Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, June 25, 2024

Agenda

5:00 PM

I. Call to Order and Determination of a Quorum
II. Pledges of Allegiance
III. Public Hearing
A. Conduct a Public Meeting on the District's 2024-2025 Budget and Proposed Tax Rate - **Darrell Dodds, Elisa Cordova-Long** 5
IV. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: https://pol.tasb.org/Policy/Code/364?filter=BED.
V. Discussion Items
A. Discuss Accounts Payable Audit Report - **Dr. Ricardo Lopez, Stephanie Davis (Gibson Consulting)** 7
B. Discussion Regarding Revisions to the Board Operating Procedures - **Lisa Ray** 85
C. Trustees' Report 115
1. Trustee attendance at recent district and community events
2. Announcement of upcoming district and community events
3. Recognition of outstanding performance by district staff and students
4. Recognition of new programs and special activities
5. Message from Board President
D. Superintendent's Report 122
E. Future Agenda Items 123
VI. Consent Agenda - Consider approval of
A. Human Resources Report - **Dr. Gradyne Brown** 124
B. Consider Approval of Resolution Allowing Compensation to Staff Members for Time Missed Due to District Closure Due to Inclement Weather – **Gradyne Brown** 133

C. Consider Ratification of the FY24 Tax Refund Resolution – **Kristi Cooper** 136
D. Consider Approval of the Proposed Budgets for the General Fund, Student Nutrition Services Fund and Debt Services Fund for the 2024-2025 School Year – **Elisa Cordova-Long** 141
E. Consider Approval of Independent Sources of Instruction for the Training of Investment Officers – **Darrell Dodds and Rhonda Rountree** 143
F. Consider Approval of Qualified Investment Brokers – **Darrell Dodds and Rhonda Rountree** 145
G. Review the Investment Policy and Investment Strategy and adopt a written instrument stating review of same and recording any changes made to either the investment policy or investment strategies – **Darrell Dodds and Rhonda Rountree** 147
H. Consider Approval of Resolution Designating Investment Officers for the District – **Rhonda Rountree** 153
I. Consider Approval of Camera Resolution – **Dr. Tanya Ramos** 175
J. Consider Approval of TEA Attendance Waivers – **Dr. Babetta Hemphill** 177
K. Consider Approval of Dallas College NFHS P-TECH Agreement – **Kevin Massey** 178
L. Consider Approval of Dallas College GHS ECHS Agreement – **Kevin Massey** 202
M. Consider Approval of Dallas College Dual Credit Agreement – **Kevin Massey** 226
N. Consider Approval of Dallas College EMT Agreement – **Kevin Massey** 277
O. Consider Approval of Dallas College LCHS P-TECH Agreement – **Kevin Massey** 300
P. Consider Approval of Dallas College NGHS ECHS Agreement – **Kevin Massey** 324
Q. Consider Approval of Dallas College NGHS P-TECH Agreement – **Kevin Massey** 348
R. Consider Approval of Dallas College RHS ECHS Agreement – **Kevin Massey** 372
S. Consider Approval of Dallas College RHS P-TECH Agreement – **Kevin Massey** 396
T. Consider Approval of Dallas College SGHS ECHS Agreement – **Kevin Massey** 420
U. Consider Approval of Dallas College SGHS P-TECH Agreement – **Kevin Massey** 444
V. Consider Approval of Dallas College SHS ECHS Agreement – **Kevin Massey** 468
W. Consider Approval of Dallas College SHS P-TECH Agreement – **Kevin Massey** 492
X. New Bids

1. Contract#9-25 - Consider Approval of Purchase of Disposable Products for Student Nutrition Services (SNS) – **Mark Booker and Jennifer Miller** 516
2. Contract#51-24-05 - Consider Approval of Purchase of Walk-In Cooler and Freezer Replacement for Student Nutrition Services (SNS) – **Mark Booker and Jennifer Miller** 552
3. Contract#13-25 - Consider Approval of Purchase of Metal Detectors and Supplies – **Mark Booker and Shelley Garrett** 555
4. Contract#155-24 - Consider Approval of Purchase of Baseball Equipment and Softball Equipment – **Mark Booker and Ron Griffen** 556
5. Contract#252-25-01 - Consider Approval of Purchase of Cellular Equipment and Services – **Mark Booker and Thomas Head** 558
6. Contract#310-24-01 - Consider Approval of Purchase of Staff Development Services, Consultant Services and Materials – **Mark Booker and Kimberly Caddell** 559

Y. Modification to Awarded Bids
1. Contract#215-21 - Consider Approval of Modification to Maintenance General Trades Merchandise and Services – **Mark Booker and Paul Gonzales** 562

Z. Increase to Awarded Bids
1. Contract# 214-24-08 - Consider Approval of Increase in Awarded Amount for HVAC Equipment, Supplies, and Services – **Mark Booker and Paul Gonzales** 563
2. Contract#293-24-01 - Consider Approval of Increase in Awarded Amount for Hearing and Vision Services Medical Supplies and Equipment – **Mark Booker and Tanya Ramos** 564

VII. Action Item (Non Consent)
A. Consider Approval of the 2024-2025 Salary Schedule and Compensation Information Handbook - **Dr. Gradyne Brown** 566
B. Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund and Debt Service Fund – **Elisa Cordova-Long** 604
C. Consider Approval of the Final Amended Budgets for 2023-2024 – **Elisa Cordova-Long** 605
D. New Bids
1. Contract#325-25-02 - Consider Approval of Purchase of Secondary Math Instructional Materials and Services - **Mark Booker, Coleman Bruman** 606
2. Contract#271-24 - Consider Approval of Leased Warehouse Space - **Mark Booker, Charles Rose** 621
3. Contract#499-24-03 - Consider Approval of Contractor for Sachse HS Field Turf Replacement, Track, and Lighting Replacement Repair - **Javier Fernandez** 622

4. Contract#510-01-1.2 - Consider Approval of Recommended Guaranteed Maximum Price (GMP) #2 for Bond 2023 Multi-Program Activity Centers at All Seven High Schools with Field House Replacement **- Javier Fernandez (BOND)** 623

VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.

