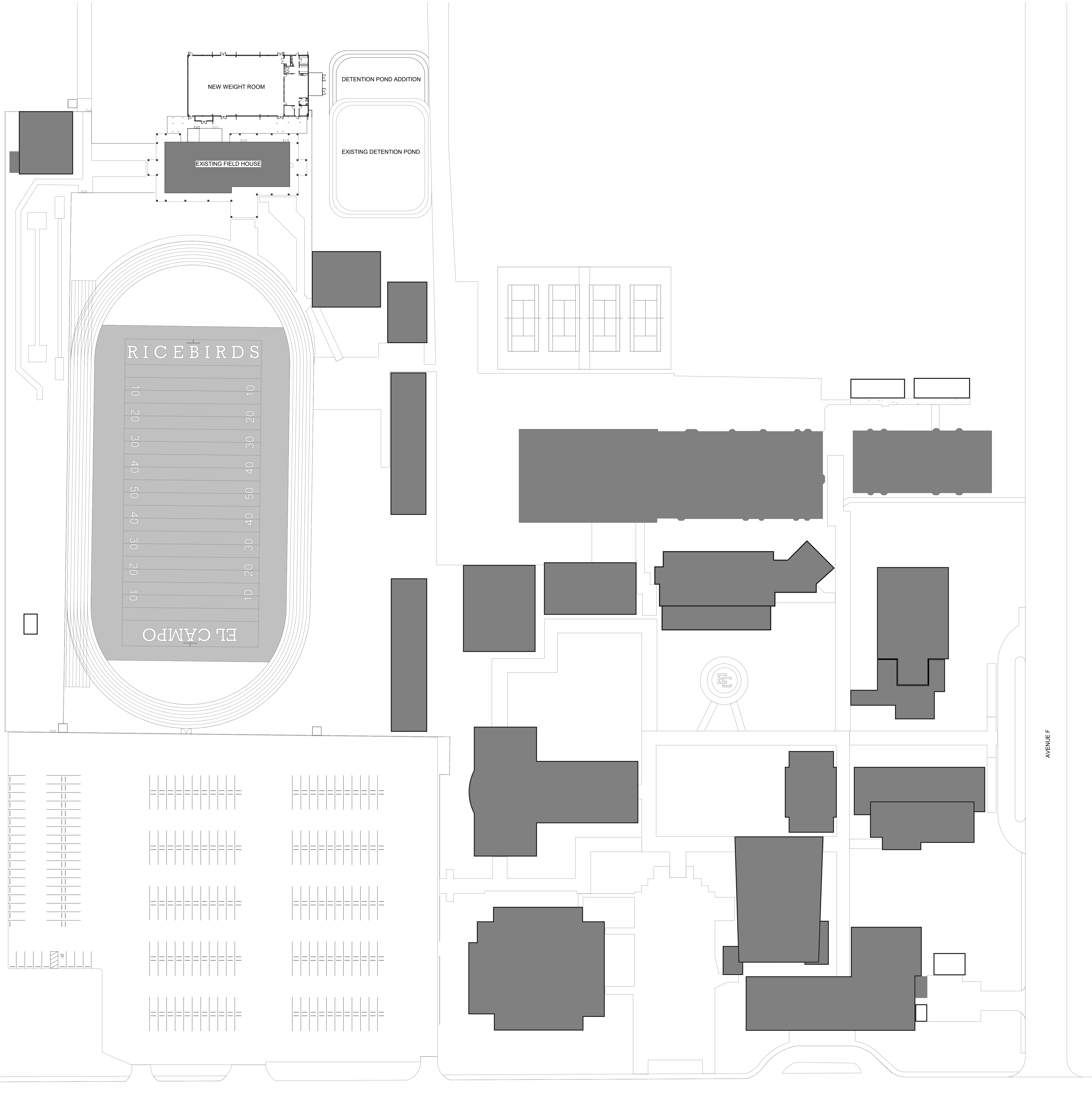
OVERALL SITE PLAN

Project Number:
201924
Sheet issue date:
2020.07.23

A100

GENERAL SITE PLAN NOTES



1. REFER TO SPECS FOR ADDITIONAL INFORMATION
2. PROTECT ALL EXISTING TREES AND LANDSCAPING TO REMAIN
3. CONSTRUCTION TO CONFORM TO ALL APPLICABLE CODES IN THE STATE OF TEXAS INCLUDING ICC AND TDLR-TAS STANDARDS.
4. PLAN PROVIDED FOR COORDINATION PURPOSES ONLY FOR IDENTIFICATION OF BUILDING LOCATION AND ITS FEATURES WITHIN THE CONTEXT OF THE SITE AND ITS FEATURES.
5. ALL SITE UTILITIES SHOWN FOR REFERENCE ONLY. REFER TO CIVIL PLANS FOR TRUE LOCATIONS OF THE SITE UTILITIES AND UTILITY RELATED WORK.
6. ALL PAVING SHOWN FOR REFERENCE ONLY. REFER TO CIVIL PLANS FOR INFORMATION REGARDING PAVING MATERIALS, SIZING, LOCATION, COMPOSITION, CONSTRUCTION, CURB LOCATIONS, AND PARKING COUNTS.
7. ALL SITE LIGHTING SHOWN FOR REFERENCE ONLY. REFER TO CIVIL AND ELECTRICAL PLANS FOR INFORMATION REGARDING PERTAINING TO SITE LIGHTING LOCATIONS, PRODUCT SPECIFICATIONS, UTILITY WORK, AND ILLUMINATION DESCRIPTION.
8. REFER TO CIVIL FOR LANDSCAPE INFORMATION REGARDING GRADING, DRAINAGE, EROSION, AND ENVIRONMENTAL REQUIREMENTS.
9. REFER TO CIVIL FOR LANDSCAPE INFORMATION AND IDENTIFICATION.
10. ALL MECHANICAL, ELECTRICAL, AND PLUMBING FIXTURES ARE SHOWN FOR LOCATION AND REFERENCE ONLY. REFER TO MEP DRAWINGS AND SCHEDULES FOR SPECIFIC INFORMATION, UNLESS SHOWN AS DEMO ALL TREES ARE TO REMAIN PROTECTED THROUGHOUT CONSTRUCTION.
- 11.



GENERAL SITE PLAN NOTES

1. REFER TO SPECS FOR ADDITIONAL INFORMATION.
2. PROTECT ALL EXISTING TREES AND LANDSCAPING TO REMAIN CONSTRUCTION TO CONFORM TO ALL APPLICABLE CODES IN THE STATE OF TEXAS INCLUDING ICC AND TDLR-TAS STANDARDS.
3. PLAN PROVIDED FOR COORDINATION PURPOSES ONLY FOR IDENTIFICATION OF BUILDING LOCATION AND ITS FEATURES WITHIN THE CONTEXT OF THE SITE AND ITS FEATURES.
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SITE PLAN LEGEND