A. Pursuant to Texas Government Code Section 551.072, deliberating the purchase, exchange, lease, or value of real property.

1. Consultation and deliberation regarding land acquisition update.

B. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

C. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

IX. Reconvene from Executive Session for action relative to items considered during Executive Session

X. Adjournment

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Darrell Dodds, Chief Financial Officer
Elisa Cordova-Long, Executive Director of Budget

Subject: Conduct a Public Meeting on the District's 2024-2025 Budget and Proposed Tax Rate

Discussion Item

Executive Summary:

Darrell Dodds, Chief Financial Officer, and Mrs. Elisa Cordova-Long, Executive Director of Budget, will present the 2024-2025 budget and proposed tax rate. Immediately after the presentation, the Board President will open the meeting to any citizen who wishes to address the Board regarding the District's budget and proposed tax rate for 2024-2025.

After all interested individuals wishing to address the Board have expressed opinions about the budget and proposed tax rate, the Board President will close the meeting and all further input will cease. Formal adoption of the budget for 2024-2025 will be considered in the Board Meeting following the Public Meeting.

This agenda item was submitted for discussion to the Finance, Facilities and Operations Committee on June 11, 2024.

Administrative Recommendations:

Provided for your consideration.

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Garland Independent School District will hold a public meeting at 5:00 PM, June 25, 2024 in Harris Hill Administration Building - Annex at 601 S. Jupiter Rd. Garland, TX 75042. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$0.666900/$100 (proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$0.384000/$100 (proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	2.23 % increase
Debt Service	76.78 % increase
Total Expenditures	10.77 % increase

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$40,698,613,350	$47,139,767,330
Total appraised value* of new property**	$695,103,620	$885,634,108
Total taxable value*** of all property	$29,070,311,910	$34,640,200,114
Total taxable value*** of new property**	$695,103,620	$885,634,108

*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.
** "New property" is defined by Section 26.012(17), Tax Code.
*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $1,111,765,000

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$0.669200	$0.384000	$1.053200	$6,083	$6,081
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$0.669710	$0.444990	$1.114700	$7,012	$5,717
Proposed Rate	$0.666900	$0.384000	$1.050900	$6,571	$5,801

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$320,884	$346,394
Average Taxable Value of Residences	$220,884	$246,394
Last Year's Rate Versus Proposed Rate per $100 Value	$1.053200	$1.050900
Taxes Due on Average Residence	$2,326.35	$2,589.35
Increase (Decrease) in Taxes		$263.00

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.050900. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.050900.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	$207,764,820
Interest & Sinking Fund Balance(s)	$61,541,033

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the state.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Ricardo López, Superintendent
Wesley Johnson, Internal Audit Advisory Group Chair
Stephanie Davis, Gibson Consulting

Subject: Accounts Payable Audit Report

Discussion Item

Executive Summary:

Gibson Consulting conducted an audit of the Accounts Payable (AP) function. Gibson also performed a follow-up audit of the recommendations made during the limited-scope 2019 Purchasing Card (P-Card) Audit for Garland ISD. This presentation provides a summary of audit findings and recommendations for improvement, an overview of the audit scope and objectives, and a description of Gibson's approach and methodology.

Administrative Recommendations:

Provided for your consideration and discussion.

Accounts Payable Internal Audit Report

Prepared for:
Garland Independent School District

June 2024

Submitted By:
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GIBSON
AN EDUCATION CONSULTING & RESEARCH GROUP

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Chapter 1: Introduction

In January 2023, Gibson Consulting Group, Inc. (Gibson), as part of its contract to provide internal auditing services for the Garland Independent School District (Garland ISD/GISD/the District) Board of Trustees, began conducting an audit of the Accounts Payable (AP) function. Gibson also performed a follow-up audit of the recommendations made during the limited-scope 2019 Purchasing Card (P-Card) Audit for Garland ISD. This introductory Chapter provides a summary of audit findings and recommendations for improvement, an overview of the audit scope and objectives, and a description of Gibson's approach and methodology.

Gibson wishes to thank the Garland ISD leadership and staff for their assistance in conducting this audit and the Internal Audit Advisory Group (IAAG) for overseeing this important work.

Audit Summary

The AP function within GISD is managed by a steady department that has not experienced much turnover in the past five years. Underlying processes are well-documented, staff is trained, and on average, payments are made well within legally required timelines. When compared to national benchmarks collected by the Council of Great City Schools, the department demonstrates moderate efficiency levels. Overall use of the *Oracle* information system generally supports efficient processes, as this system is configured to allow for nearly automated three-way match functionality – an important control mechanism in Accounts Payable. This greatly limits the risk that funds will be disbursed for an incorrect amount or before goods or services are received. This audit also found that each recommendation from the initial 2019 P-Card audit was found to be completely implemented.

However, the audit team did note a few opportunities for improvement. Though the AP staff level has been steady, there are no staffing formulas to calculate how many full-time equivalents (FTEs) are required. Performance measurement within the department largely relies on one target – the number of invoices processed each day. Also, some AP processes begin in *Oracle* but include steps where documentation is printed off from the system and filed. This represents an inefficient use of staff time and resources. Additionally, there are control weaknesses in vendor modification that need to be addressed. Finally, vulnerabilities in the travel advances process put the District at risk of fictitious payments.

This audit contains five recommendations to improve compliance and efficiency and mitigate risks within the Accounts Payable function. These recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact on the organization. Recommendations are not listed in order of priority but rather in the order in which they appear in the report.

Table 1. Audit Recommendation Summary

No.	Priority	Recommendation
1	Medium	Develop a staffing formula for the AP Department that incorporates performance measure goals and workload estimates.
2	Low	Incorporate performance targets into evaluations for AP staff.
3	Medium	Modify key AP processes to reduce inefficiencies and maximize Oracle capabilities.
4	High	Reduce the use of travel advances.
5	High	Remove all vendor modification responsibilities from Accounts Payable.