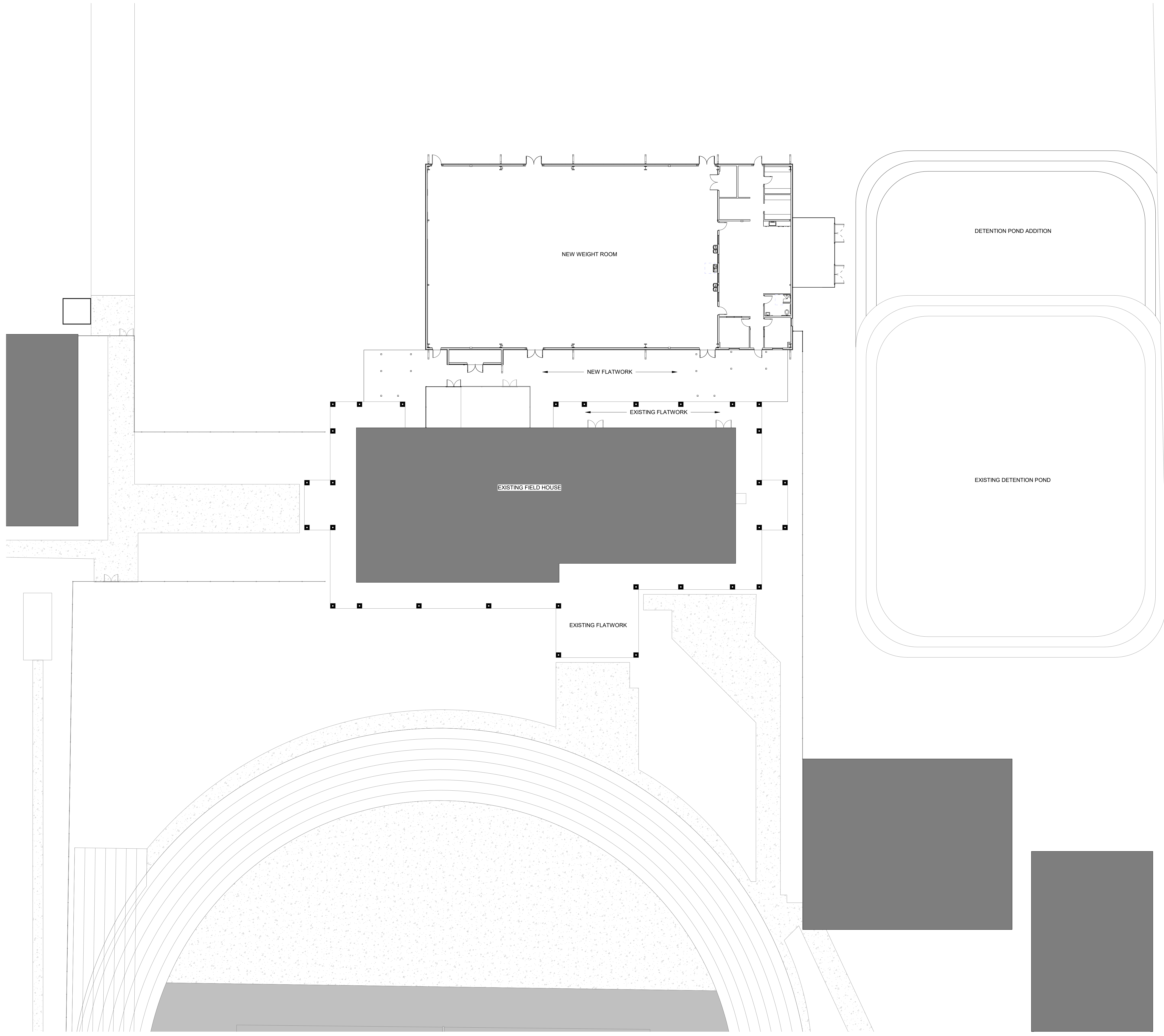
SYMBOL	DESCRIPTION
	EXISTING WALL TO BE REMOVED
	EXISTING WALL TO REMAIN

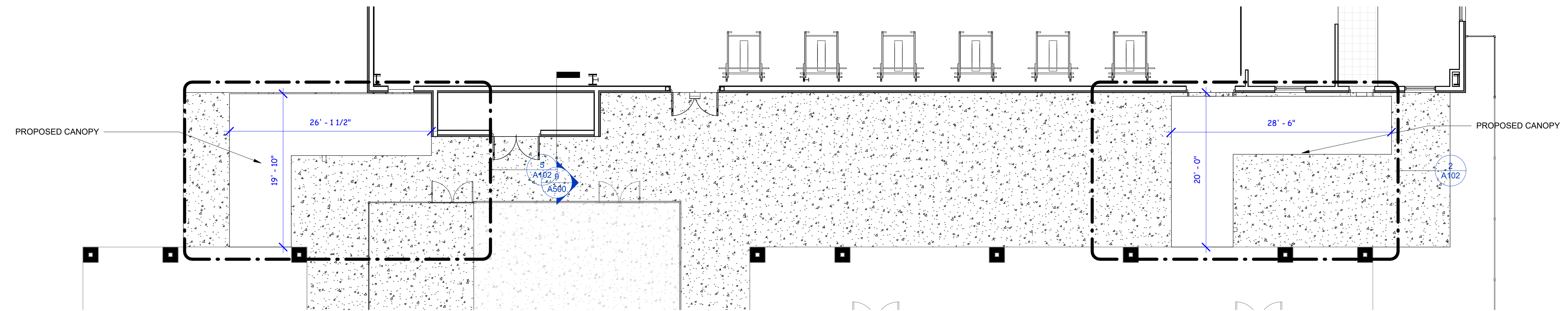
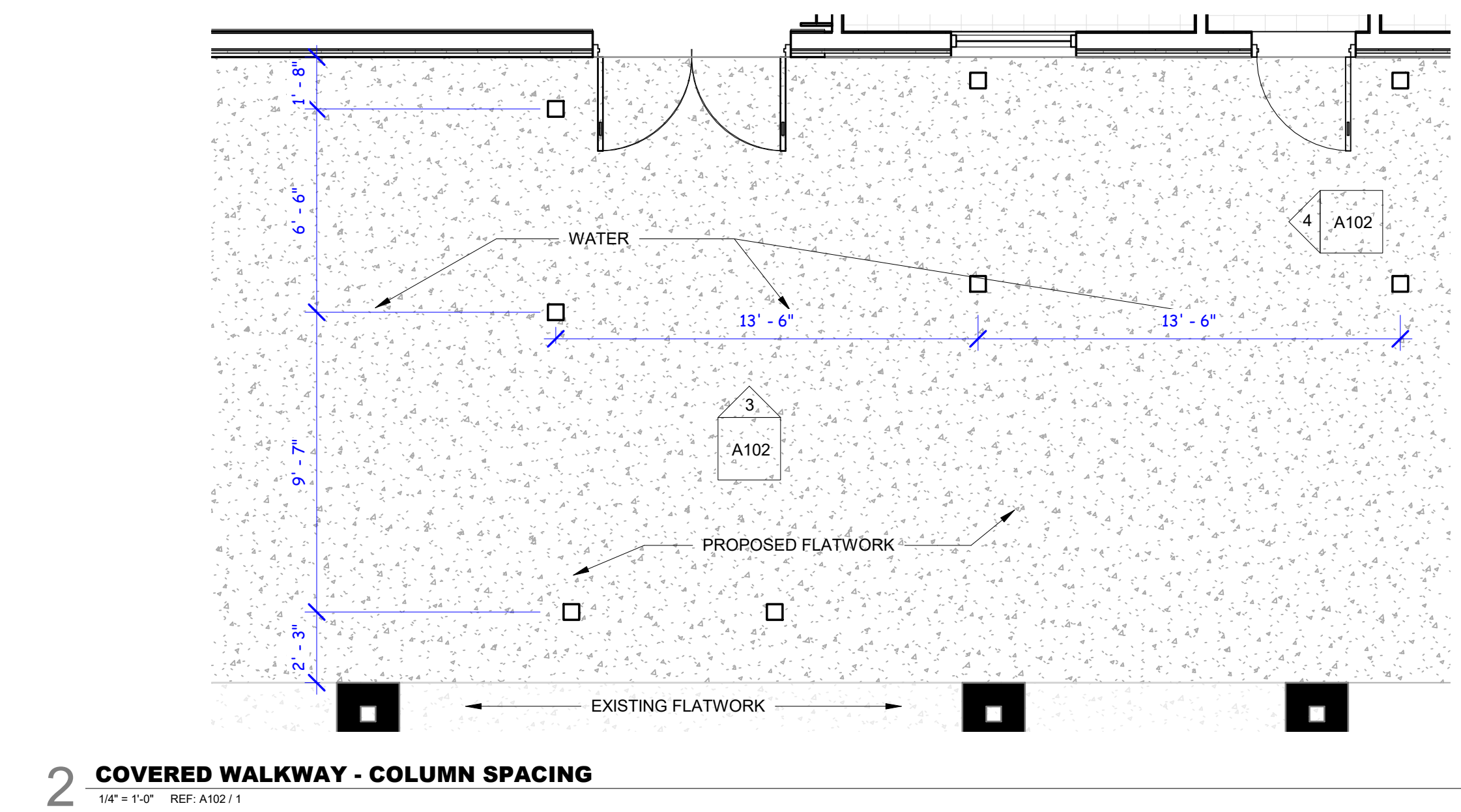
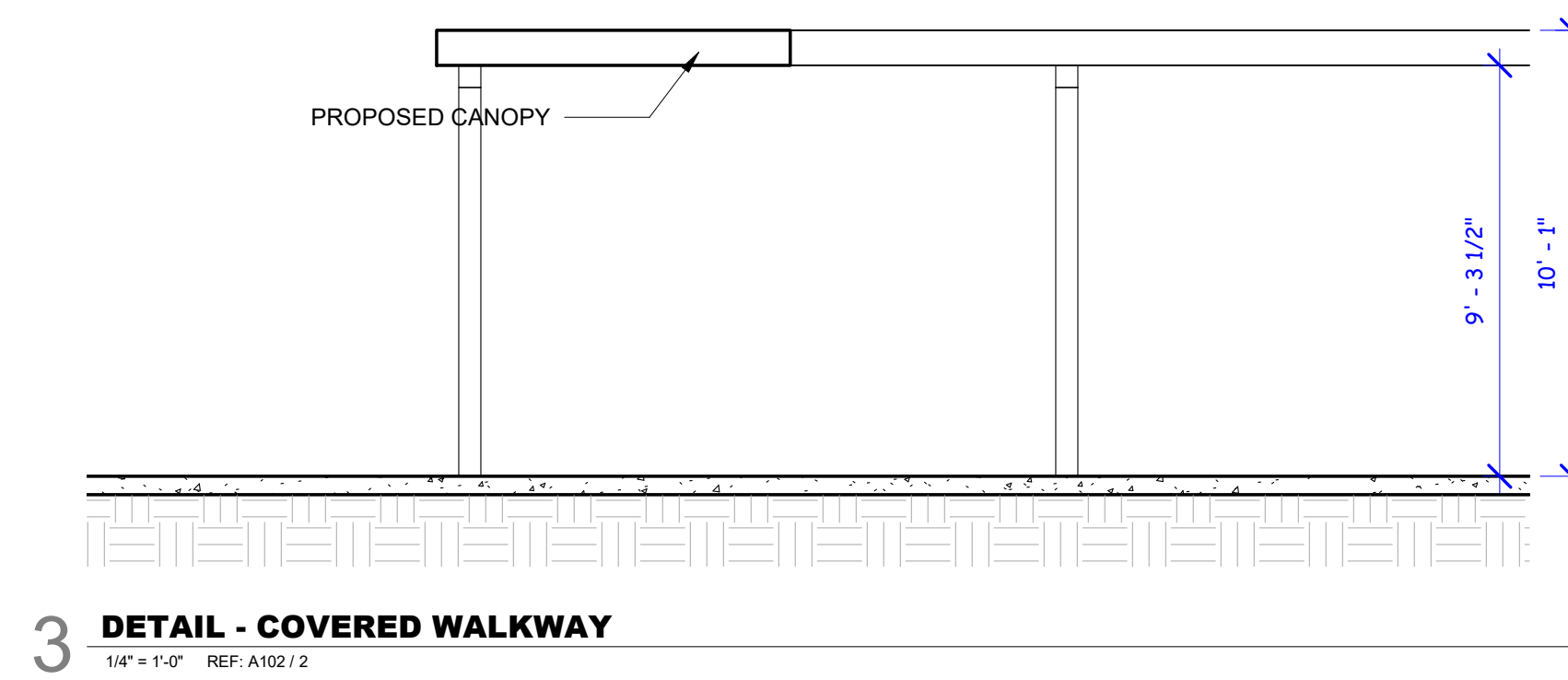
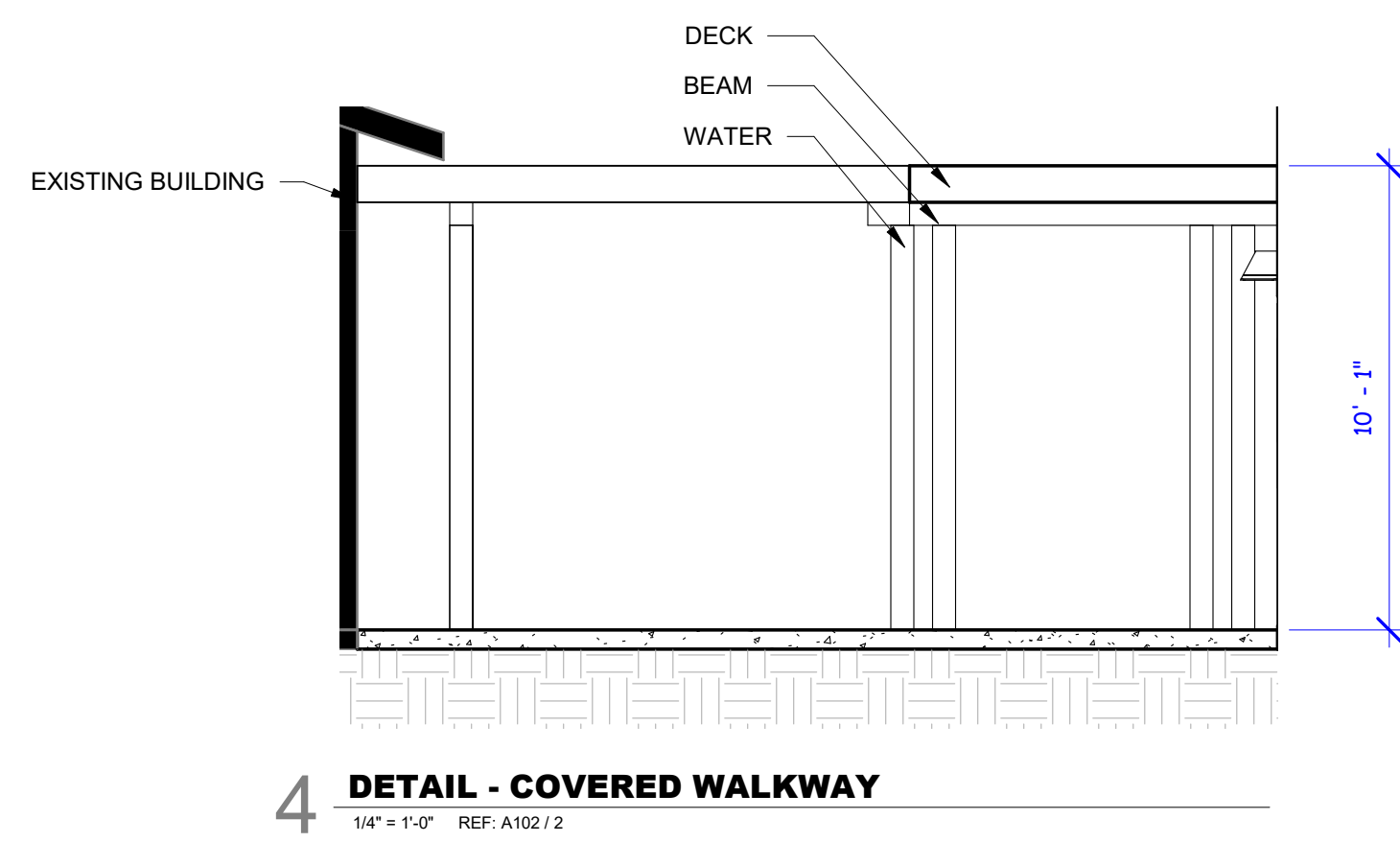
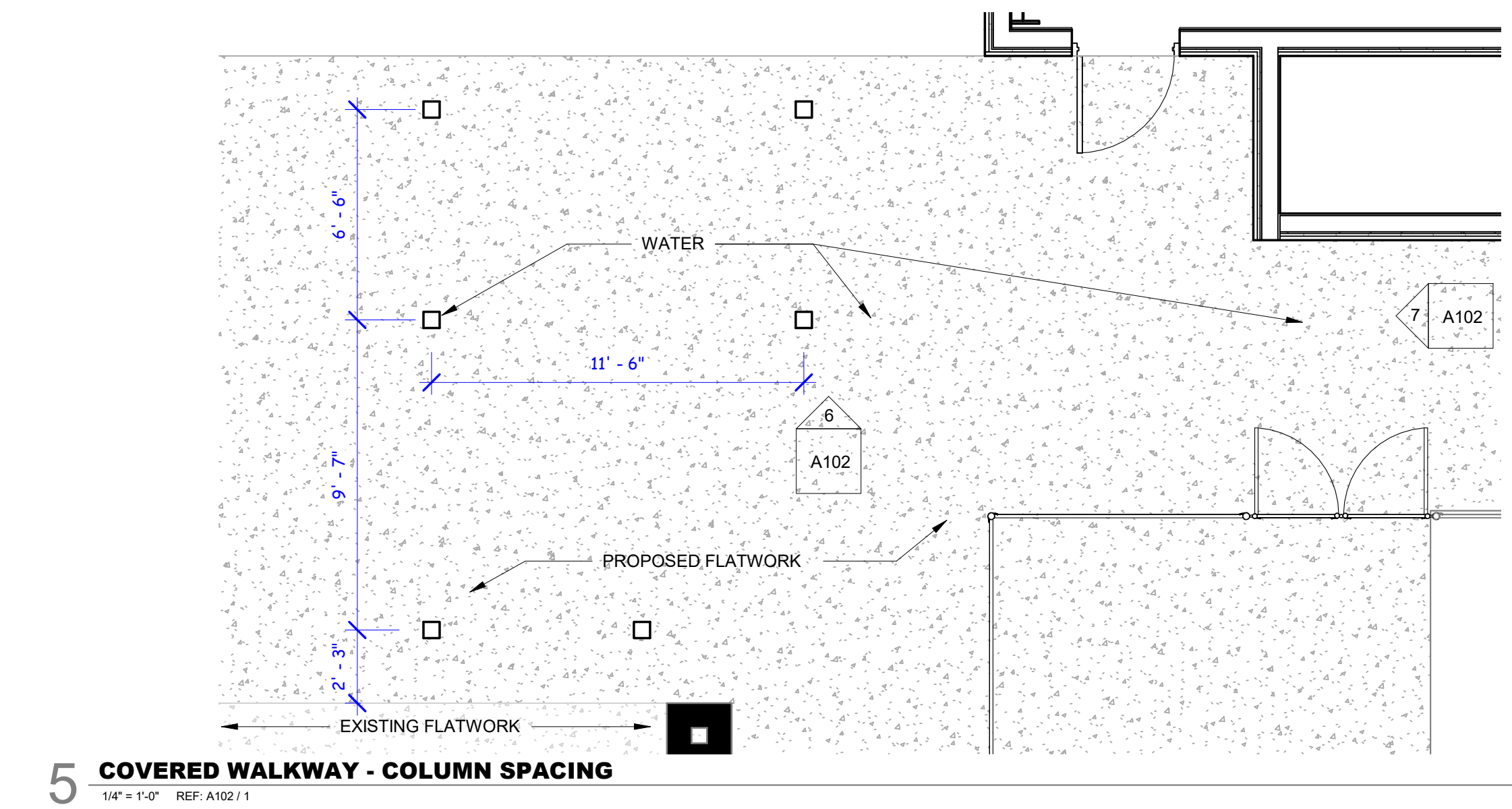
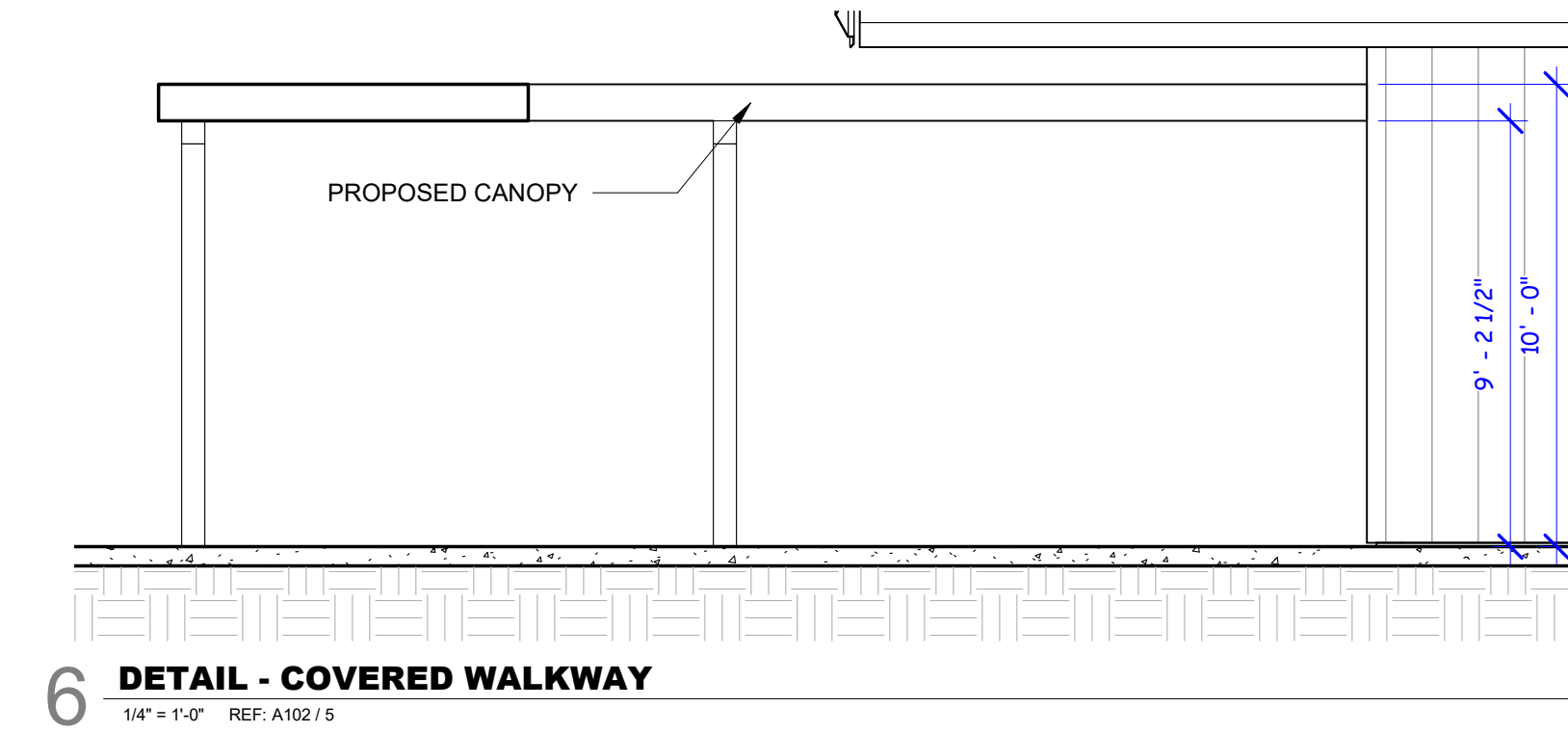
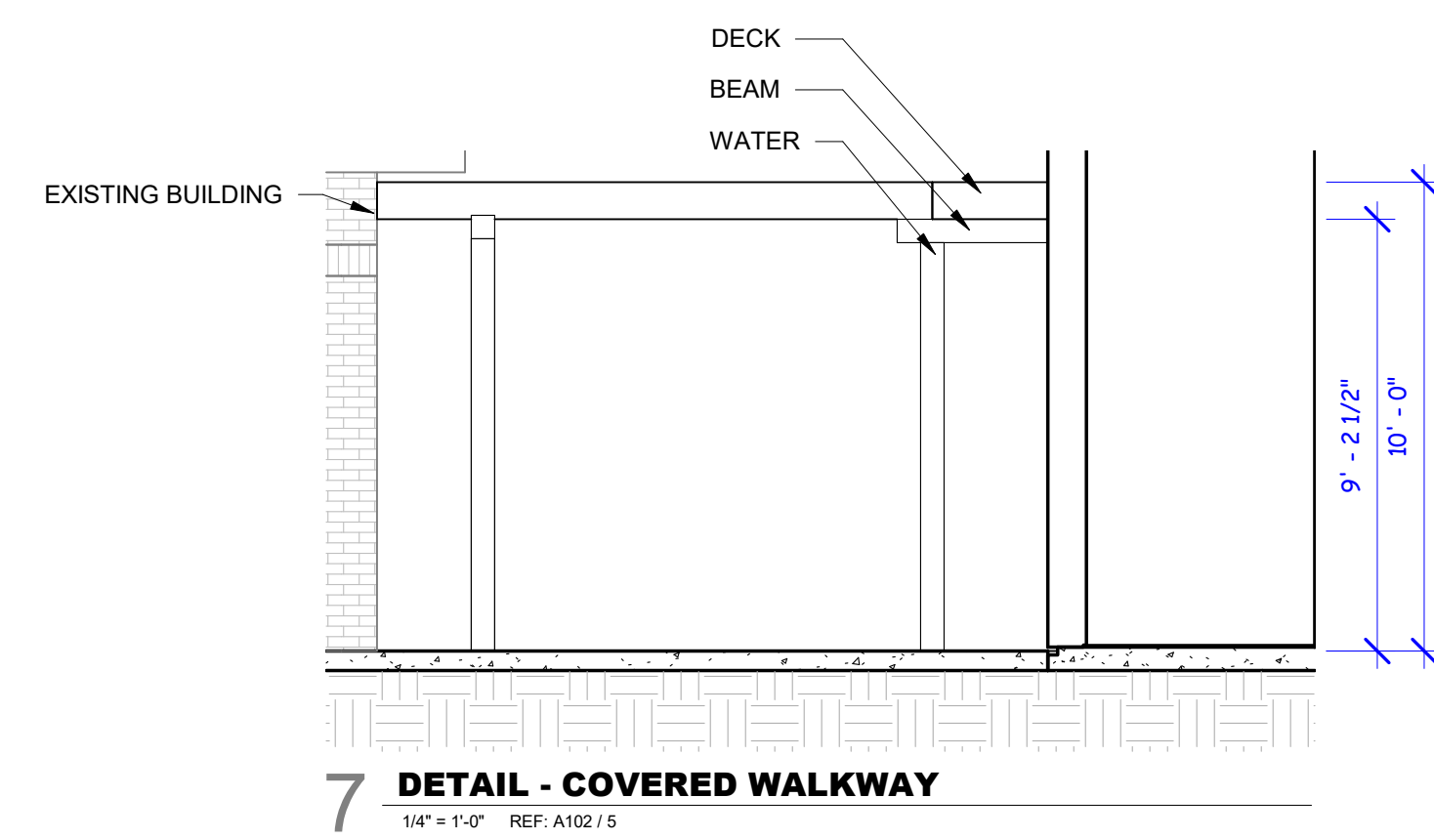
50% FOR COST ESTIMATING

100% FOR CONSTRUCTION PRICING

REVISIONS

NUMBER	DATE





GENERAL NOTES

1. REFER TO SPECIFICATIONS FOR ADDITIONAL INFORMATION
2. PROTECT ALL EXISTING SURFACES TO REMAIN
3. CONSTRUCTION TO CONFORM TO ALL APPLICABLE CODES IN THE STATE OF TEXAS INCLUDING ICC AND TDLR/TAS STANDARDS
4. ARCHITECTURAL FOUNDATION PLAN SHOWN FOR REFERENCE ONLY. REFER TO STRUCTURAL FOUNDATION FOR DETAILED INFORMATION. ITEMS IN THE STRUCTURAL FOUNDATION PLAN SHALL SUPERSEDE ITEMS IN THE ARCHITECTURAL FOUNDATION PLAN IF THERE ARE DISCREPANCIES BETWEEN THE TWO