Project Objectives and Scope

The objective of this internal audit project was to assess the existence and adequacy of controls, processes, and procedures in place within the Accounts Payable function to ensure that disbursements are made in accordance with statutory requirements and are accurate. The following questions were addressed during this audit:

- Have policies, administrative regulations, and procedures been established for the accounts payable function at the District? Are these policies and procedures documented and communicated to all appropriate staff responsible for accounts payable processing and decision-making?
- Is the District in compliance with applicable laws, policies, and administrative regulations governing vendor payments?
- Are accounts payable processes efficient? Do they maximize the use of existing technologies? Are invoices received electronically? Are disbursements executed electronically in a controlled manner? Do vendor invoicing practices contribute to excessive work for Garland ISD?
- Are the information systems used to track disbursements designed appropriately to enforce internal controls, and are they reliable in producing financial reports? Is access to information systems limited to authorized positions who need such access?
- How are accounts payable staff levels determined? Do job descriptions and skill/experience requirements match the needs of the accounts payable function? Are employees involved in the disbursement function properly supervised?
- Are there adequate internal accounting controls, including segregation of duties, associated with the accounts payable function? What internal controls are in place to prevent the entry of, and payment to, fictitious vendors? What controls are in place to prevent duplicate payments?
- Are purchase orders executed before the receipt and billing for goods and services?
- Have recommendations from the 2019 P-Card Audit been implemented?
- Are any discounts for early invoice payment earned by Garland ISD?

Project Approach and Methodology

The findings and recommendations included in this report were informed by the following data collection and analytical activities.

Data Collection and Analysis

As part of this audit, Gibson collected and analyzed disbursement data files and P-Card transactions from July 2021 to December 2022. Gibson also analyzed job descriptions, procedural documentation, staffing records, and system access levels.

Interviews and Focus Groups

From February to March 2023, the Gibson audit team conducted interviews with 11 individuals, including the Superintendent, Chief Financial Officer, the Executive Director of Finance, the Accounts Payable Department, and the Cash Manager. The team also conducted three focus group sessions with secondary principals and individuals involved in the receiving process. The objective of the interviews and focus group sessions was to gather information about the efficiency, effectiveness, and compliance of GISD's Accounts Payable Department and to assess user perceptions regarding areas of strength and opportunities for improvement.

A complete list of interviewees and focus groups can be found in *Appendix A: Interview List*.

Data Analytics and Audit Testing

Gibson conducted data analytics and audit tests to validate the authorization, accuracy, and efficiency of the AP process. Five data analytics and four audit tests were performed across three domains. Test approaches and results are presented in subsequent chapters of this audit report.

Table 2. Transaction Testing and Data Analytics Summary

Procedure	Procedure Name	Sample Size	Procedure Overview
Test A	Check Request Payments	12	To validate the accuracy of the disbursement amount, to validate the goods or services purchased were appropriate, to validate payment was made within 45 days, to validate correct budget codes were applied, and to validate the check request was appropriately approved.
Test B	PO Distribution Testing	20	To validate the accuracy of the disbursement amount, to validate payment was made within 45 days, to validate correct budget codes were applied, and to validate the check request was appropriately approved.
Test C	Vendor Existence Test	20	To validate that vendors on the approved vendor listing exist.
Test D	P-Card Transaction Follow-Up Test	20	To validate the item purchased was not a prohibited expense, to validate the appropriate support was submitted,

Procedure	Procedure Name	Sample Size	Procedure Overview
			to validate the correct budget codes were applied, and to validate the transaction was reconciled within three weeks.
Analytic 1	Duplicate Payments	N/A	To validate duplicate payments do not exist.
Analytic 2	Benford's Law	N/A	To validate Benford's Law does not detect any fraud or anomalies in the disbursement file.
Analytic 3	Appropriate Payment Dates	N/A	To validate payment dates are appropriate.
Analytic 4	Disbursement Processing Analysis	N/A	To validate compliance with required payment timelines and efficiency.
Analytic 5	Average Lag between Invoice Date and Payment Date by Payment Type by Month	N/A	To validate payments are made timely.

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The remainder of this report is organized into the following chapters and appendices:

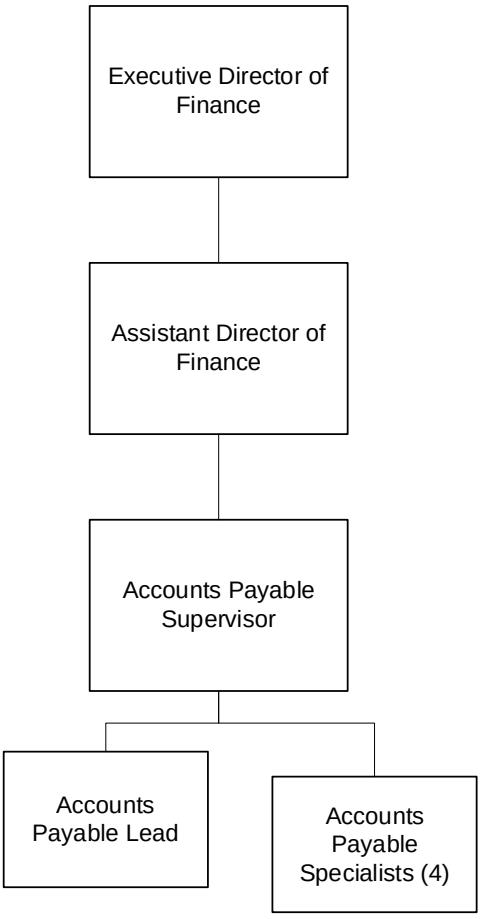
- Chapter 2: Organization and Management
- Chapter 3: Payables and Disbursements
- Chapter 4: Vendor Maintenance
- Chapter 5: P-Card Follow-up Audit
- Appendix A: Interviews and Focus Groups List

Chapter 2: Organization and Management

Organizational Structure

The Garland Independent School District (Garland ISD/GISD/the District) Accounts Payable (AP) Department is responsible for disbursing all non-payroll funds. AP is tasked with validating, through the use of automated and review controls, that disbursements are supported by receipts of goods and services and match to the ordered quantity and amount. The Department is led by the AP Supervisor, who reports to the Assistant Director of Finance. The Executive Director of Finance ultimately oversees the AP Department. The AP Supervisor is supported by an AP Lead and four AP Specialists. This organization structure was confirmed through interviews and job description reviews and included as Figure 1 below.