REVISIONS

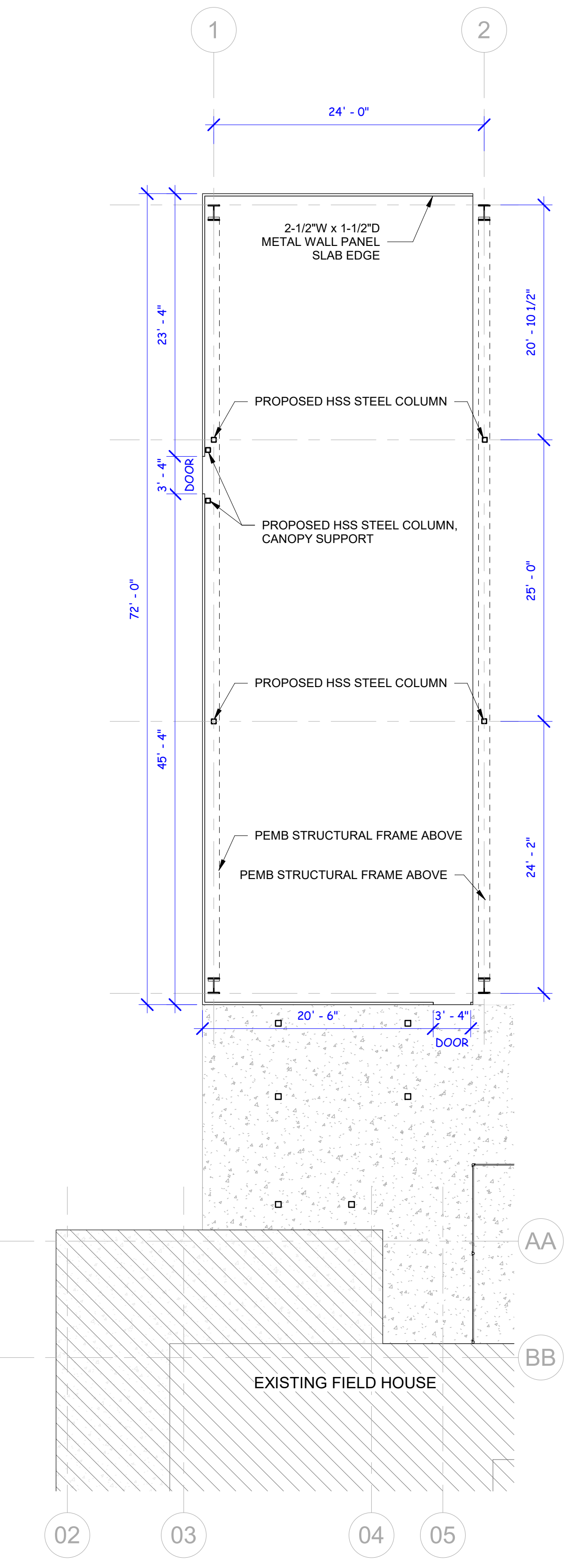
NUMBER	DATE

EL CAMPO ISD WEIGHT ROOM

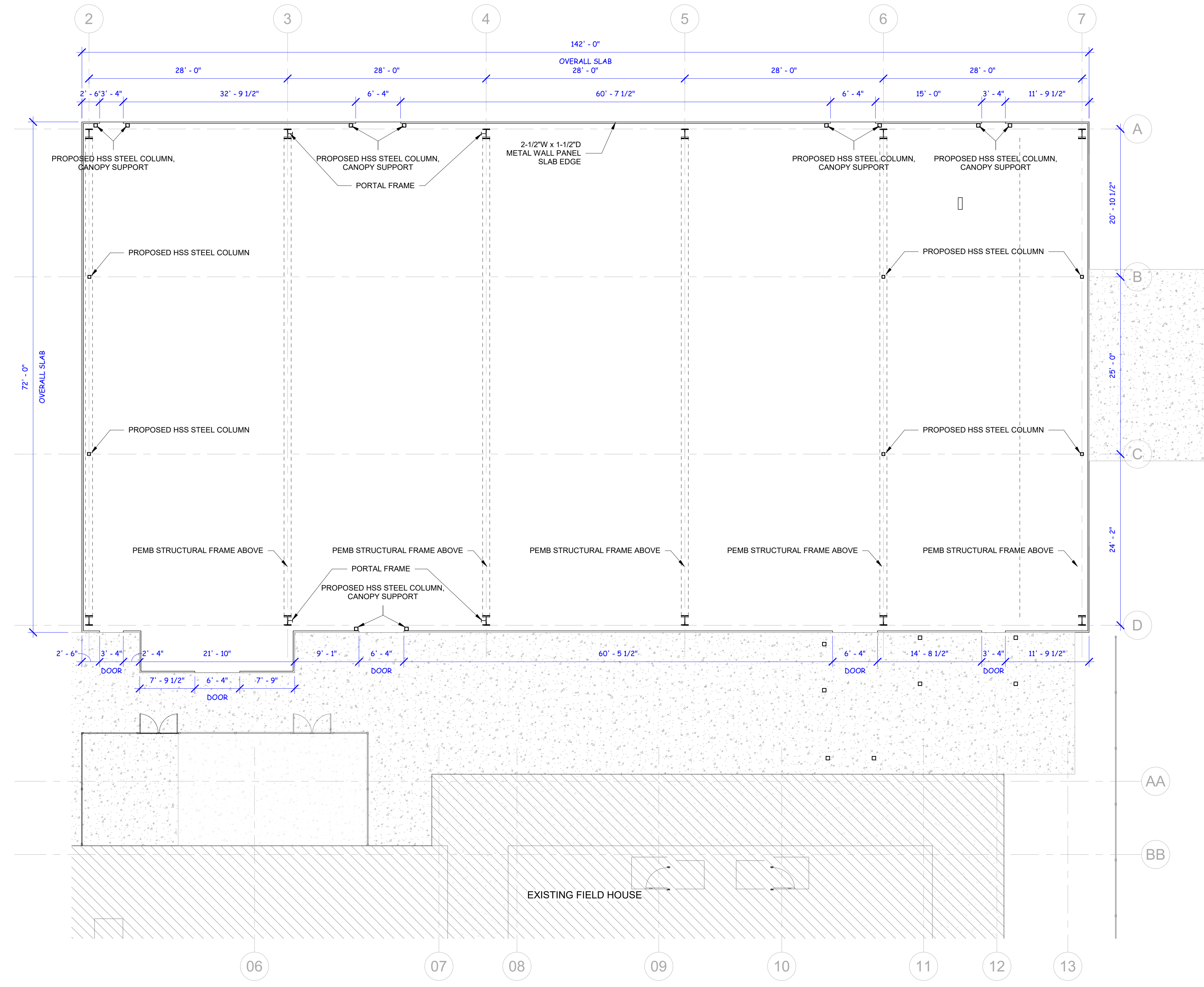
700 WEST NORRIS, EL CAMPO, TEXAS 77437

FOUNDATION PLAN

Project Number:
201924
Sheet issue date:
2020.07.23



2 FOUNDATION PLAN - ALT 1
1/8" = 1'-0"



1 FOUNDATION PLAN - PROPOSED
1/8" = 1'-0"

GENERAL NOTES

1. REFER TO SPECIFICATIONS FOR ADDITIONAL INFORMATION.
2. CONSTRUCTION TO CONFORM TO ALL APPLICABLE CODES IN THE STATE OF TEXAS INCLUDING ICC AND TDLR-TAS STANDARDS.
3. ALL NEW PARTITIONS TO BE TYPE 3B U.O.N.
4. ALL NEW PARTITIONS TO BE BUILT CENTERED ON COLUMNS OR WINDOW MULLIONS U.O.N.
5. ALL NEW DOORS AND FRAMES ARE TO BE 4" FROM ADJACENT PARTITION U.O.N.
6. PROVIDE FIRE RETARDANT BLOCKING IN ALL PARTITIONS TO RECEIVE CASEWORK.
7. ALL FURNITURE IS "BY OWNER" AND SHOWN ONLY FOR REFERENCE.

PLAN SHEET NOTES

REVISIONS	
NUMBER	DATE

FLOOR PLAN

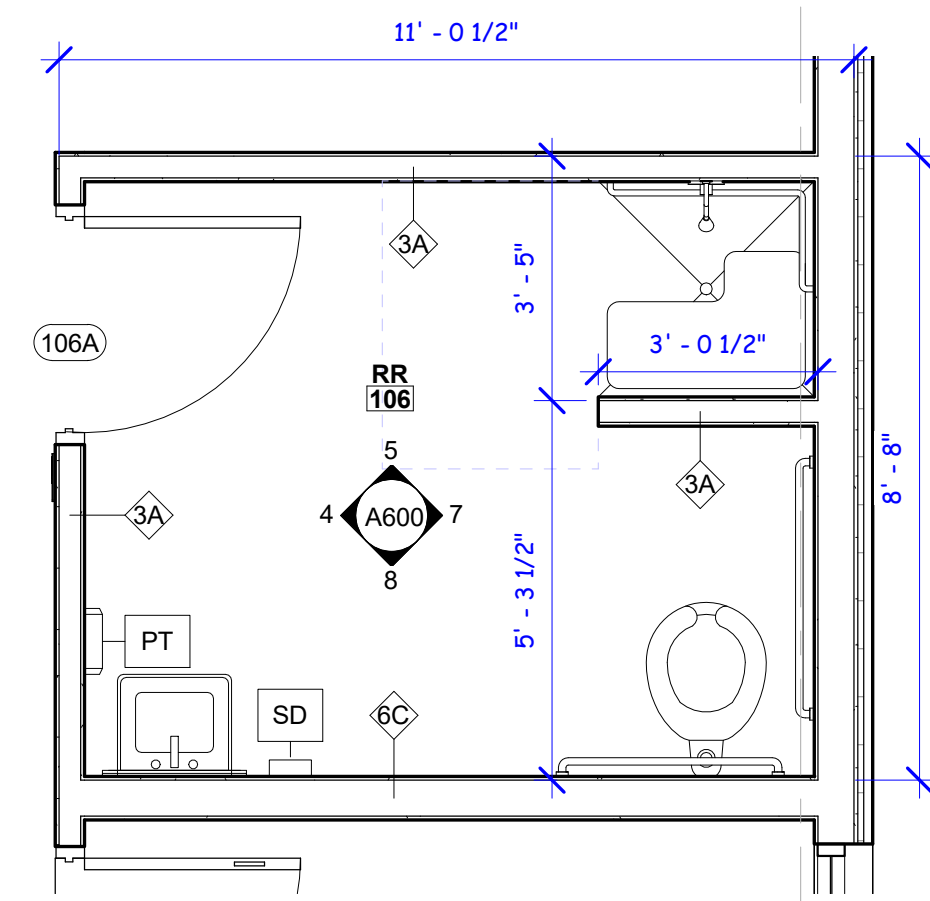
EL CAMPO ISD WEIGHT ROOM

700 WEST NORRIS, EL CAMPO, TEXAS 77437

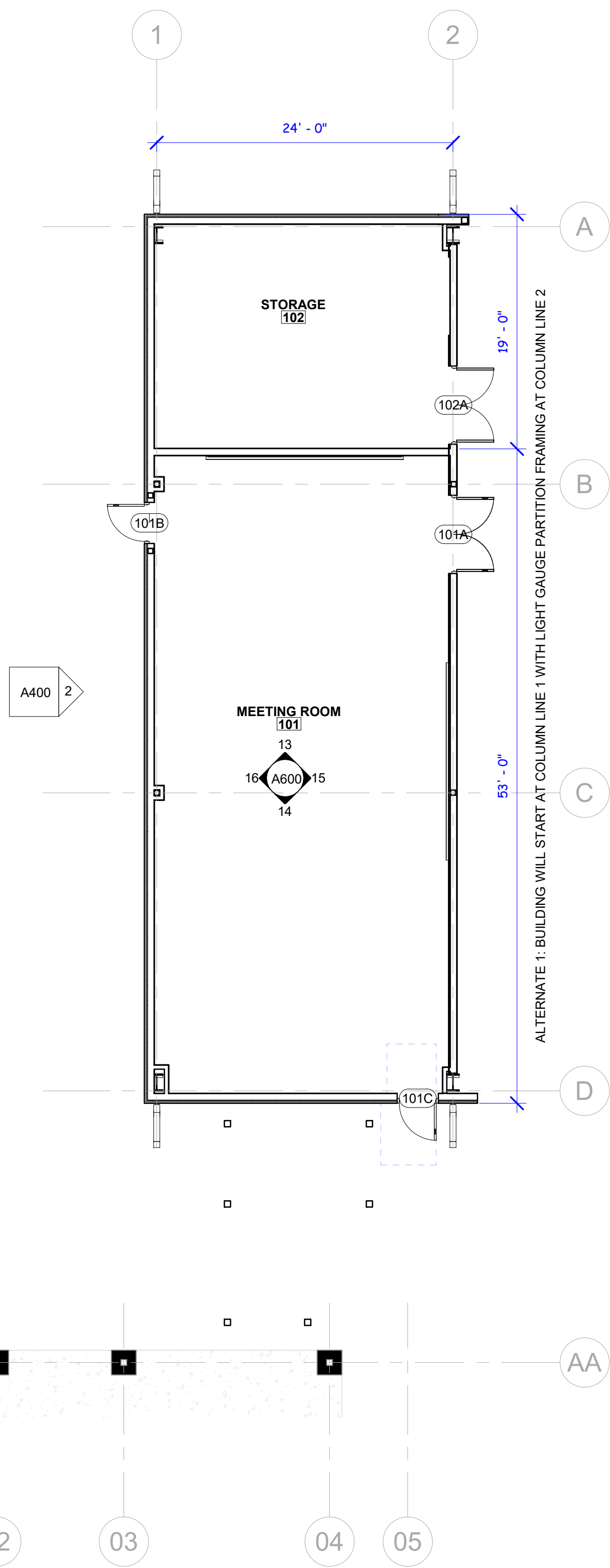
FLOOR PLAN

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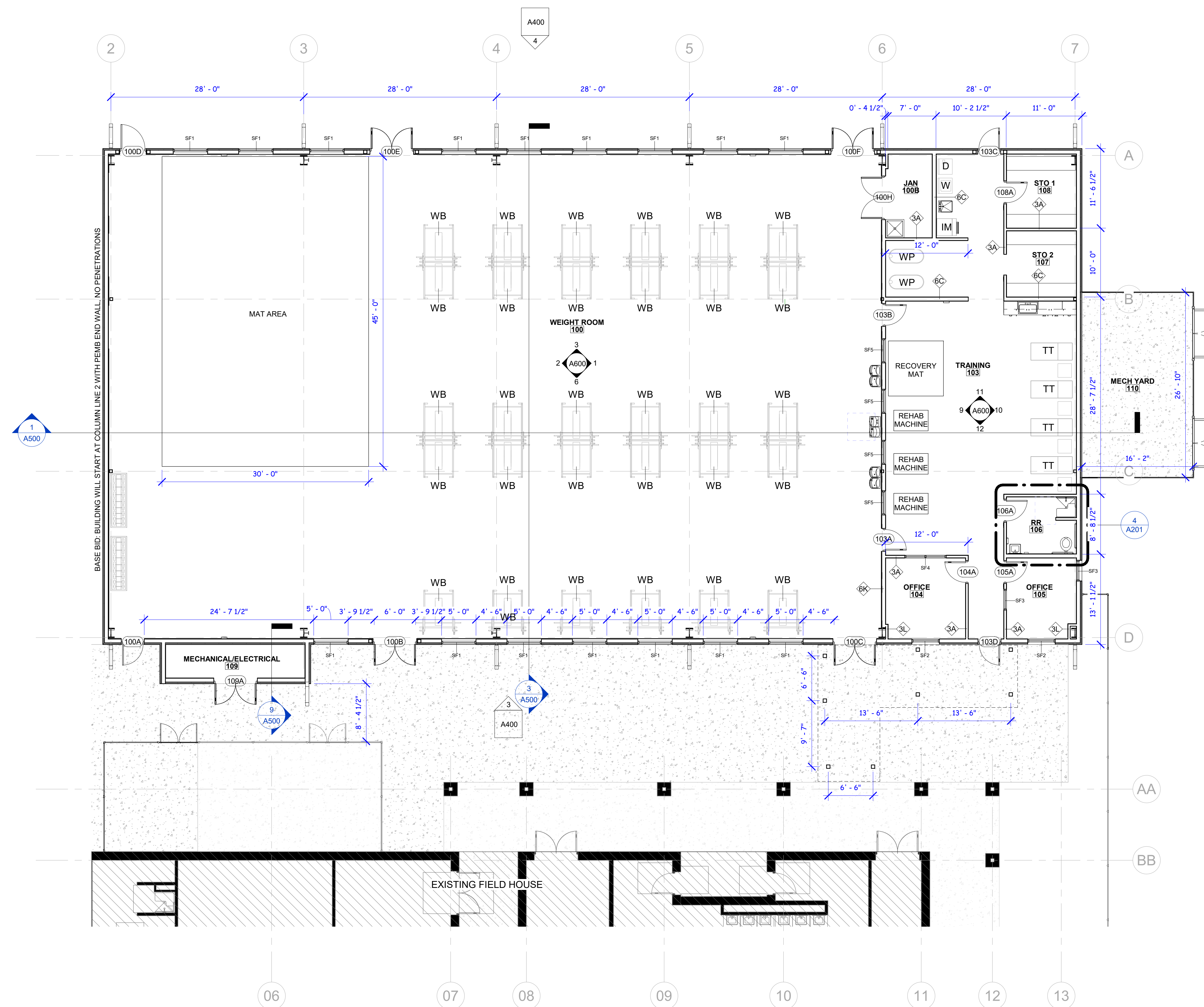
A201



4 FLOOR PLAN - ENLARGED
3/8" = 1'-0" REF: A201.1



2 FLOOR PLAN - PROPOSED ALTERNATE
1/8" = 1'-0"



1 FLOOR PLAN - PROPOSED
1/8" = 1'-0"

GENERAL PLAN LEGEND

	EXISTING WALL
	NEW WALL

REVISIONS

NUMBER DATE

NUMBER	DATE

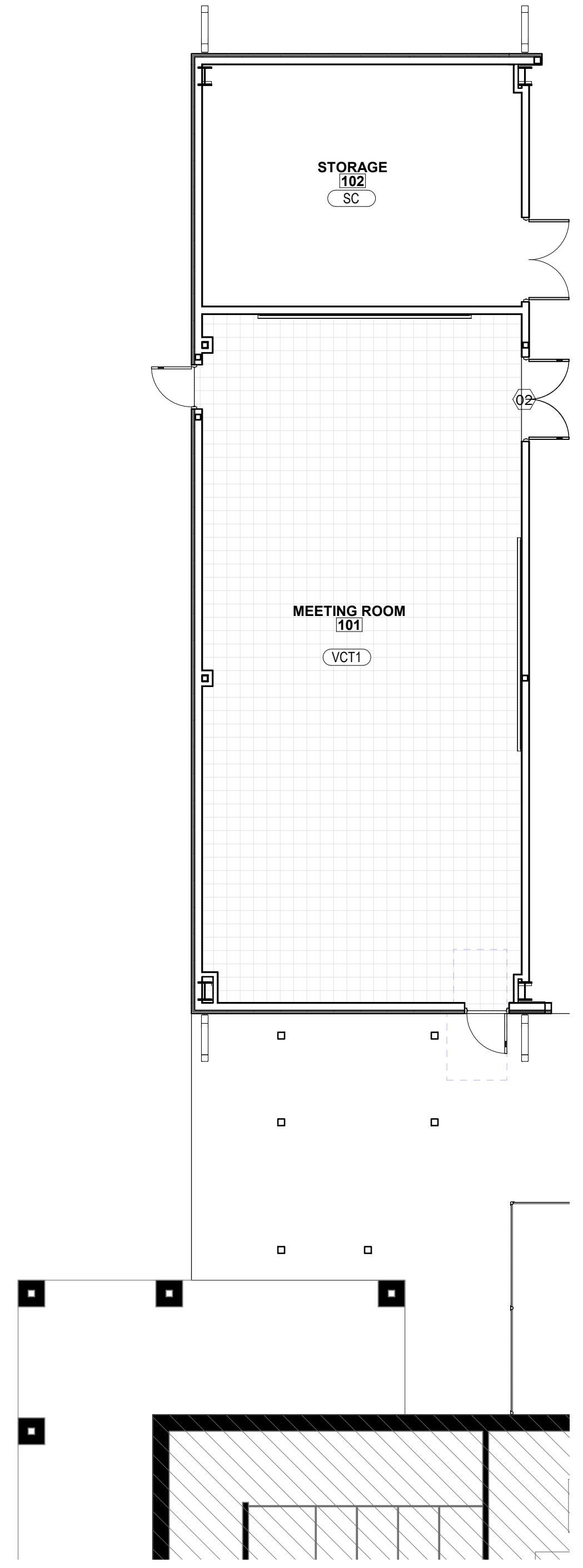
GENERAL FINISH PLAN NOTES

- REFER TO SPECIFICATIONS FOR ADDITIONAL FINISH INFORMATION
- ALL FINISHES TO BE OF THE SAME PRODUCTION RUN
- ALL INTERIOR FINISHES SHALL HAVE A CLASS A FLAME SPREAD RATING AND ALL FLOOR COVERINGS SHALL HAVE A FLAME SPREAD RATING OF 75 OR LESS
- ALL VISIBLE SURFACES TO BE PAINTED BASE COLOR U.O.N.
- ALL G.W.B. SCOFFTS AND CEILING TO BE PAINTED 'CEILING WHITE' U.O.N.
- SEE ELEVATIONS FOR ADDITIONAL INFORMATION
- FINISHES NOTED "PROVIDED BY OWNER" WILL BE PROVIDED AND INSTALLED BY OWNER. SURFACES TO RECEIVE FINISH ARE TO BE PROPERLY PREPARED PER FINISH MANUFACTURERS RECOMMENDATIONS.