Figure 1. Accounts Payable Organization Chart



Source. Garland ISD

Summaries of the job descriptions provided for each AP position are included below.

- Accounts Payable Supervisor
  - Reports to the Assistant Director of Finance

- Requires:
  - Four years of accounts payable experience;
  - Bookkeeping knowledge; and
  - Data entry proficiency.
- Major Responsibilities
  - Oversee daily operations of AP and implement procedures for accurate AP processing;
  - Monitor the accuracy of AP balances and conduct checks of department payables;
  - Maintain vendor files;
  - Review and authorize payments;
  - Select, train, evaluate, and supervise accounts payable staff; and
  - Compile, maintain, and file all reports, records, and other documents required, including auditable records.

- Accounts Payable Lead
  - Reports to Accounts Payable Supervisor
  - Requires:
    - Three years of accounts payable related experience;
    - Bookkeeping knowledge; and
    - Data entry proficiency.
  - Major Responsibilities
    - Receive and process for timely payment all expense reports and travel advances;
    - Verify expense reports, receipts, and travel advances to ensure completeness and accuracy prior to payment;
    - Input data into accounting system;
    - Prepare correspondence, forms, manuals, reports, and payment authorizations following District standards and requirements; and
    - Maintain vendor files and set up new accounts and make changes as they occur.
- Accounts Payable Specialist
  - Reports to Accounts Payable Supervisor
  - Requires:
    - One year experience or college work in accounting-related subjects;
    - Bookkeeping knowledge; and
    - Data entry proficiency.

- Major Responsibilities
  - Receive and process for timely payment all accounts payable invoices, check requests, purchase orders, receipts, and vendor information. Verify invoices and purchase orders to ensure completeness and accuracy prior to payment;
  - Resolve problems with incorrect orders, invoices, or shipments;
  - Input data into accounting system;
  - Prepare correspondence, forms, manuals, reports, and payment authorizations following District standards and requirements;
  - Maintain vendor files and set up new accounts and make changes as they occur; and
  - Work with staff and vendors regarding accounts payable issues.

The Assistant Director of Finance has many responsibilities outside of Accounts Payable; however, the job description for this position does include a few AP-related items:

- Review and approve reconciliations and check requests; and
- Manage the Accounts Payable Department and activity fund support to campuses.

Secretaries and bookkeepers are not reflected on the organization chart above as they are campus or department-based staff. However, these positions have job responsibilities that directly impact AP processes:

- Owning the life-cycle of a purchase, from entering a requisition to receiving the goods or services;
- Reconciling P-Card transactions and expense reports for their campus or department; and
- Submitting check requests and ensuring that appropriate approvals are received.

Governing Framework and Procedures

The governing framework for the AP Department is comprised of policies and procedures. Policies adopted by the Board provide requirements that the AP function must uphold. Below is an overview of the key policies. Legal policies are those required by state law; local policies are additional policies not required by law but adopted by the Garland ISD Board of Trustees.

- Policy CHF (Legal) outlines payment due dates on purchases. Payment is considered overdue on the 45th day after the receipt of goods/services or receipt of invoice, whichever is later.
- Policy DEE (Local) outlines expense reimbursement requirements for District employees. Expenses should have prior approval and substantiation by the provision of receipts.

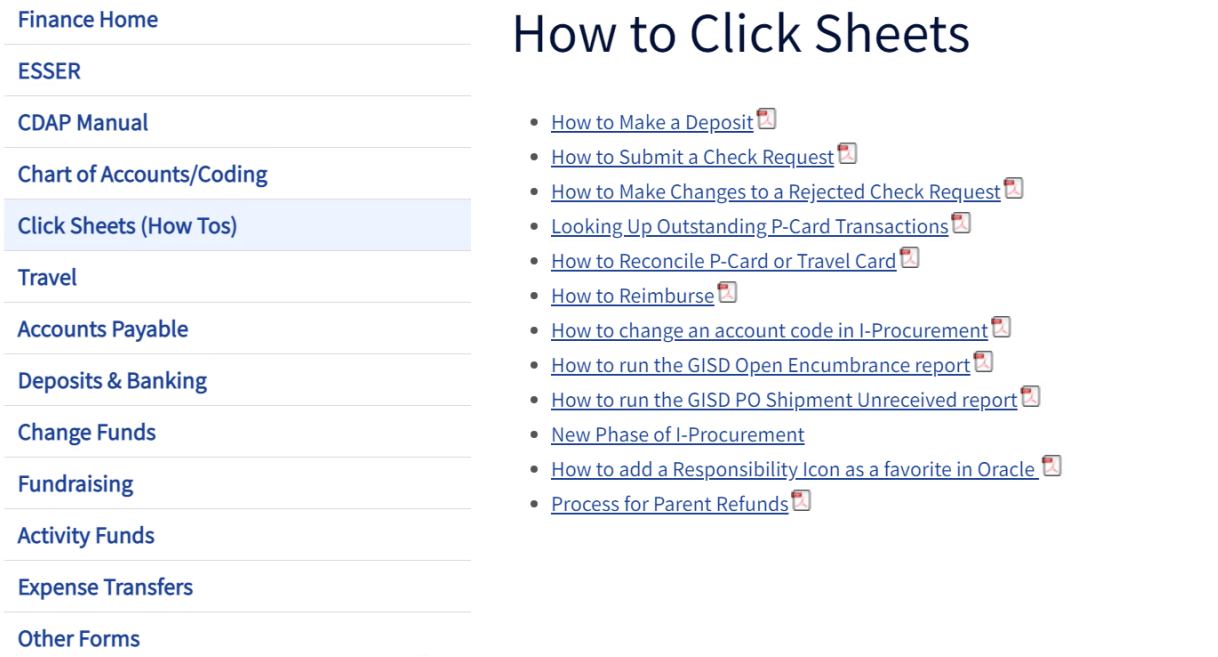
The Finance Department and AP Department have published procedures to guide District staff in the fulfillment of the two policies listed above. One procedural document is referred to as the Campus and Departmental Accounting Procedures Manual (CDAP). Section 6: Travel Expenditures and Section 9: Procurement/Payment Methods include guidelines for multiple AP functions:

- 6.1 General Information
  - Documents the requirement to complete a Travel Approval Request form and submit the approved form as an attachment to an expense report. The expense report must be completed within three weeks of travel end date.
- 6.2 Allowable Payment Methods
  - Describes which type of expenditure can be paid for using a P-Card, Travel Card, Personal Credit Card, Student Travel Card, or a Travel Advance.
  - Outlines the process for requesting a Travel Advance.
- 9.2 Purchase Orders
  - Outlines requirements for reviewing and inspecting goods within 72 hours after physically receiving the goods, prior to "receiving" the order in *Oracle*.
  - Describes the AP process of matching invoice to received items and the possibility of requiring an 'Invoice Discrepancy Explanation Form.' If no issues are noted, the supplier is paid according to the payment terms.
  - Discusses how most purchase orders (Pos) will be closed 120 days after issuance if items or services are not received. Guidance is provided for requesting for a PO to be closed and requesting a PO to not automatically close after 120 days.
- 9.4 Payment Methods – External Suppliers
  - Provides guidance on payment methods when a PO is not used.
  - Includes an overview of the check request process and outlines allowable uses, items, and services that can be acquired using a check request.
  - Describes requirements for expense reimbursements and outlines the five types of expense reports
    - Travel (Employees) – used for employee trips only
    - Travel (Students) – used for student trips
    - Expenses – used for all other expenses
    - Library – used for purchase of library books
    - Food Service – used for non-travel expenditures
  - 9.6 Parent/Student Refunds
    - Outlines requirements for contacting Accounts Payable by email to initiate a refund by check request, which are paid each Tuesday and Thursday.

The other primary procedure manual is specifically for the AP Department to provide step-by-step instructions for performing daily job duties. The Accounts Payable Procedures Manual is updated annually and includes 24 sections, each covering an important process, sub-process, or report.

Outside of these two primary documents, other procedural documents are provided on various Finance intranet pages. Figure 2 provides a screenshot of the click sheets, or How-To documents, within the Finance webpage.

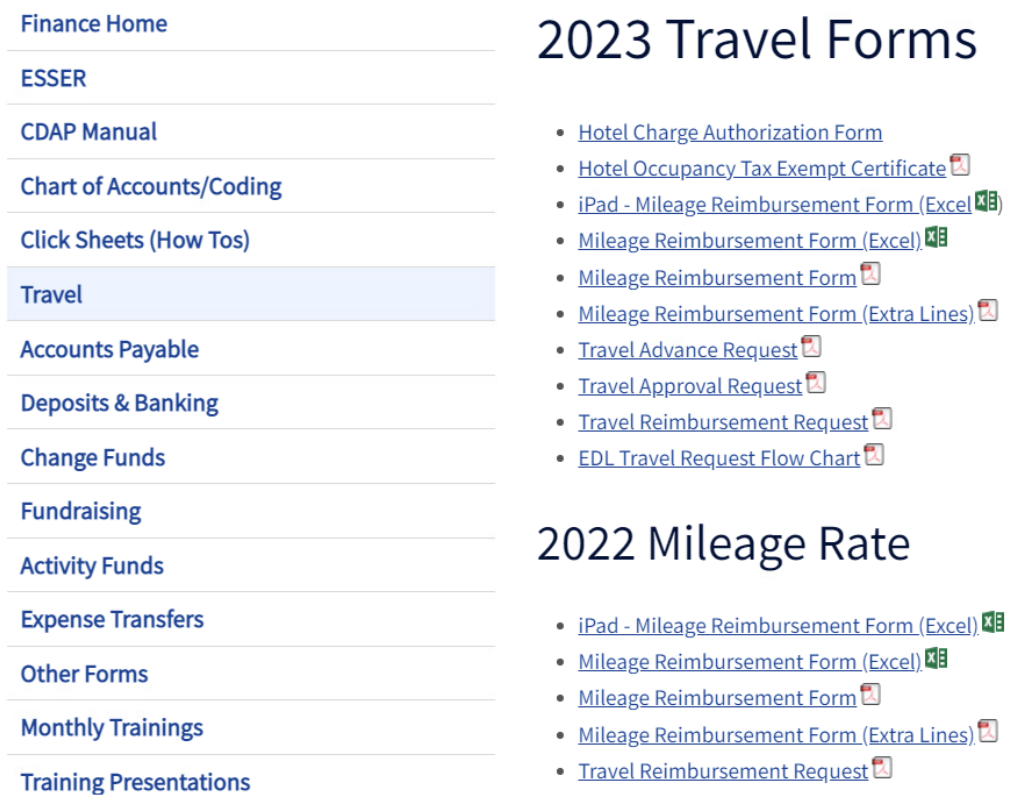
Figure 2. Click-Sheet Procedural Documents Included on Intranet



Source. Home.garlandisd.net/click-sheets

The travel section of the webpage also includes useful documents and flow charts. Figure 3 provides a screenshot of this section.