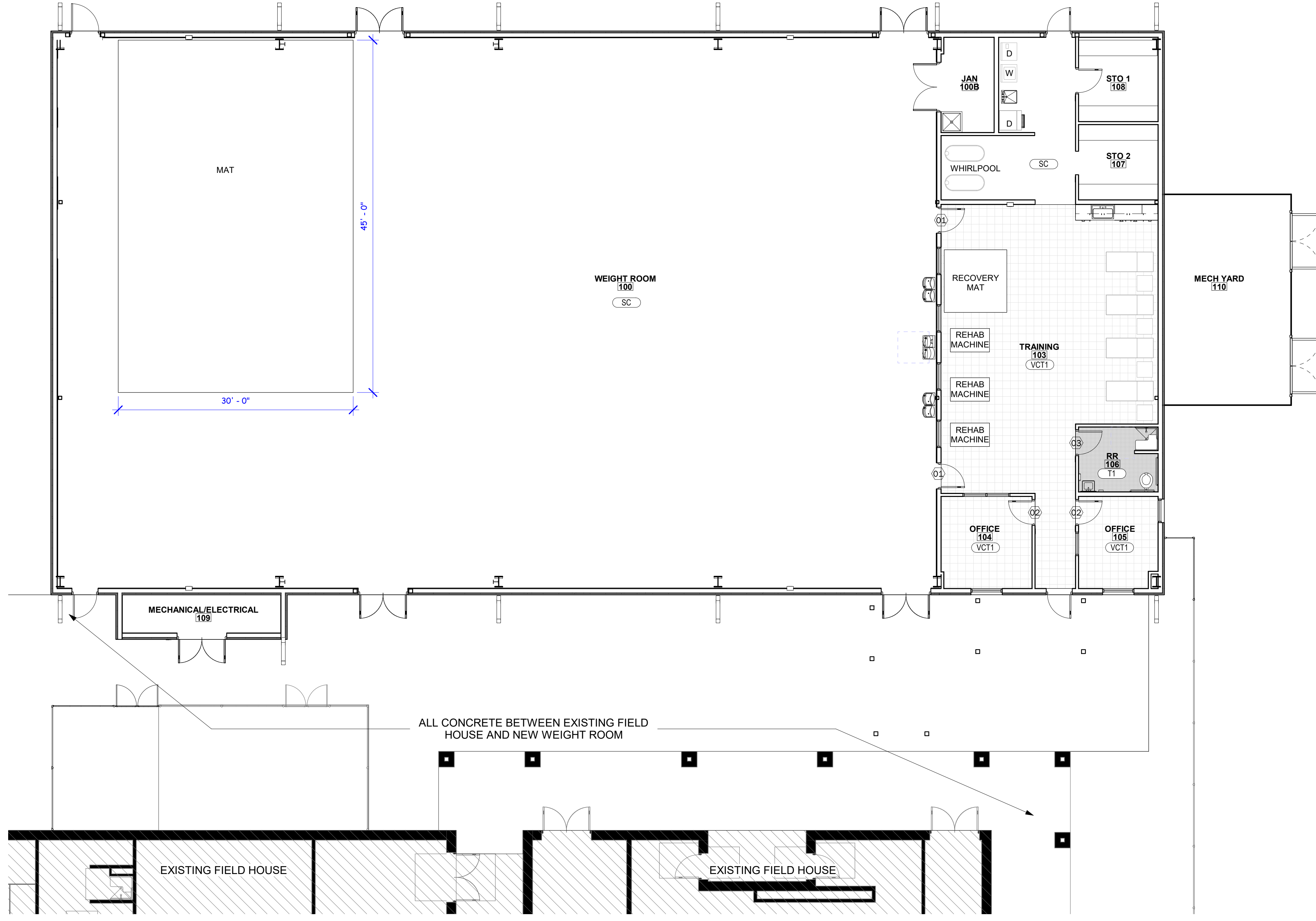
PLAN SHEET NOTES

- ① SEALED CONCRETE TO VCT TRANSITION STRIP
- ② VCT TO VCT TRANSITION STRIP
- ③ VCT TO TILE TRANSITION STRIP

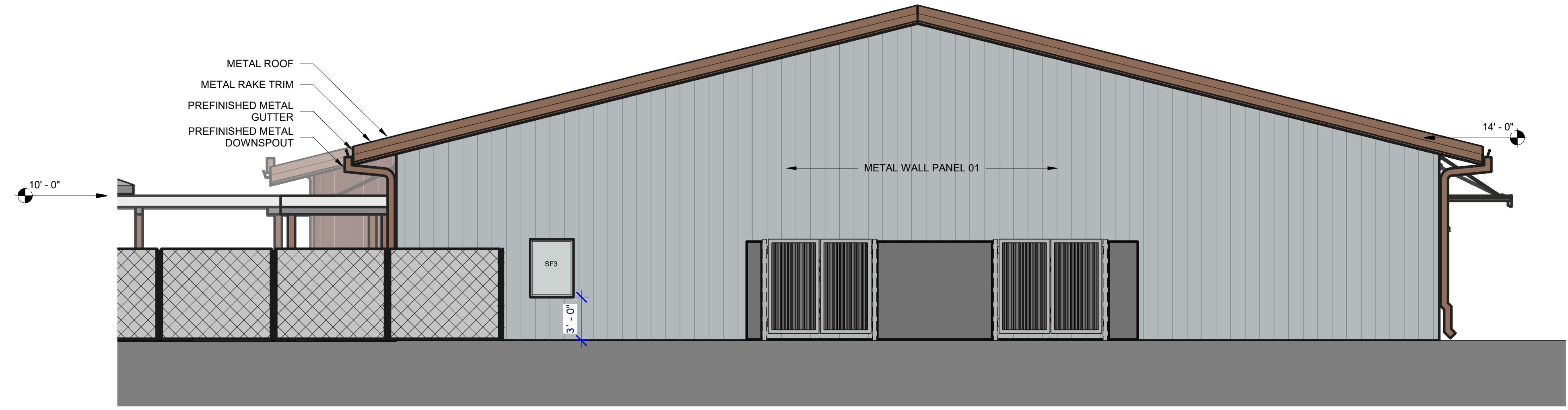
FINISHES							
TAG	DESCRIPTION	MANUFACTURER	FINISH/STYLE	COLOR	COMMENT	ADD INFO.	
C1	CARPET	-	-	-	-	-	-
CONC	POLISHED CONCRETE	-	-	-	-	-	-
SC	SEAL CONCRETE	-	-	-	-	-	-
VCT1	VINYL COVERED TILE	TARKETT	-	-	-	-	-
WD	WOOD	-	-	-	-	-	-
B1	RUBBER BASE	ROPPE	-	-	-	-	-
P1	PAINT	BENJAMIN MOORE	EGGSHELL	2138-60 GRAY CASHMERE	-	-	-
PL1	PLASTIC LAMINATE	-	-	-	-	-	-
T1	TILE	AMERICAN OLEAN	-	-	-	-	-



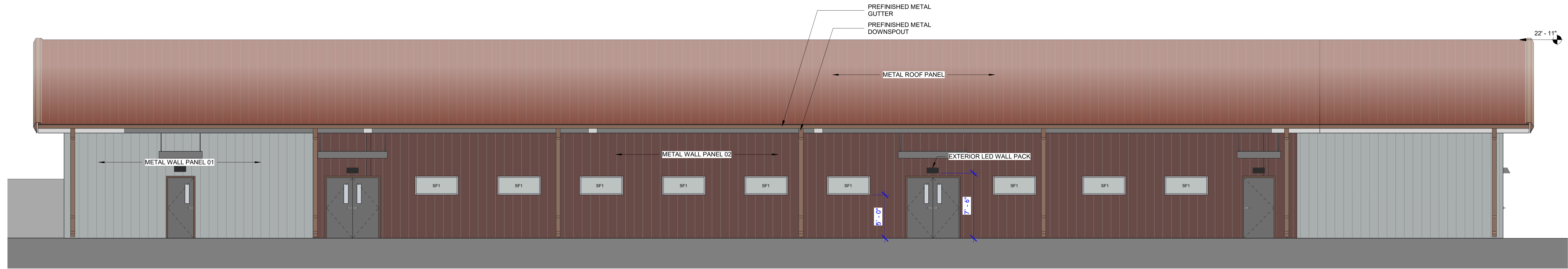
2 FLOOR PLAN - PROPOSED
1/8" = 1'-0"



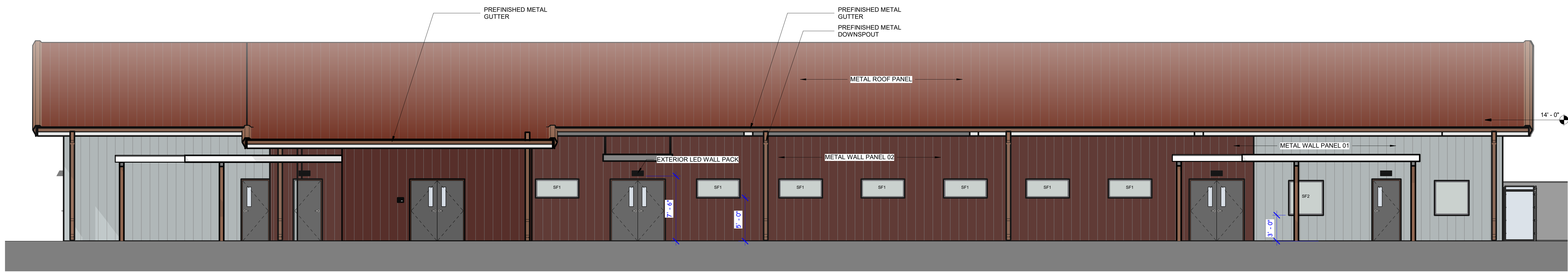
1 FLOOR PLAN - PROPOSED
1/8" = 1'-0"



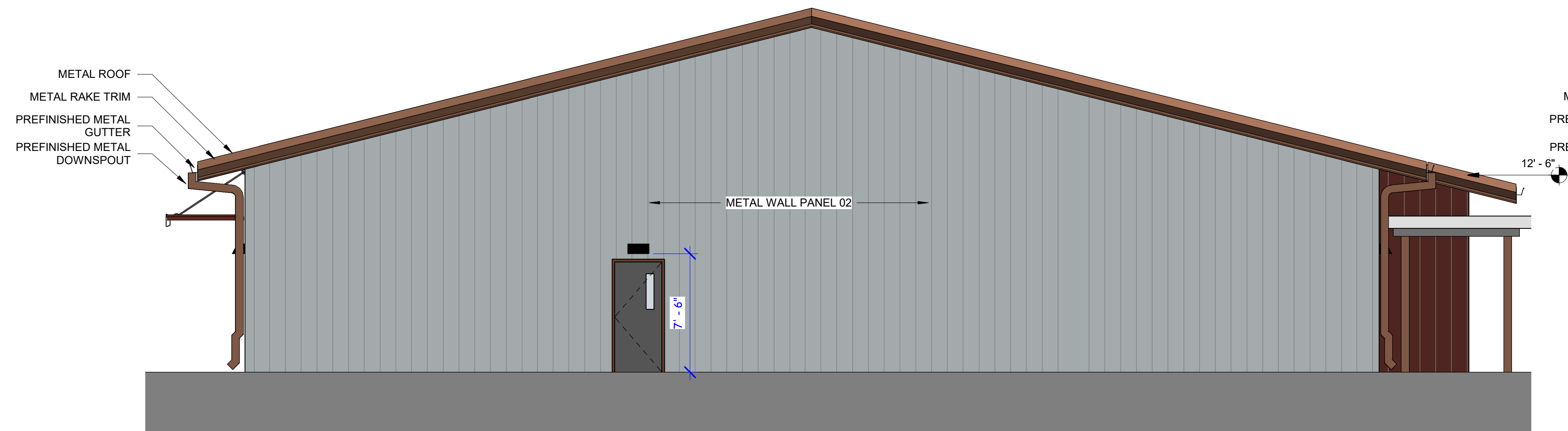
5 ELEVATION - EXTERIOR
3/16" = 1'-0" REF: A201/1



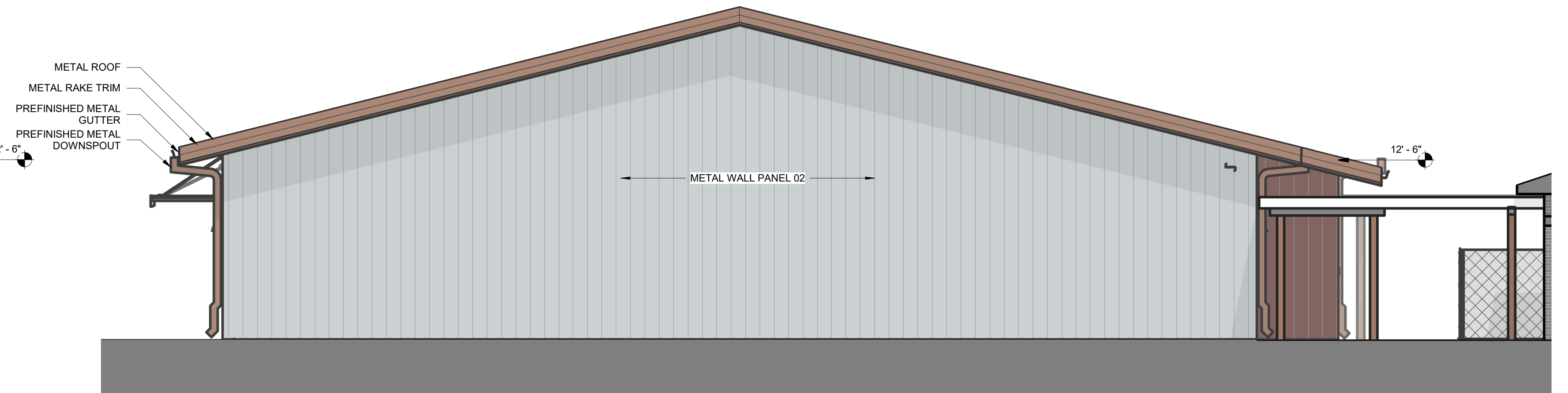
4 ELEVATION - EXTERIOR
3/16" = 1'-0" REF: A201/1



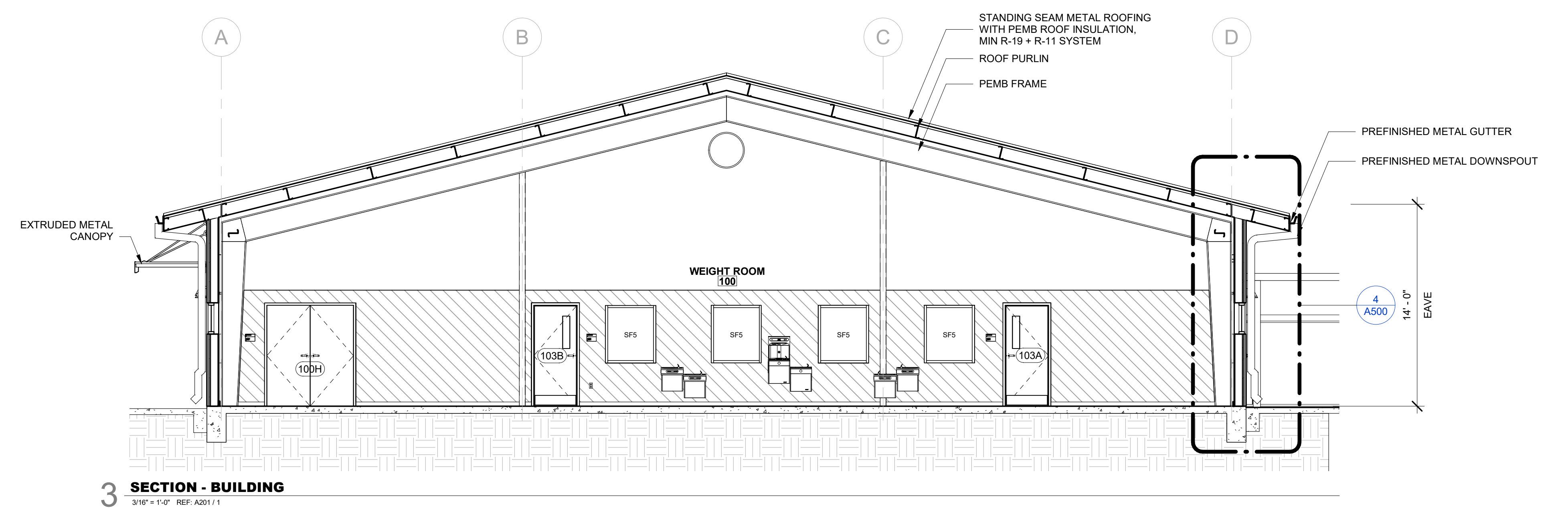
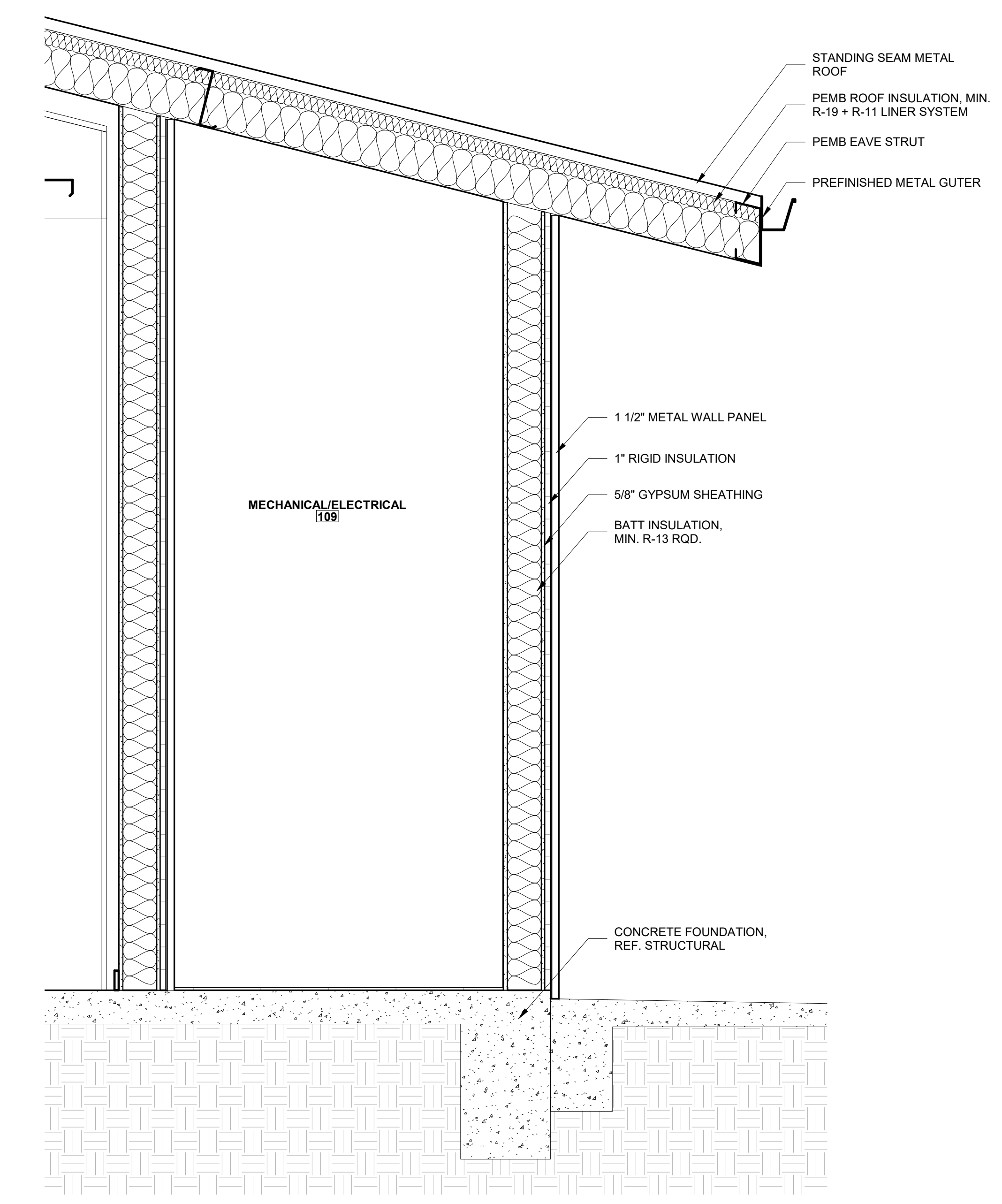
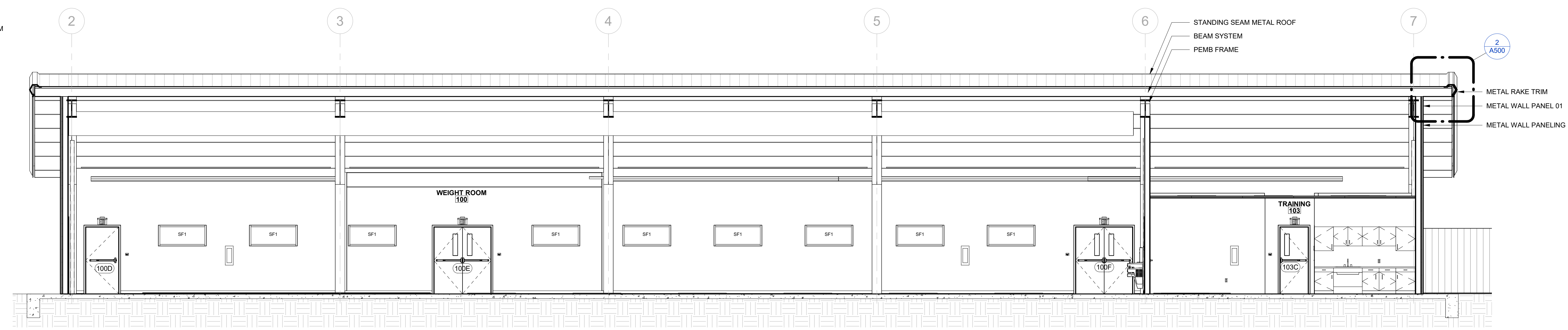
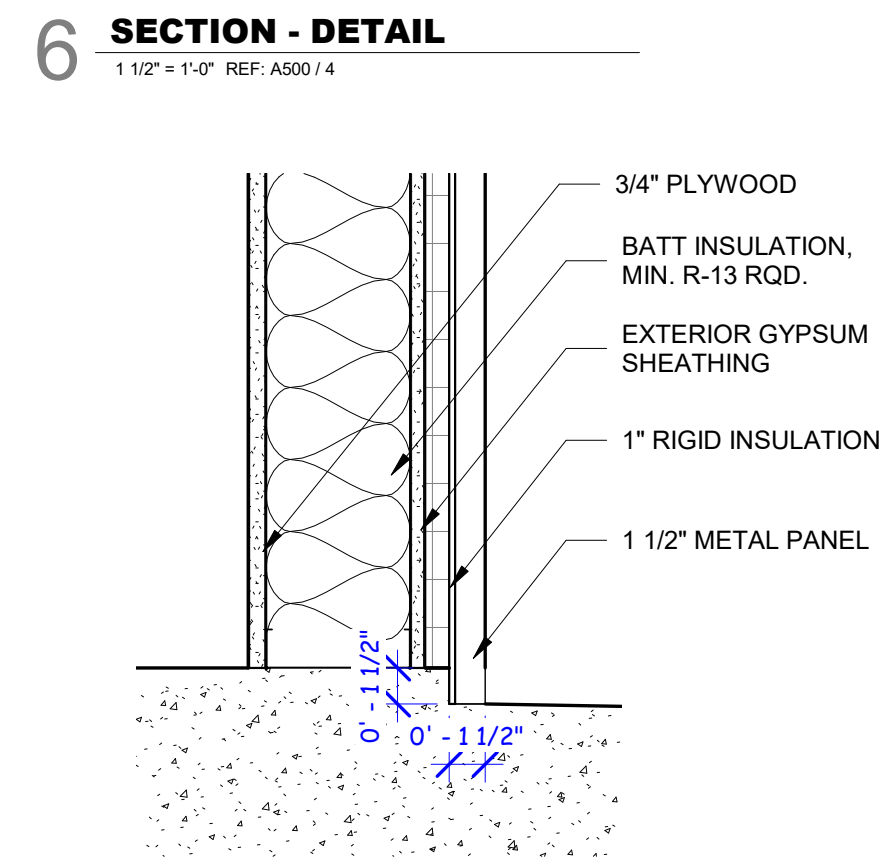
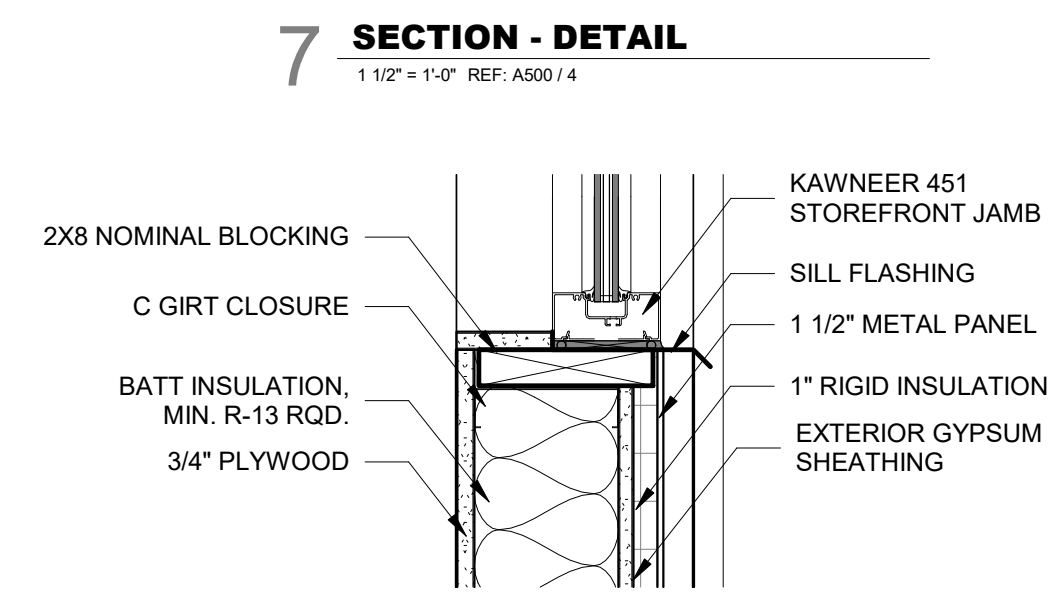
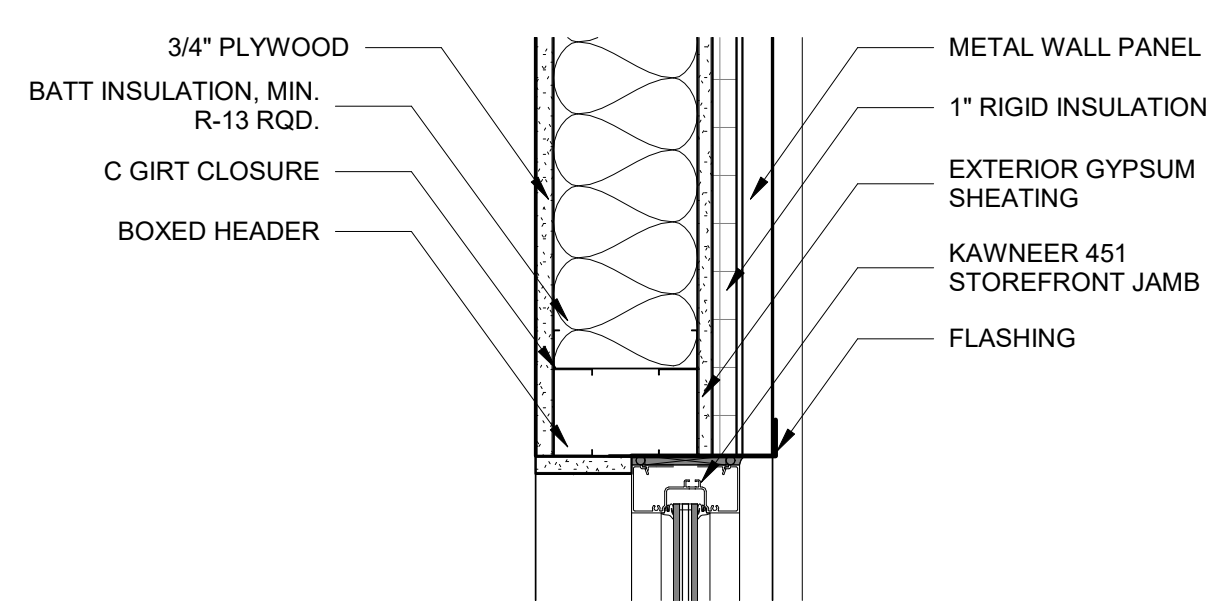
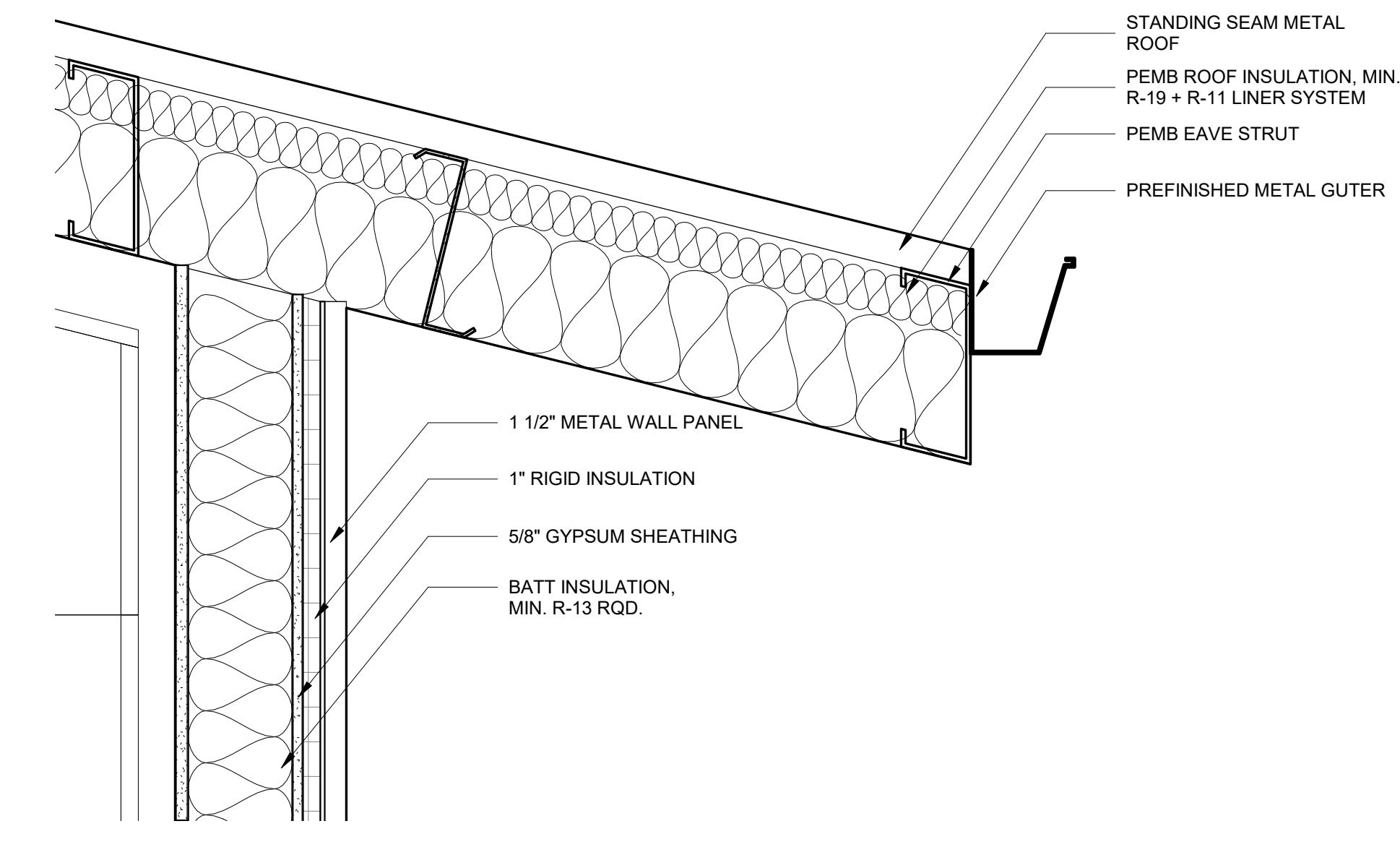
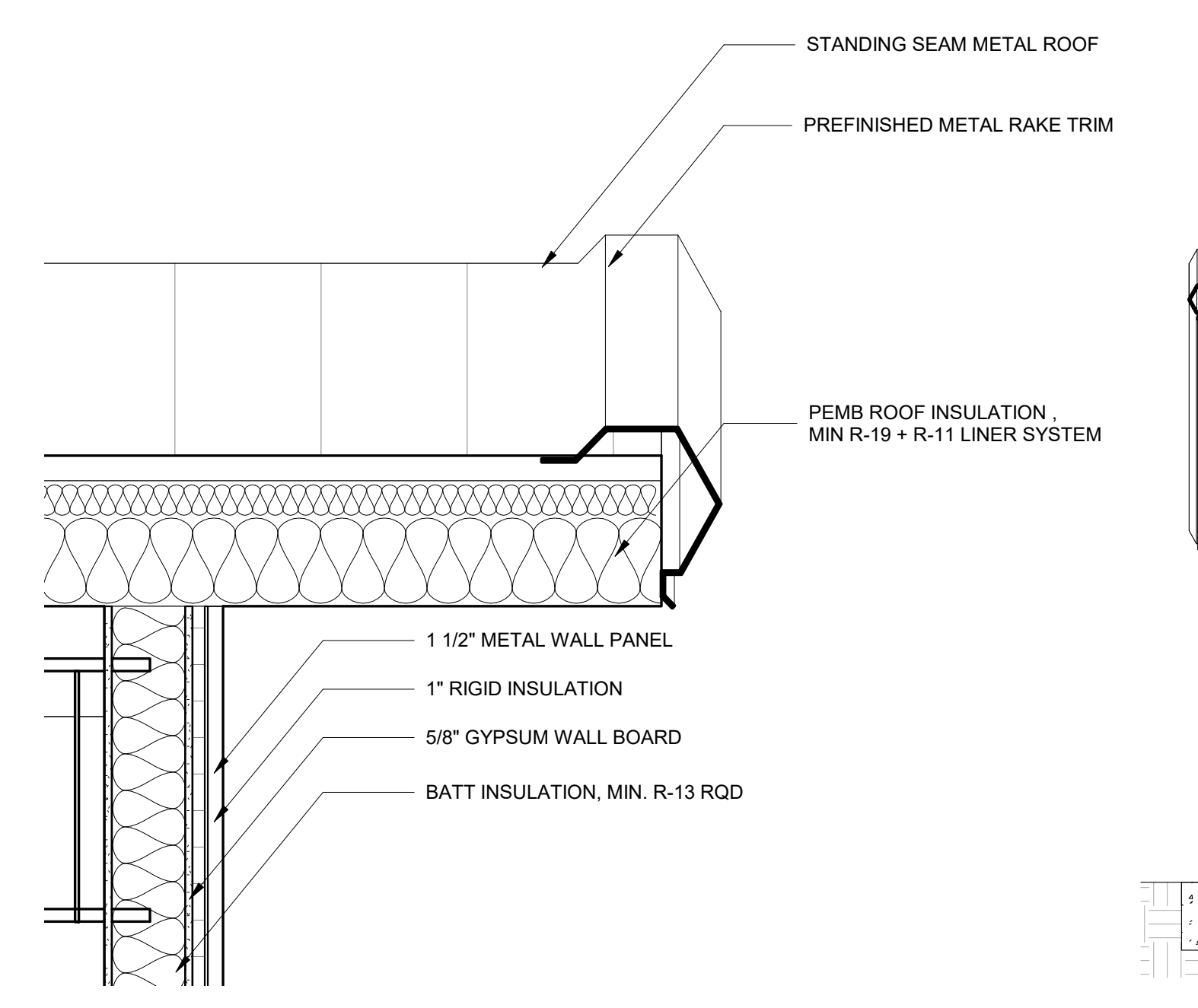
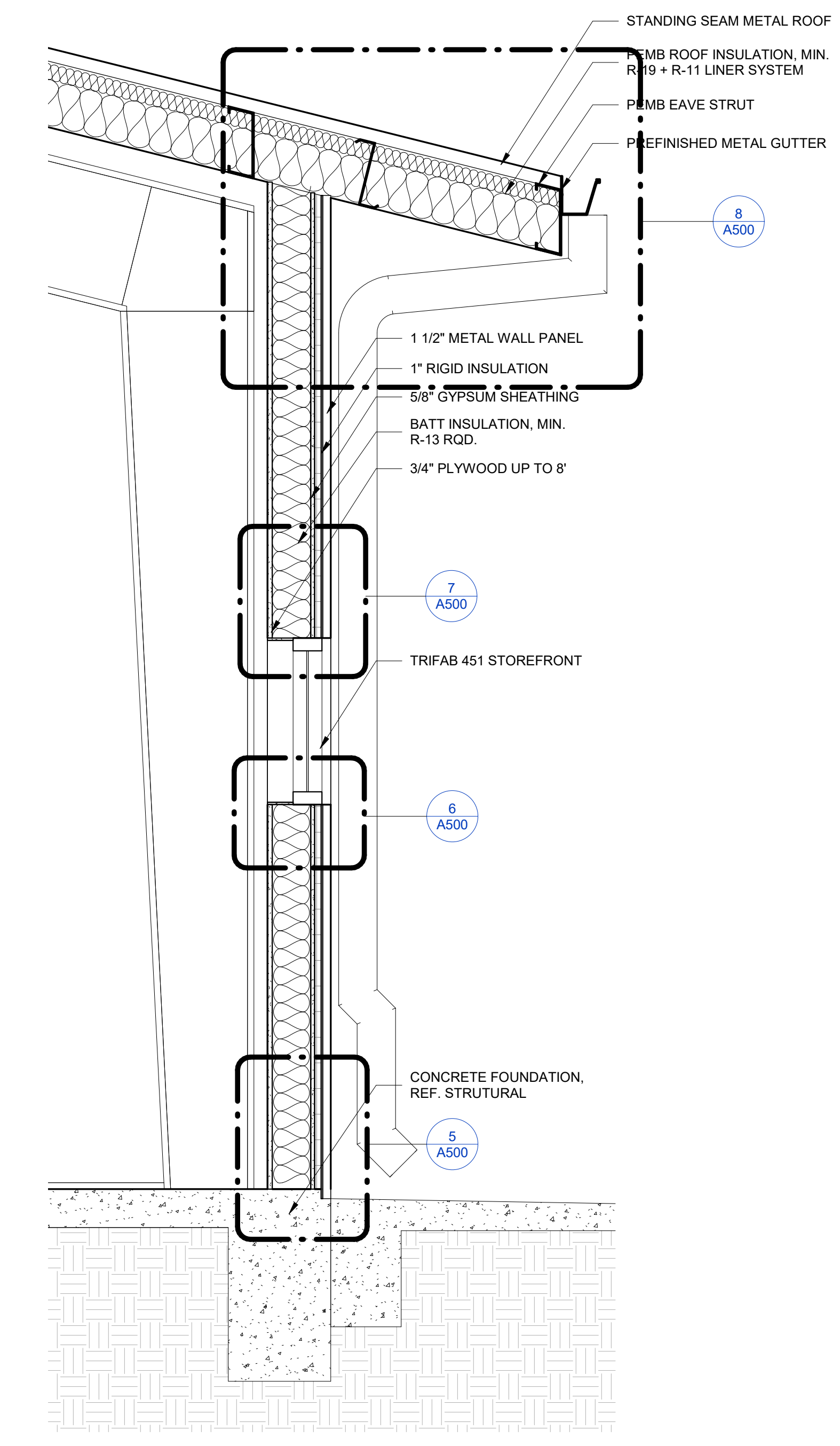
3 ELEVATION - EXTERIOR
3/16" = 1'-0" REF: A201/1