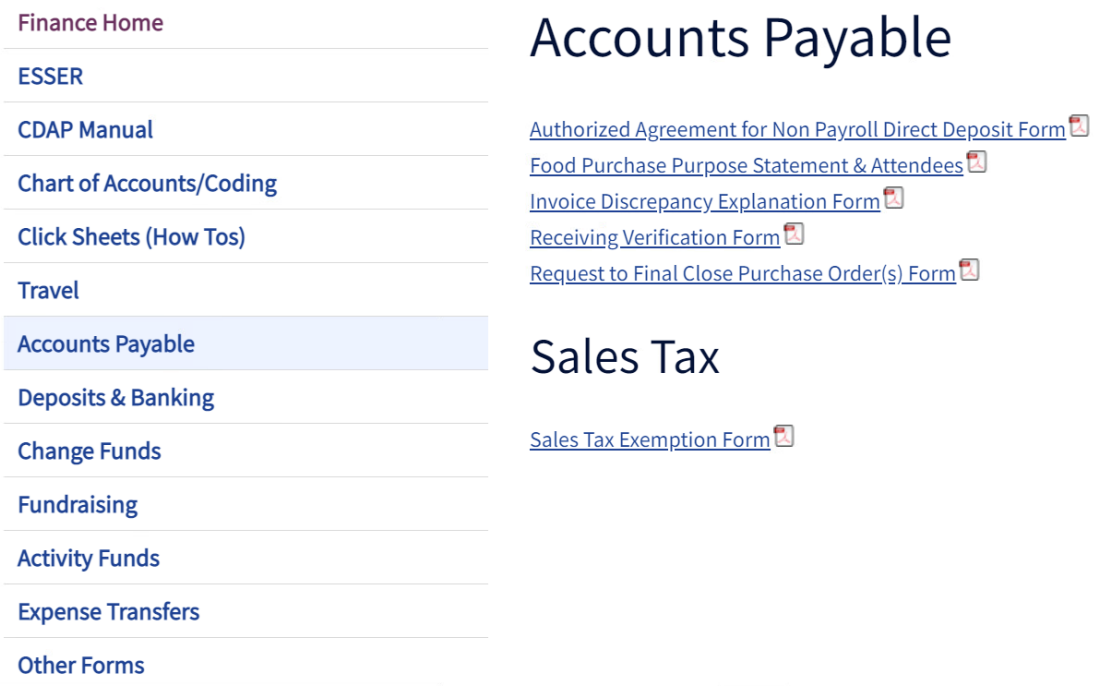
Figure 3. Travel Forms on Intranet



Source. Home.garlandisd.net/travel

The Accounts Payable section of the webpage includes links to various forms. Figure 4 provides a screenshot of what has been provided in this section.

Figure 4. Accounts Payable Forms on Intranet



Source. Home.garlandisd.net/accounts-payable

Training presentations and videos covering the Accounts Payable topics discussed above are also included on the Finance intranet.

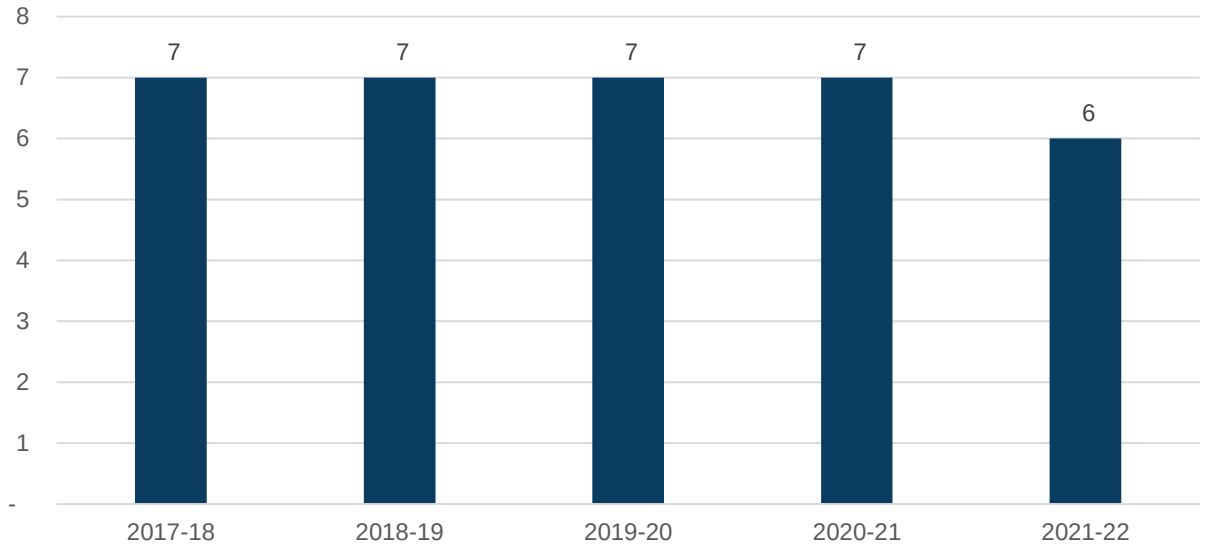
After reviewing Board policy, procedural documentation, and training materials, the audit team made the following positive observations:

- Materials are updated regularly, and the outlined processes agreed with information gathered during interviews, such as the check request, travel advance process, and general PO payment process.
- Click-sheets are thorough and well-presented, giving clear instructions to allow staff to perform their job duties.
- Procedural documents are easy to find and well-organized.

Departmental Staffing and Expenditures

The five-year trend of FTEs in the Accounts Payable Department is included in Figure 5 below. The number of FTE in the Department remained constant at seven individuals from FY 2018 through FY 2021, but decreased to six individuals in FY 2022.