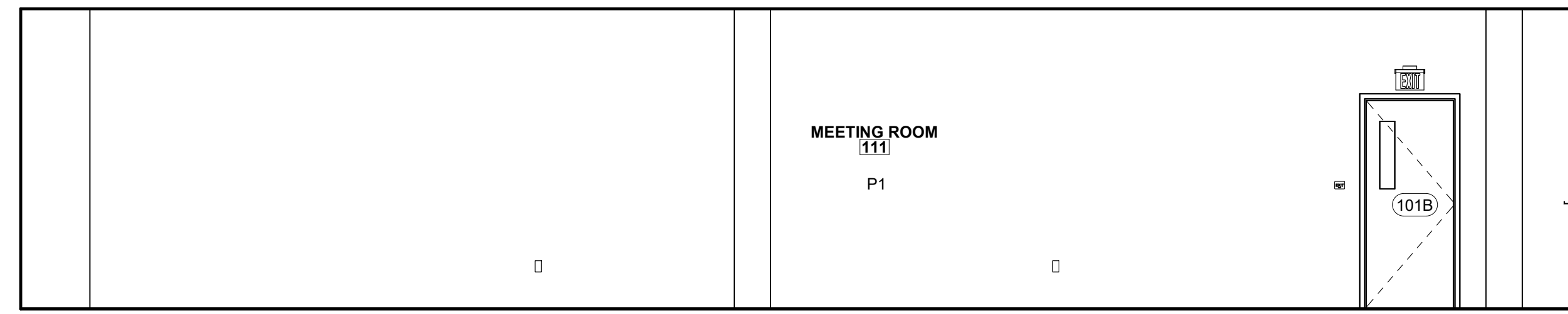


2 ELEVATION - ENDWALL AT COL. 1 - ALTERNATE
3/16" = 1'-0" REF: A201/2

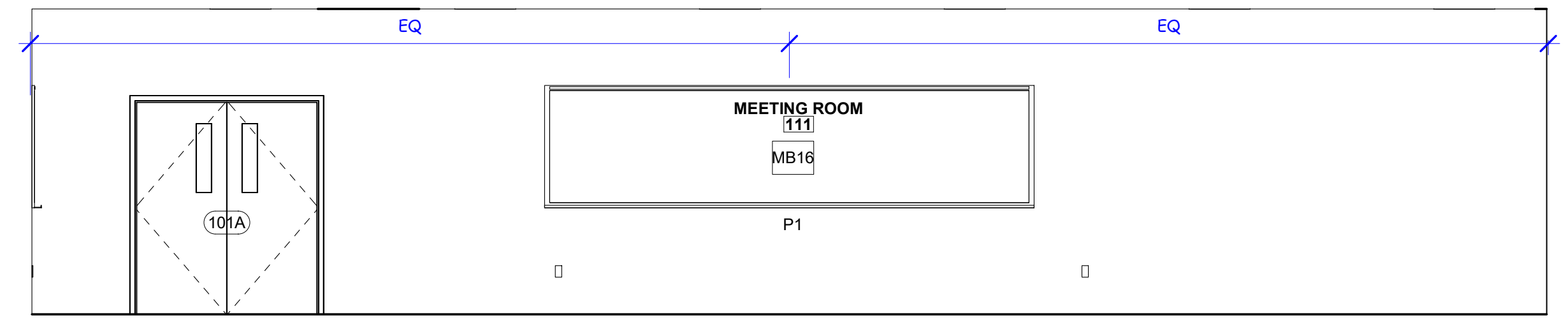


1 ELEVATION - ENDWALL AT COL. 2 - BASE BID
3/16" = 1'-0" REF: B0101/1

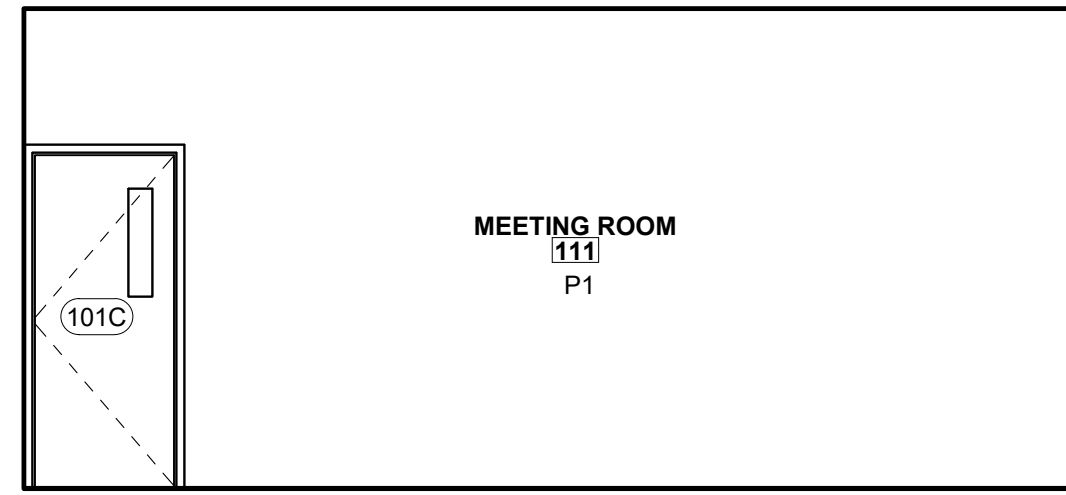




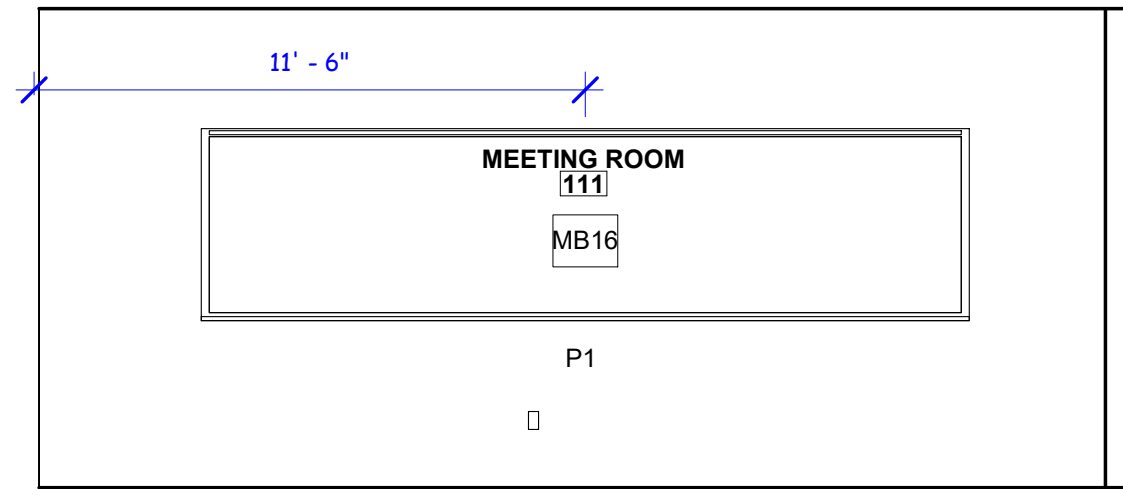
16 ALT 1 - ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.2



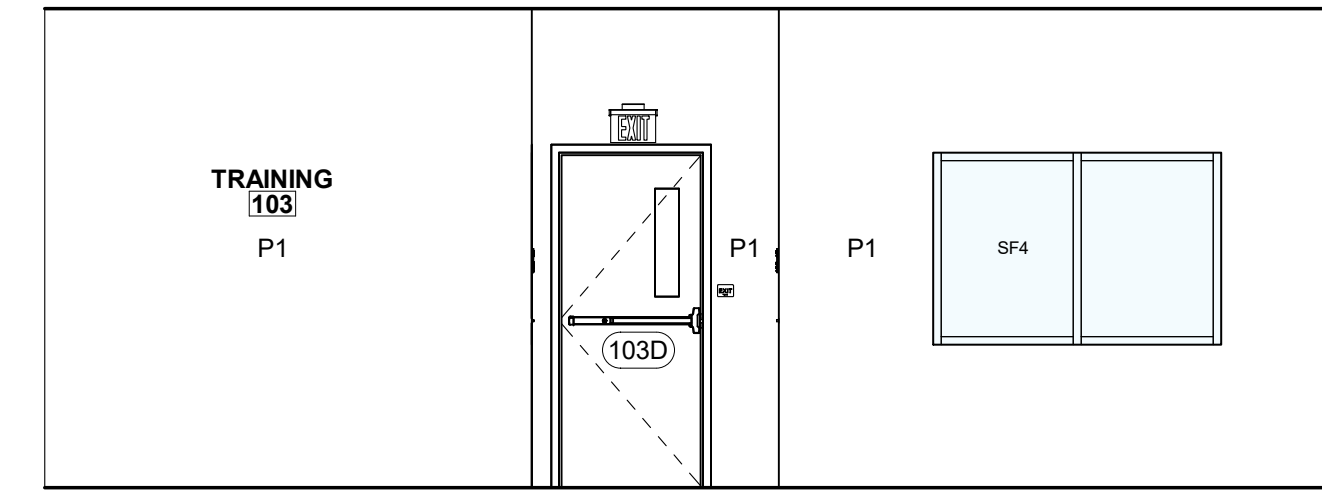
15 ALT 1 - ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.2



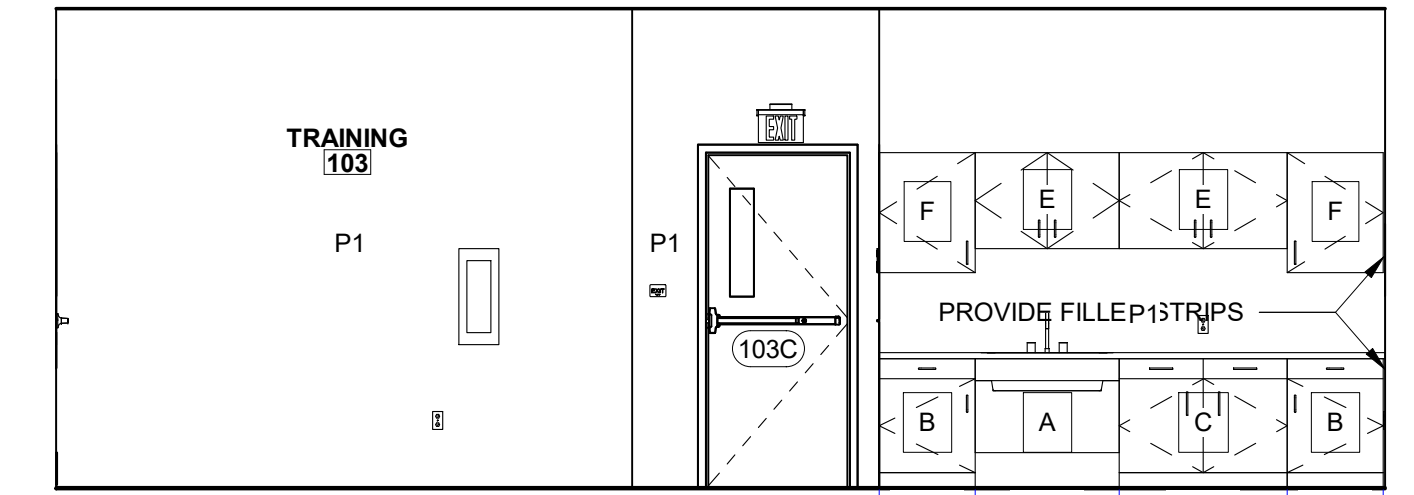
14 ALT 1 - ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.2



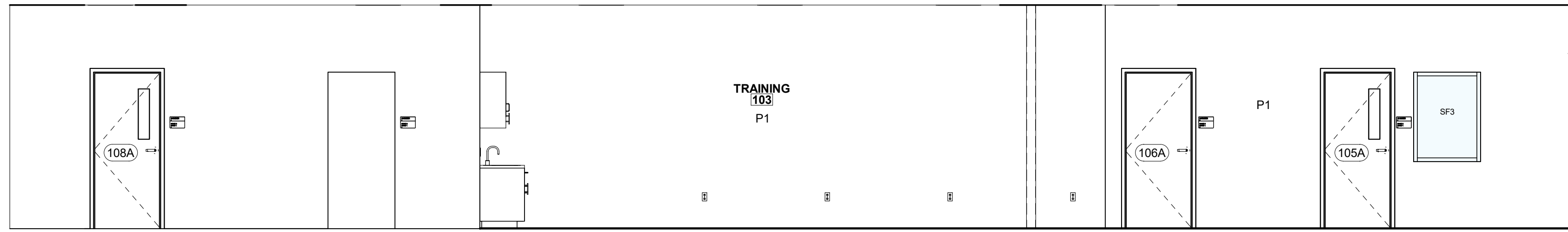
13 ALT 1 - ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.2



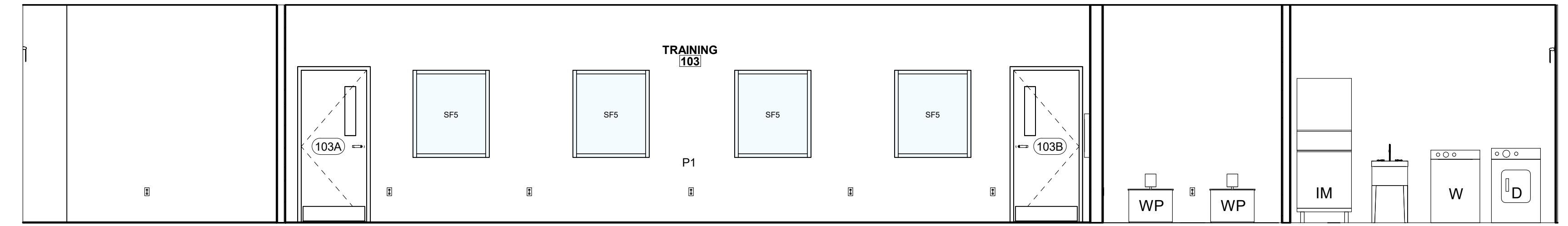
12 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



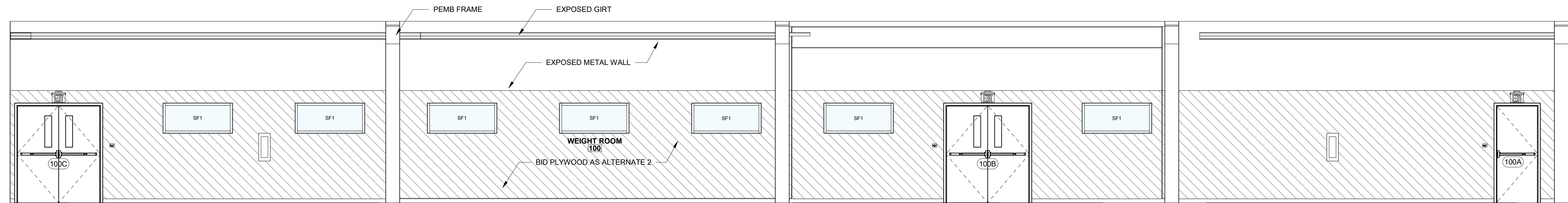
11 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



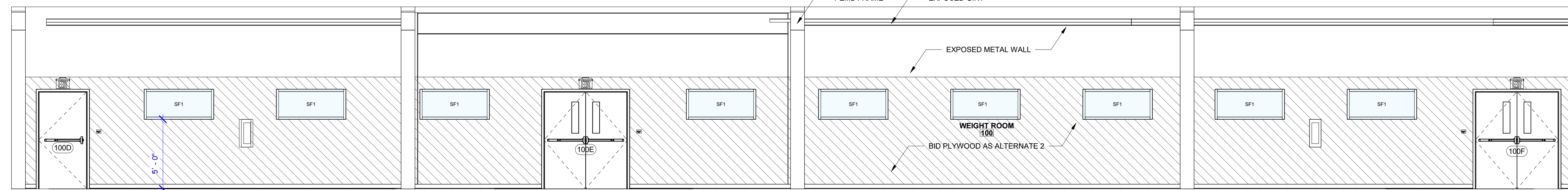
10 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



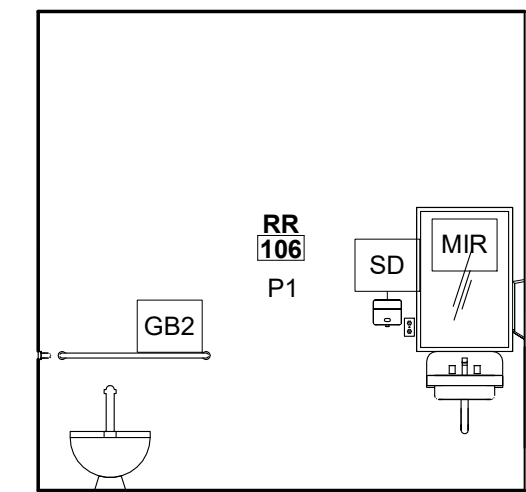
9 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



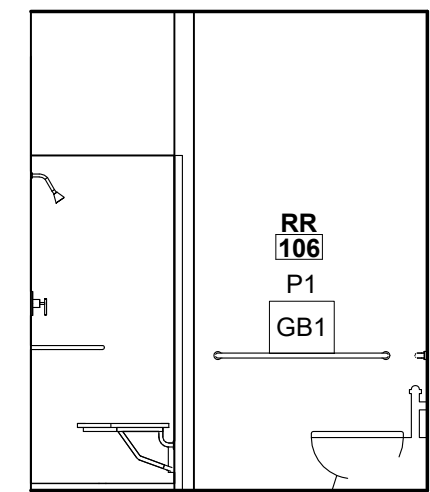
6 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



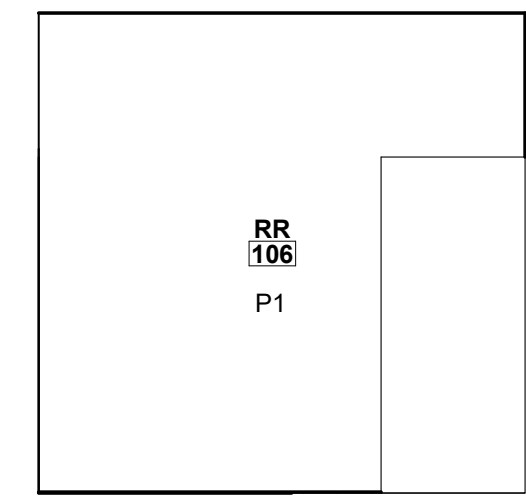
3 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



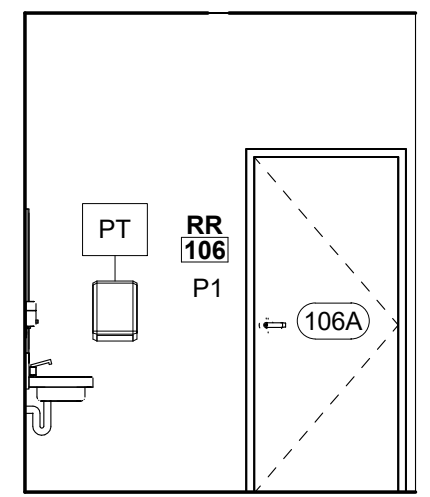
8 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.4



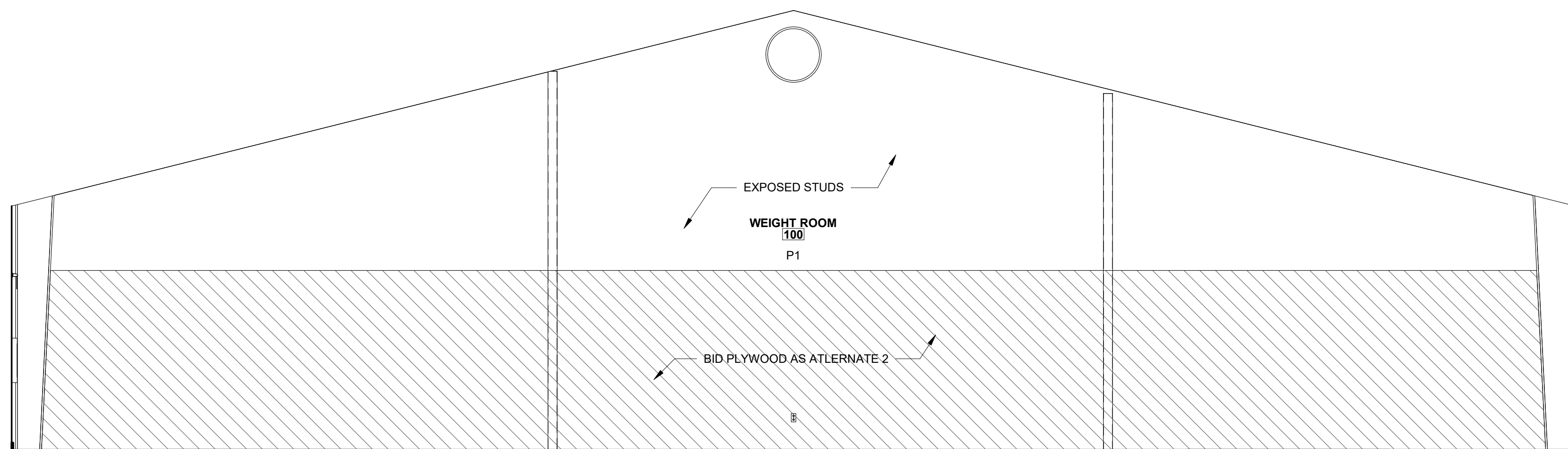
7 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.4