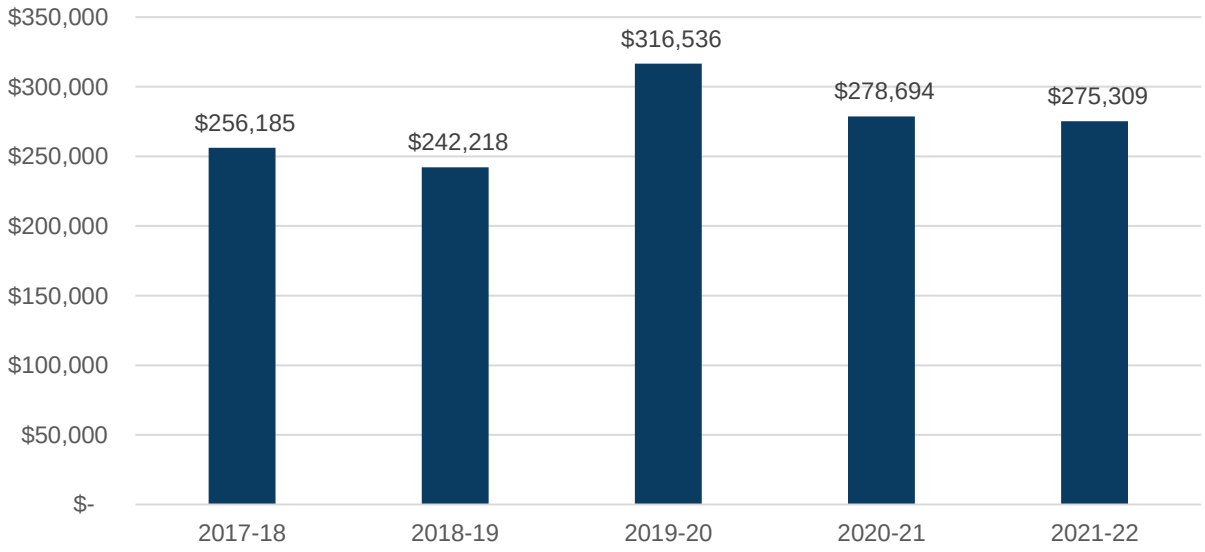
Figure 5. Five Year Trend of FTE



Source. Staffing data provided by GISD

The five-year trend of expenditures in the Accounts Payable Department is included in Figure 6 below. As shown, there were slight fluctuations in the Department's expenditures, with an increase in spending in 2019-20. This increase in expenditures in 2019-20 was due to the District paying an "on-site premium" for the individuals working at the central office during the pandemic. In 2021-22 overall, the Department experienced a staffing reduction. However, staff promotions and compensation adjustments negated this impact.

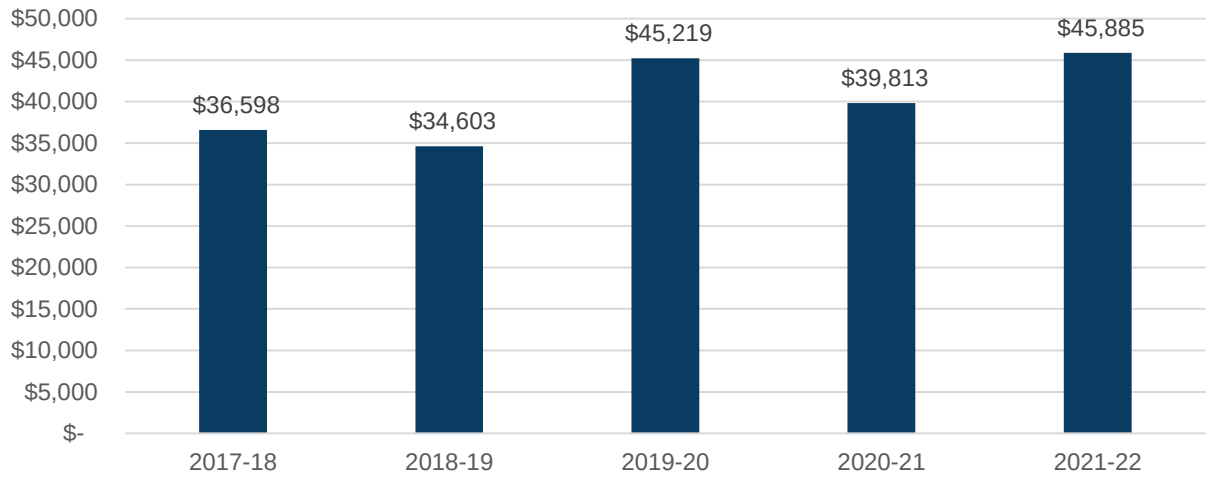
Figure 6. Five Year Trend of Expenditures



Source. Expenditure data provided by GISD

Figure 7 below outlines the trend in expenditures per accounts payable FTE over the last five years. As noted above, the increase in expenditures in the 2019-20 school year was due to an "on-site premium" paid to individuals working in the central office. An increase in expenditures per accounts payable FTE occurred in 2021-22. Through discussions with the Executive Director of Finance, this variance can be explained by staff promotions and compensation adjustments within the Department that increased the expenditures per FTE in the 2021-22 school year.

Figure 7. Expenditures per Accounts Payable FTE



Source. Staffing data and expenditure data provided by GISD

The Council of Great City Schools (COGCS) collects data from large urban school districts around the United States and calculates performance measures on an annual basis for many district functional areas, including Accounts Payable. One of the efficiency measures tracked is the AP Cost per Invoice. The AP Cost per Invoice determines the average cost for the AP Department to process an invoice. Gibson compared the AP Cost per Invoice at GISD to the Council of Great City Schools (COGCS). As there is a lag in reporting from COGCS, the latest COGCS data Gibson was able to obtain was from 2020-21. GISD was able to provide invoice data and AP Department expenditure data from 2021-22. Gibson compared GISD 2021-22 data to COGCS 2020-21 data to provide a more current view of the District's efficiency. As shown below in Table 3, AP Cost per Invoice for GISD was below the lower quartile amount for COGCS districts. This comparison shows that GISD has a lower cost to process each invoice, implying above average cost efficiency.