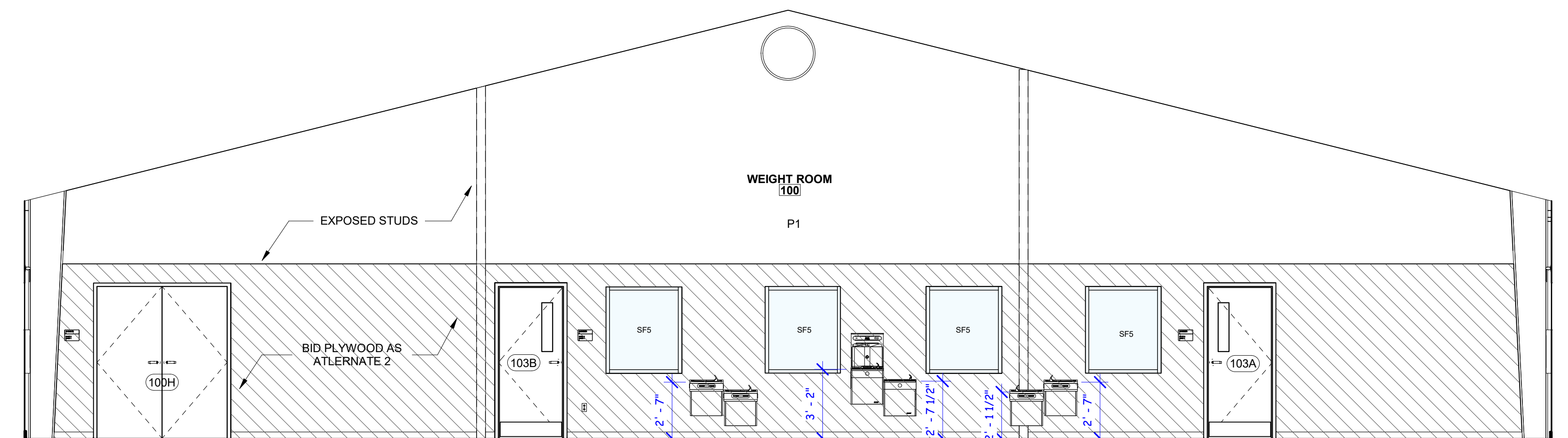
5 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.4



4 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.4



2 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1



1 ELEVATION - INTERIOR
1/4" = 1'-0" REF: A2011.1

PRELIMINARY

FOR CONSTRUCTION

REVISIONS

NUMBER	DATE

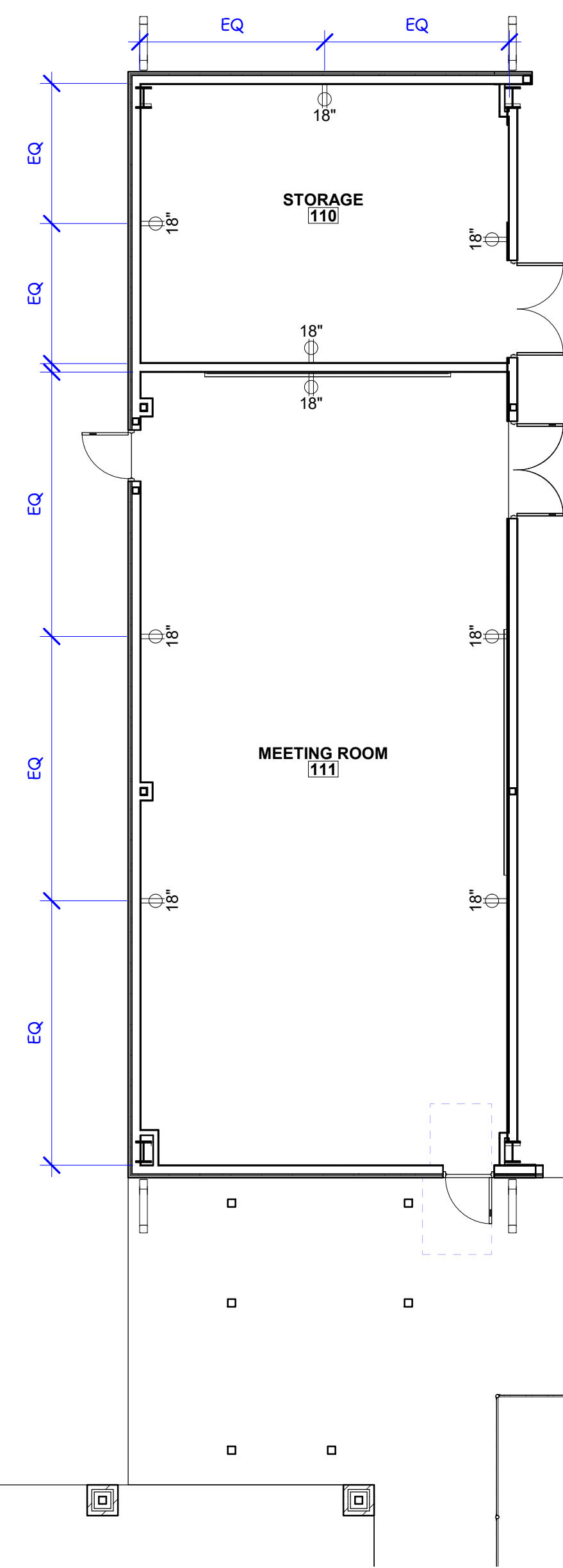
GENERAL PLAN NOTES

1. DEVICE & DATA PLAN PROVIDED FOR QUANTITY AND LOCATION REFERENCE. REFER TO MEP FOR ELECTRICAL CIRCUITING, PANELING, AND CALCULATIONS. CONTRACTOR TO COORDINATE WITH MEP DRAWINGS PRIOR TO CONSTRUCTION.

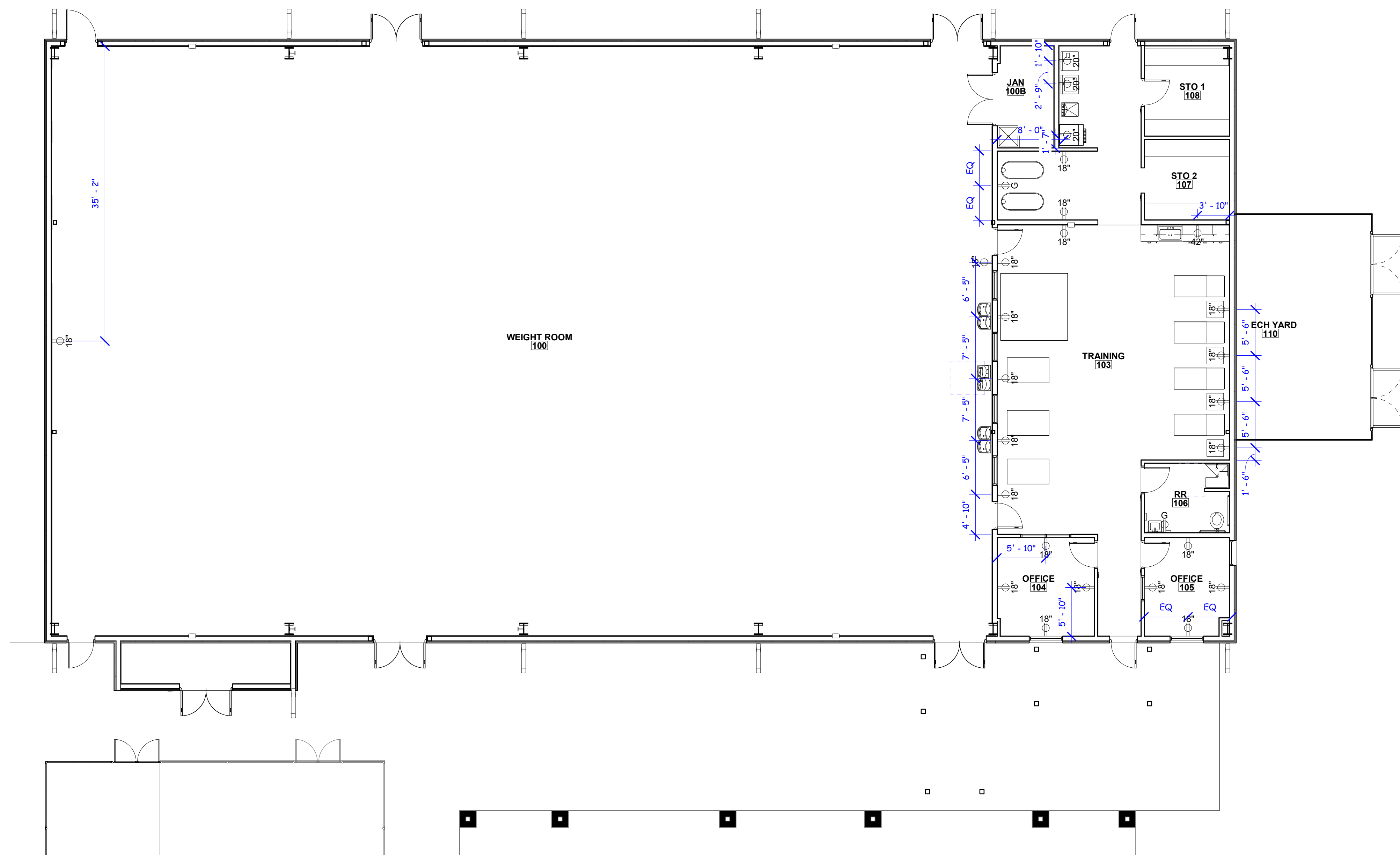
PLAN SHEET NOTES

DEVICE LEGEND

SYMBOL	DESCRIPTION
	DUPLEX OUTLET
	DUPLEX DATA



2 FLOOR PLAN - DEVICE AND DATA
1/8" = 1'-0"



1 FLOOR PLAN - DEVICE AND DATA
1/8" = 1'-0"

PRELIMINARY

FOR CONSTRUCTION

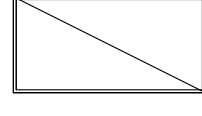

GENERAL RCP NOTES

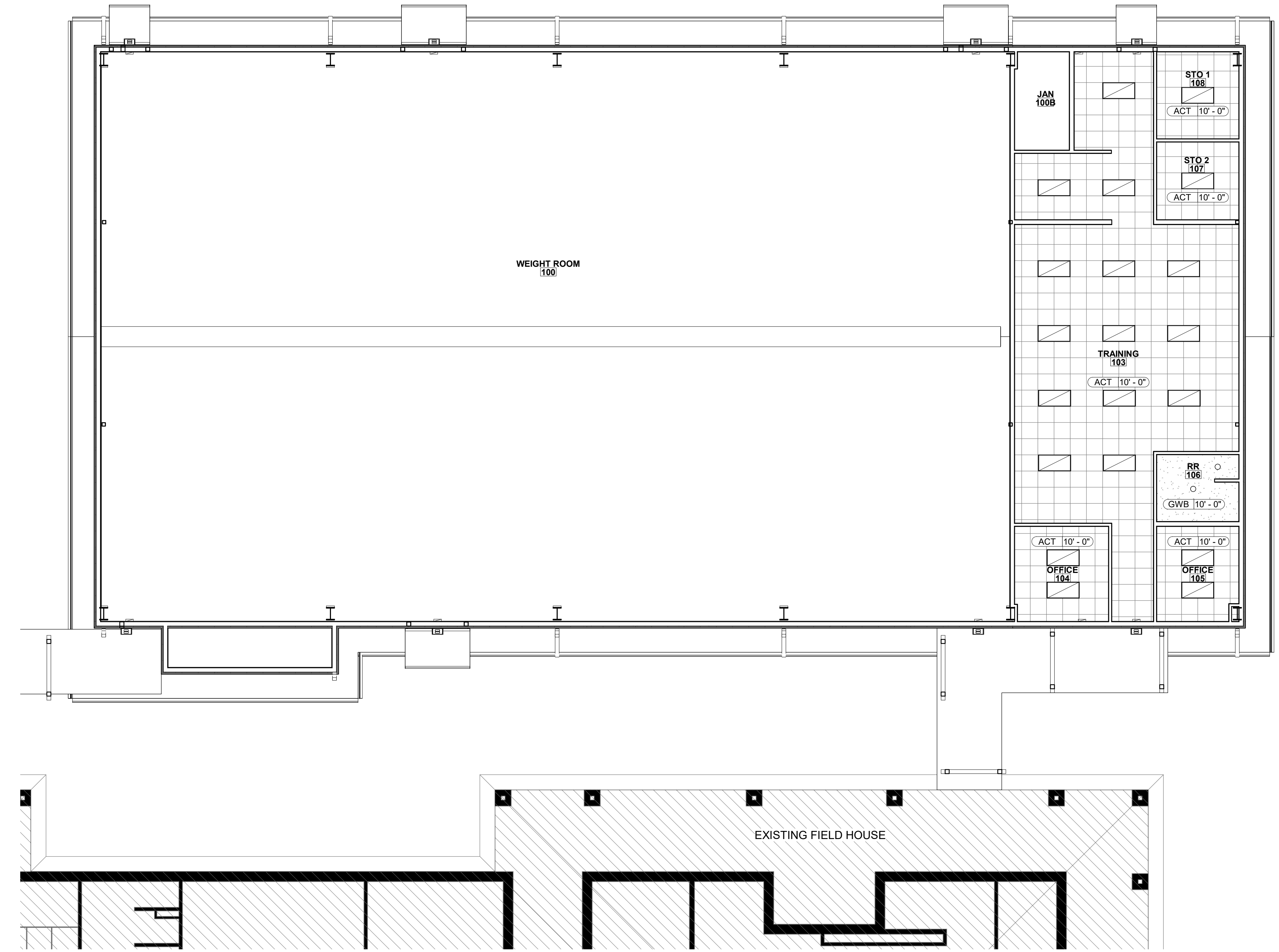
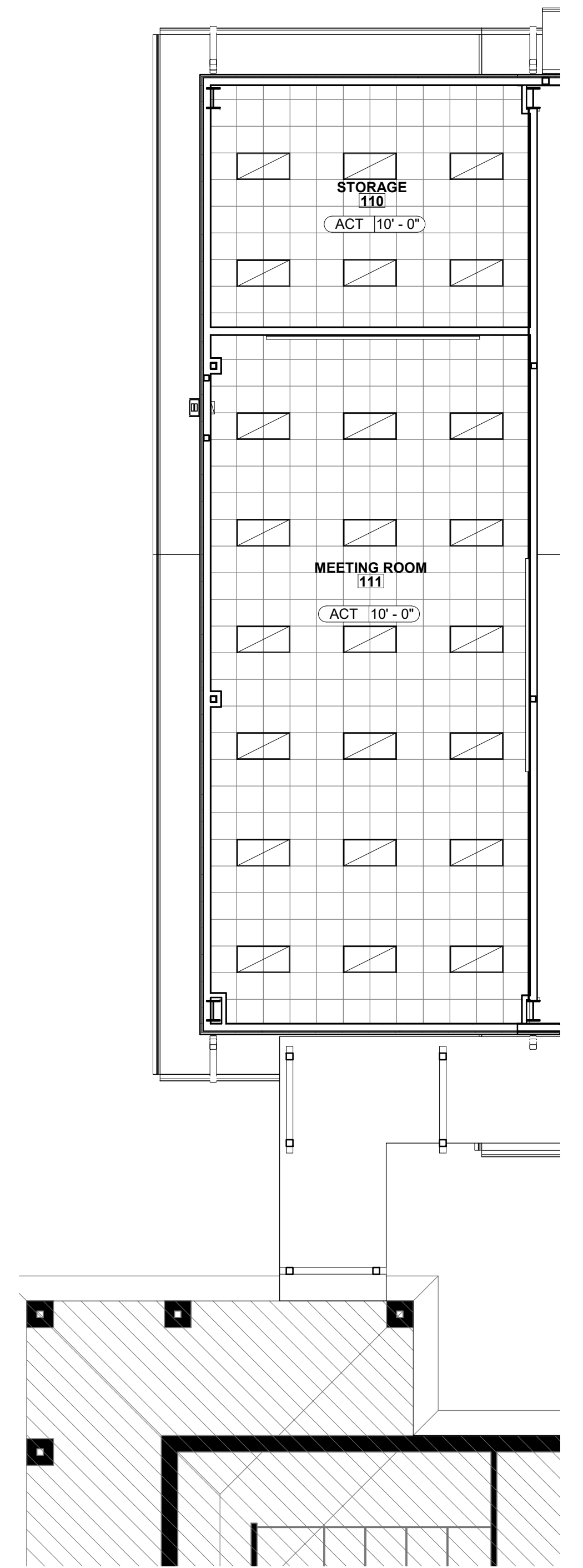
- SEE SPECIFICATIONS FOR MORE REFLECTED CEILING PLAN INFORMATION
- PROTECT ALL EXISTING SURFACES TO REMAIN
- NEW CEILING HEIGHTS SHALL MATCH EXISTING UNLESS U.O.N.
- LIGHTS, FIXTURES, EXIT SIGNS AND OTHER CEILING ACCESSORIES ARE SHOWN FOR TYPE AND LOCATION ONLY. REFER TO ENGINEERING DRAWINGS FOR INFORMATION ON POWER REQUIREMENTS, CIRCUITING, SWITCHING, FIXTURE SPECIFICATIONS, AND EMERGENCY LIGHTING.
- CONTRACTOR TO VERIFY ALL START, STOP, AND ORIG. POINTS OF A.C.T. GRID WITH ARCHITECT IN FIELD
- GANG ALL ADJACENT SWITCHES UNDER ONE COVER PLATE
- SPRINKLER HEADS AND ANY SPRINKLER LINES ARE TO BE RELOCATED SO THAT THEY WILL NOT COME IN CONFLICT WITH THE LIGHTS AS SHOWN ON THE PLAN.
- ALL SPRINKLER HEADS INSTALLED IN A.C.T. SHALL BE CONCEALED U.O.N. IN SPECIFICATIONS; ALL SPRINKLER HEADS INSTALLED IN G.W.B. CEILINGS SHALL BE CONCEALED U.O.N. IN SPECIFICATIONS; COVER PLATES SHALL BE WHITE U.O.N. AND ALL SPRINKLER HEADS AT OPEN CEILING AREAS SHALL BE TURNED UP.
- WHEN USED, ELECTRICAL CONTRACTOR SHALL COORDINATE THE TYPE OF DIMMER REQUIRED TO PROPERLY DIM FIXTURES WITH THE FIXTURE MANUFACTURER AND SHALL ADJUST AS NEEDED.
- ALL CEILING ELEVATION HEIGHTS REFER TO FINISHED FLOOR ELEVATION. (RELATIVE TO THE F.F. BELOW THE CEILING)

RCP SHEET NOTES

REVISIONS	
NUMBER	DATE

LIGHTING LEGEND

SYMBOL	DESCRIPTION
	2X4 LED LIGHTING FIXTURE
	RECESSED LED CAN FIXTURE



2 REFLECTED CEILING PLAN (ALT 1)
1/8" = 1'-0"

1 REFLECTED CEILING PLAN
1/8" = 1'-0"

GENERAL ROOF PLAN NOTES

1. REFER TO SPECIFICATIONS FOR ADDITIONAL INFORMATION.
2. PROTECT ALL EXISTING SURFACES TO REMAIN.
3. CONSTRUCTION TO CONFORM TO ALL APPLICABLE CODES IN THE STATE OF TEXAS INCLUDING ICC AND TDLR-TAS STANDARDS.
4. ALL MECHANICAL, ELECTRICAL AND PLUMBING FIXTURES ARE SHOWN FOR LOCATION AND REFERENCE ONLY. REFER TO MEP DRAWINGS AND SCHEDULES FOR SPECIFIC INFORMATION REGARDING SAID FIXTURES.

PRELIMINARY

FOR CONSTRUCTION

REVISIONS

NUMBER	DATE

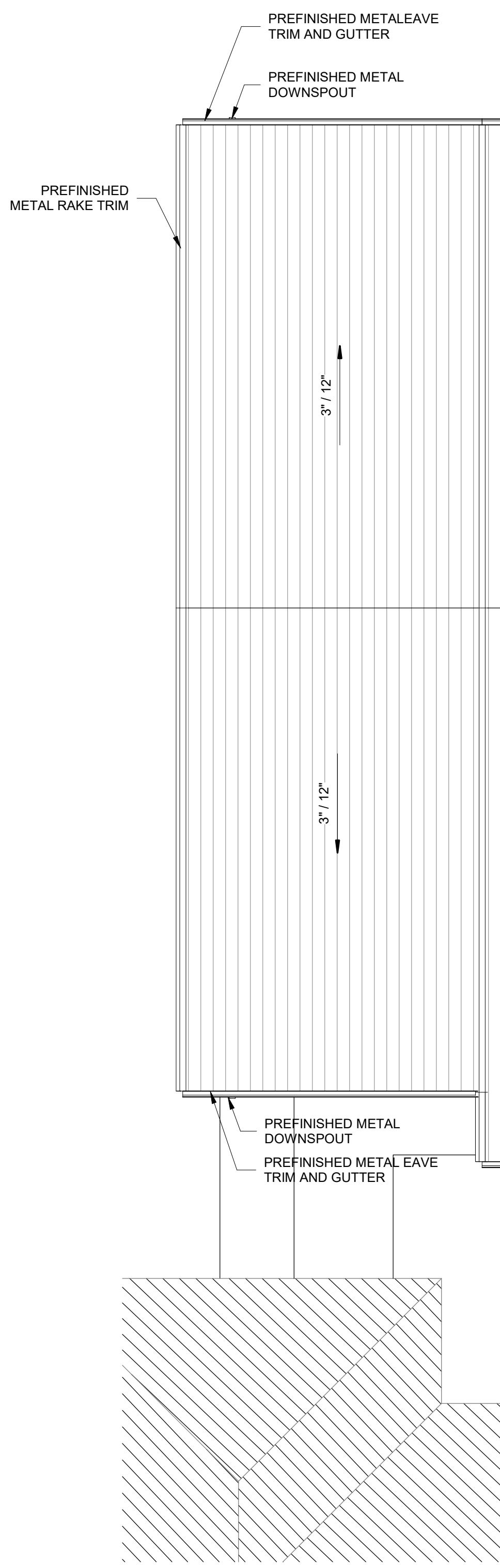
EL CAMPO ISD WEIGHT ROOM

700 WEST NORRIS, EL CAMPO, TEXAS 77437

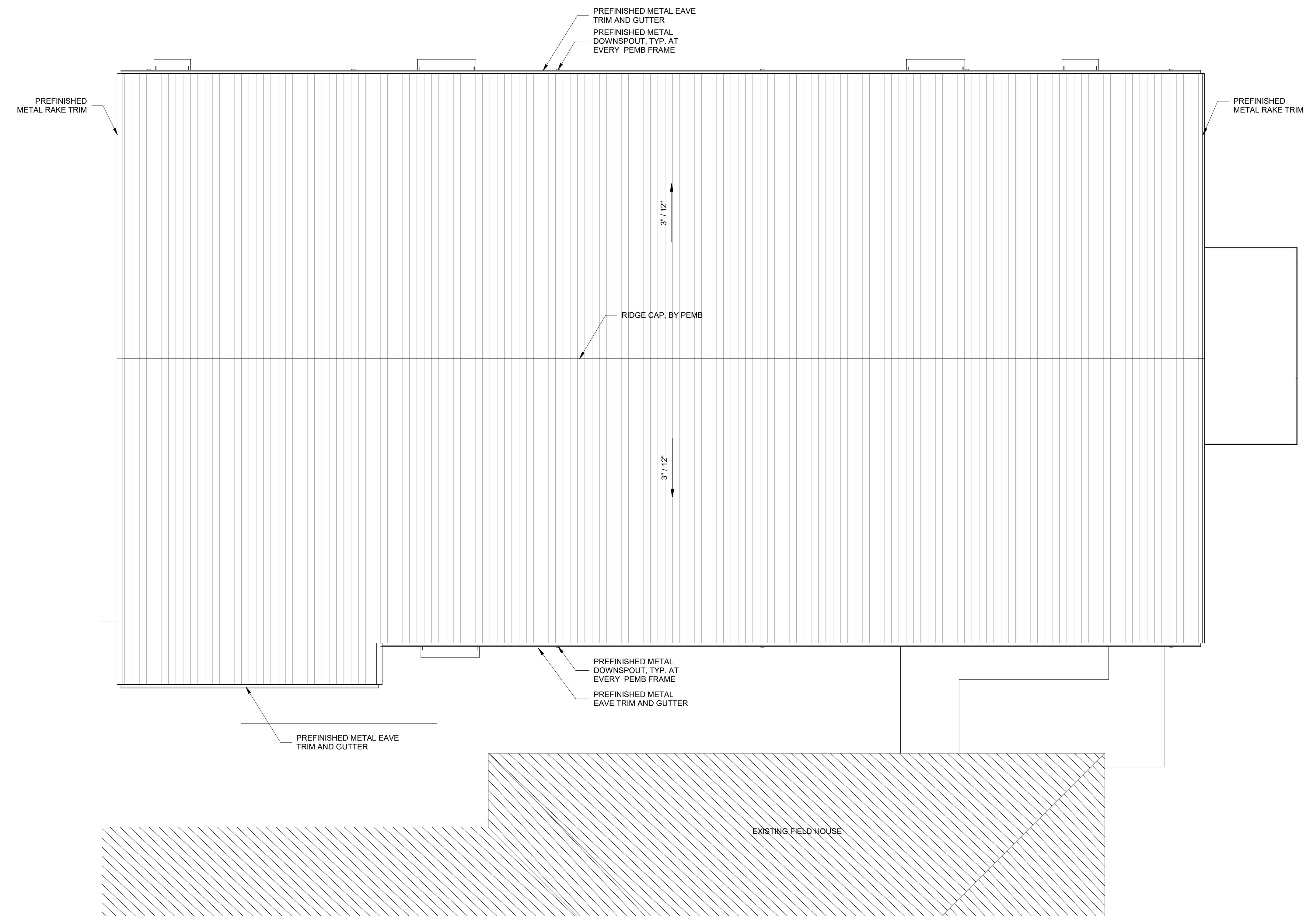
ROOF PLAN

Project Number:
201924
Sheet issue date:
2020.07.23

A900



2 Roof Plan (Alt 1)
1/8" = 1'-0" REF: 2020/13



1 Roof Plan
1/8" = 1'-0" REF: 2020/13

Estimate



Promaxima Manufacturing, LLC
 5310 Ashbrook Drive
 Houston TX 77081
 USA Phone: 713-667-9606

Tax ID: 76-0578028
Customer No: 3584
Estimate No: 44097
Salesperson: DUMONT, GEORGE B.

Bill To:

El Campo ISD
 700 W. Norris
 El Campo TX 77437

Ship To:

El Campo High School Weight Room
 ATTN: Wayne Condra
 600 West Norris St.
 El Campo TX 77437
 Phone: (979) 543-1867
 Email: wcondra@ecisd.org

Cust PO	FOB	Terms	Date Order	Requested Delivery
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6/22/2020

Line No.	Qty	Item	Description	Unit Price	Net Amount
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Frame Color Red Upholstery Color Red 8528
 SEE EACH PEICE THEY HAVE SPECIFIC COLOR

SLEEVE COLOR GRAY > "RICEBIRDS" wording
 BRIDGE COLOR GRAY > "EC LOGO" "RICEBIRDS" "EC LOGO"
 SLIP COVER GRAY > "EC" LOGO

Coach Condra (979) 543-7163

ROOM READY IN SPRING 2021

1	12	PL-820	Deluxe Double Sided Half rack	3,199.00	38,388.00
---	----	--------	-------------------------------	----------	-----------

Deluxe Double Sided Half Rack 3" x 4" 7 Gauge Steel Uprights, With 4 - 7 Gauge Steel Notched Power Coated Upright Sleeve
 4 - Heavy Duty Weight Bar Hooks, 4 Adjustable Safety Catch Arms, Bumper Plate Storage, Weight Plate And Bar Storage, 2
 Chin Up Station, Leaser Cut Custom Logo Included On Sleeve

2	6	PL-840	PL-840 Deluxe Half Rack	2,195.00	13,170.00
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Deluxe Half Rack, 3" x 4" 7 Gauge Steel Uprights With 7 Gauge Steel Single Notched Powder Coated Upright Sleeve, Weight
 Plate and Bumper Plate Storage. Olympic Bar Storage. 2 - J Bar Catches and 2 - Safety Arms, Chin Up Station, Optional Laser
 Cut Custom Logo

3	30	PL-618	Bridge Logo Plate For Racks	129.00	3,870.00
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Bridge Logo Plate For Racks

4	30	LOGO BRIDGE	Logo for Bridgeplates, Custom	75.00	2,250.00
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Logo for Bridgeplates, (NEED ART WORK)

5	1	LOGO SET UP	Set-Up Fee For Logos	50.00	50.00
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272

Estimate



Promaxima Manufacturing, LLC
 5310 Ashbrook Drive
 Houston TX 77081
 USA Phone: 713-667-9606

Tax ID: 76-0578028
Customer No: 3584
Estimate No: 44097
Salesperson: DUMONT, GEORGE B.

Bill To:

El Campo ISD
 700 W. Norris
 El Campo TX 77437

Ship To:

El Campo High School Weight Room
 ATTN: Wayne Condra
 600 West Norris St.
 El Campo TX 77437
 Phone: (979) 543-1867
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Cust PO	FOB	Terms	Date Order	Requested Delivery
---------	-----	-------	------------	--------------------

6/22/2020

Line No.	Qty	Item	Description	Unit Price	Net Amount
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Set-Up Fee For Logos

6	36	FW-150U	Deluxe Adjustable Bench W/ Wheels	425.00	15,300.00
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Deluxe Adjustable Workout Bench. 0 to 90 Degrees. No Pop Pins. Foot Lever Back Pad Adjustment. Seat Lock Out Adjustment System. Wheel Mounted For Easy Movement. Upright Vertical Bench Storage

FRAME COLOR BLACK UPHOLSTERY COLOR RED 8528

7	36	AC-SLIPCOVER	Slip Cover For Benches With Logo	40.00	1,440.00
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Slip Cover For Benches With Logos

8	1	EMBROID SET UP	Embroidery Set Up Fee	75.00	75.00
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9	3	FW-4	Combo Hi Lat Pull With Cable Low Row	450.00	1,350.00
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Combo Hi Lat Pull With Cable Low Row. (NO CABLE CHANGES FROM ONE EXERCISE TO THE OTHER) 2" x 3" Welded Solid Steel Frame

FRAME COLOR BLACK UPHOLSTERY COLOR RED 8528

10	3	FW-33	4-Way Neck Machine, Cam Driven	450.00	1,350.00
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4-Way Neck Machine, Cam Driven Allows Proper Variable Resistance Throughout The Complete Range Of Motion.

FRAME COLOR BLACK UPHOLSTERY COLOR RED 8528

11	3	PLR-775	Glute Ham Developer with Adjustment	525.00	1,575.00
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Estimate



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Ship To:

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 ATTN: Wayne Condra
 600 West Norris St.
 El Campo TX 77437
 Phone: (979) 543-1867
 Email: wcondra@ecisd.org

Cust PO	FOB	Terms	Date Order	Requested Delivery
			6/22/2020	

Line No.	Qty	Item	Description	Unit Price	Net Amount
----------	-----	------	-------------	------------	------------

Glute Ham Developer With Adjustable Linear Bearing Footplate System And Rotating Thigh Pad

FRAME COLOR BLACK UPHOLSTERY RED 8528

12	1	P-118	Inverted Leg Press With Linear	1,595.00	1,595.00
----	---	-------	--------------------------------	----------	----------

Inverted Leg Press With Linear Bearings And Adjustable Angled Back Pad, 4 -2" Solid Steel Weight Prongs & Weight Plate Storage

FRAME COLOR BLACK UPHOLSTERY COLOR RED 8528

13	200	EZR-45	Olympic Rubber Grip Plate 45lb	51.75	10,350.00
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Olympic Rubber Grip Plate 45lb

14	100	EZR-35	Olympic Rubber Grip Plates 35lb	40.25	4,025.00
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Olympic Rubber Grip Plates 35lbs

15	140	EZR-25	Olympic Rubber Grip Plates 25lb	28.75	4,025.00
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Olympic Rubber Grip Plates 25lbs

16	140	EZR-10	Olympic Rubber Grip Plates 10lb	11.50	1,610.00
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Olympic Rubber Grip Plates 10lbs

17	100	EZR-05	Olympic Rubber Grip Plates 5lb	5.75	575.00
----	-----	--------	--------------------------------	------	--------

Olympic Rubber Grip Plates 5lbs

Estimate



Promaxima Manufacturing, LLC
 5310 Ashbrook Drive
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 El Campo TX 77437
 Phone: (979) 543-1867
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Cust PO	FOB	Terms	Date Order	Requested Delivery	
			6/22/2020		
Line No.	Qty	Item	Description	Unit Price	Net Amount
18	100	EZR-02.5	Olympic Rubber Grip Plates 2.5lb	2.88	288.00
			Olympic Rubber Grip Plates 2.5lbs		
19	100	BUMURB-45	45lb Urethane Competition Bumper Plate	199.00	19,900.00
			45lb Urethane Competition Bumper Plate Black with Customized Logo		
20	80	BUMURB-35	35lb Urethane Competition Bumper Plate	150.00	12,000.00
			35lb Urethane Competition Bumper Plate Black with Customized Logo		
21	80	BUMURB-25	25lb Urethane Competition Bumper Plate	118.00	9,440.00
			25lb Urethane Competition Bumper Plate Black with Customized Logo		
22	80	BUMURB-10	10lb Urethane Competition Bumper Plate	67.00	5,360.00
			10lb Urethane Competition Bumper Plate Black with Customized Logo		
23	32	AC-LOCKJAWP	Pro Lock Jaw Collar (PAIR)	29.95	958.40
			Pro Lock Jaw Collar (PAIR)		
24	2	URD-SET3L	5 -100lb.Pro Style Solid Urethane w/Logo	4,530.00	9,060.00
25	2	URD-SET4L	5-75 lb. Pro Style Solid Urethane w/Logo	2,670.00	5,340.00
26	1	URD-SET7L	105-125 lb.ProStyle Solid Urethane w/Logo	2,345.00	2,345.00
27	2	PLR-504	Raptor 3 Tier Saddle Dumbbell Rack 11'	595.00	1,190.00
			Raptor 3 Tier Saddle Dumbbell Rack Accomdates 20 Pairs Of Dumbbells 5lb - 100lb - 11' Long		
28	60	BAROLY2000CW/O	Chrome Olympic NB 2000Lb Test Bar	279.00	16,740.00

Estimate



Promaxima Manufacturing, LLC
 5310 Ashbrook Drive
 Houston TX 77081
 USA Phone: 713-667-9606

Tax ID: 76-0578028
Customer No: 3584
Estimate No: 44097
Salesperson: DUMONT, GEORGE B.

Bill To:

El Campo ISD
 700 W. Norris
 El Campo TX 77437

Ship To:

El Campo High School Weight Room
 ATTN: Wayne Condra
 600 West Norris St.
 El Campo TX 77437
 Phone: (979) 543-1867
 Email: wcondra@ecisd.org

Cust PO	FOB	Terms	Date Order	Requested Delivery	
			6/22/2020		
Line No.	Qty	Item	Description	Unit Price	Net Amount
			Chrome Olympic 2000Lb Test Bar Without Center Knurling		
29	6	BAROLYJRHIGH	6' - 30LB Olympic Jr. High Bar	125.00	750.00
			6' - 30LB Olympic Jr. High Bar		
30	30	P-8311	Power Arms for PL-800 Series	349.00	10,470.00
			Power Arms for PL-800 Series		
31	30	PL-303	Upper and Lower Band Attachment Set	59.00	1,770.00
			Upper and Lower Band Attachment Set		
32	30	50423	Bolt On Land Mine	50.00	1,500.00
			Bolt On Land Mine		
33	1	CSTM-POWD	Custom Powder Coating	750.00	750.00
			Custom Powder Coating		
34	60	LIFT LOW	41" Band #2, 13/16" Purple Low Resistanc	6.00	360.00
			41" Band #2, 13/16 Purple Low Resistance		
35	60	LIFT MEDIUM	41" Band #3, 1 1/8" Green Med Resistance	8.00	480.00
			41" Band #3, 1 1/8" Green Med Resistance **Each**		
36	60	LIFT HEAVY	41" Band #4, 1 3/4" Blue Hvy Resistance	13.00	780.00
			41" Band #4, 1 3/4" Blue Hvy Resistance **Each**		
37	30	LC-25	25 lb. Lifting Chains pair.	125.00	3,750.00
			25 lb. Lifting Chains pair.		

Estimate



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Cust PO	FOB	Terms	Date Order	Requested Delivery
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6/22/2020

Line No.	Qty	Item	Description	Unit Price	Net Amount
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38	30	LC-5LBSET	Add on chain set, 2 chains, 5lbs each	30.00	900.00
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Add on chain set, 2 chains, 5lbs each

39	1	SET UP FEE		495.00	495.00
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Dumbbels set up Fee

40	1	FREIGHT		3,450.00	3,450.00
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41	1	INSTALLATION		4,500.00	4,500.00
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Thank you for doing business with Promaxima
 Building Champions for over 50 years

Sale Amount:	213,574.40
Sales Tax:	0.00
Prepaid:	0.00
Total Amount:	213,574.40

Estimate



Promaxima Manufacturing, LLC
 5310 Ashbrook Drive
 Houston TX 77081
 USA Phone: 713-667-9606

Tax ID: 76-0578028
Customer No: 3584
Estimate No: 44133
Salesperson: DUMONT, GEORGE B.

Bill To:

El Campo ISD
 700 W. Norris
 El Campo TX 77437

Ship To:

El Campo High School Weight Room
 ATTN: Wayne Condra
 600 West Norris St.
 El Campo TX 77437
 Phone: (979) 543-1867
 Email: wcondra@ecisd.org

Cust PO	FOB	Terms	Date Order	Requested Delivery
			6/22/2020	

Line No.	Qty	Item	Description	Unit Price	Net Amount
			Room Size 112' x 70' 7840 sq. ft.		
			Coach Condra ((979) 543-7163		
			Room Ready Spring 2021		
1	28	E-FLOORING	Custom Configured Flooring	1,325.00	37,100.00
			Main Floor Beast 10.5mm x 4' x 71' Rolls ES 104 Cardinals		
2	8	E-FLOORING	Custom Configured Flooring	670.00	5,360.00
			Main Floor Beast 10.5mm x 4' x 36' Rolls ES 104 Cardinals		
3	30	E-FLOORING	Custom Configured Flooring	425.00	12,750.00
			Inlay Logo & Background Beast 10.5mm x 4' x6' ES15A Steel Appeal 2 Logo Attached		
4	5	E-FLOORING	Custom Configured Flooring	645.00	3,225.00

Estimate



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Cust PO	FOB	Terms	Date Order	Requested Delivery
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6/22/2020

Line No.	Qty	Item	Description	Unit Price	Net Amount
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Drop Zones
 Beast 10.5mm x 4' x 38' Rolls Basic Black ES 00

5	21	ADHESIVE	15 Minute Adhesive - NOR4617	239.00	5,019.00
			15 Minute Adhesive - NOR4617		
6	1	FREIGHT		3,295.00	3,295.00
7	1	INSTALLATION		14,995.00	14,995.00

Thank you for doing business with Promaxima
 Building Champions for over 50 years

Sale Amount:	81,744.00
Sales Tax:	0.00
Prepaid:	0.00
Total Amount:	81,744.00