Table 3. AP Cost per Invoice, GISD and COGCS Comparison

	AP Cost Per Invoice
Upper	$14.89
Median	$8.54
Lower	$6.02
GISD	$4.99

Source. Calculated by Gibson Consulting Group using invoice data and expenditure data provided by GISD; *Managing for Results*, 2020-21

Invoices Processed per FTE per Month is the total number of invoices handled by the AP Department, divided by the total number of FTEs in the AP Department, divided by twelve months. According to COGCS, this measure is important because it is a major driver of accounts payable department costs. Lower processing rates could indicate the handling of invoices for small quantities of non-repetitive purchases and higher processing rates could indicate that increased technology using online purchasing and invoice systems to purchase and pay for large quantities of items from vendors. As there is a lag in reporting from COGCS, the latest data Gibson was able to obtain was from 2020-21. GISD was able to provide invoice data and FTE data from 2021-22. Gibson compared GISD 2021-22 data to COGCS 2020-21 data to provide a more current view of the District's efficiency. As shown in Table 4 below, GISD's Invoices Processed per FTE per Month is just under the median amount per COGCS.

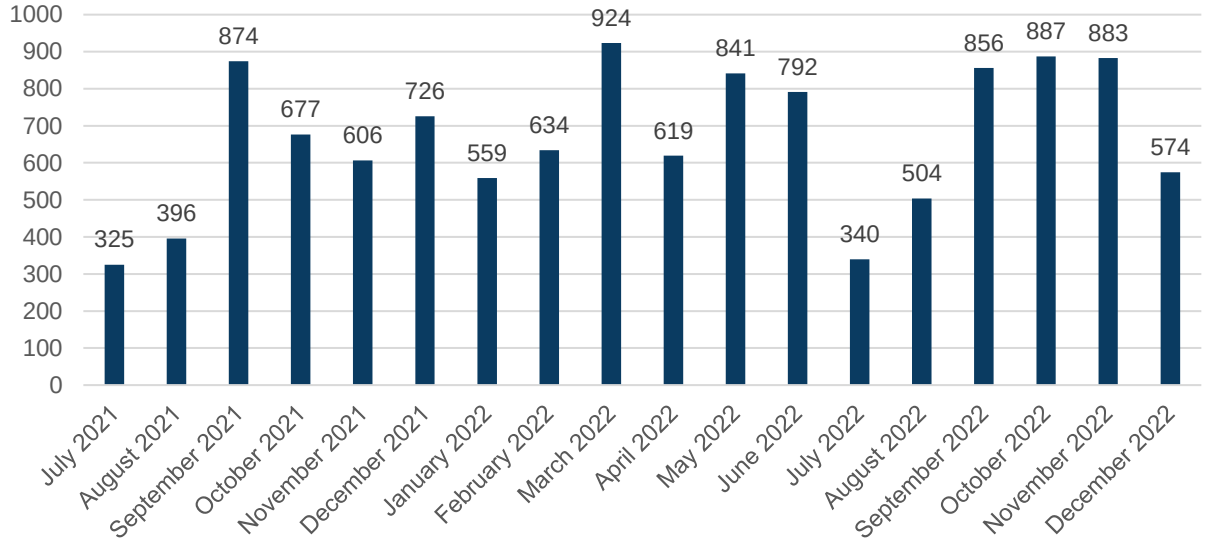
Table 4. Invoices Processed per FTE per Month, 2020-21

	Invoices Processed per FTE per Month
Upper	985
Median	685
Lower	468
GISD	664

Source. Calculated by Gibson Consulting Group using invoice data and staffing data provided by GISD; *Managing for Results*, 2020-21

Figure 8Figure 8 below illustrates the monthly trend of invoices processed per Accounts Payable FTE for the
18-month test period. For this calculation, Gibson used all Accounts Payable Department FTE rather than narrowing the calculation down to those who process invoices in order to make an appropriate comparison to COGCS metrics. As FTE's remained relatively constant throughout our test period, the fluctuations shown are due to variations in the volume of invoices received each month. As expected, the number of invoices processed is lower during the summer months and around winter break, and higher at the beginning of the school year and again towards the end of the year, as campuses and departments typically spend their remaining budgeted funds before the fiscal year ends on June 30th. The Accounts Payable Department has a goal for each Accounts Payable Specialist to process 60 invoices per day, with an average goal of 1,260 per month (21 working days multiplied by 60 invoices each day). However, the AP Lead and AP Supervisor also process payments, though there is no daily processing goal for these two positions. It is difficult to extrapolate the invoice processing goal to the departmental level. Because of this, the processing data in Figure 8 does not reconcile to the 1,260 monthly invoice entry goal that the Department has in place for Accounts Payable Specialists.

Figure 8. Trend of Invoices Processed per FTE per Month, 2021-23



Source. Calculated by Gibson Consulting Group using invoice data and staffing data provided by GISD

Information Systems and Applications

The Accounts Payable Department uses one primary information system and many *Microsoft* applications to perform their job duties. *Oracle* is used Districtwide in GISD as an Enterprise Resource Planning (ERP) system. The following *Oracle* applications are used in the AP Department:

- *iExpense* – Manages the employee expense reimbursement process. Receipts to justify the expenses are uploaded to this system, which includes workflows for supervisor approval. The AP Lead is included in the expense workflow. This position is responsible for approving all expenses within *iExpense*, including P-Card transactions.
- *iProcurement* – Manages the requisition process. Information entered by GISD staff in this application allow for an automated three-way match (comparing invoice, to PO, to receipts) to occur before releasing payments on an order.
- *iSupplier* – Manages the vendor additions and modification processes. Vendors use this application to provide contact information and banking details.
- *Payables* – Manages the process for entering invoices and facilitates the three-way match. This application integrates with *iProcurement* to allow workflow-based procure-to-pay processes.
- *Check Request* – Manages the process for staff to submit a check request and has built-in approval workflows for supervisory approval.

Email is an important tool for the AP Department, as invoices are received via email and follow-up questions are emailed to financial secretaries to resolve issues with payment requests. *Microsoft Excel* is used for various trackers and pay files, which is discussed later on in this report.

Findings and Recommendations

Finding 1: The existing performance measurement approach and workload assessments inhibit the AP Department from evaluating staffing efficiency.

The current goal for the AP Department staff, specifically the four Accounts Payable Specialists, is to process 60 invoices per day. The AP Supervisor will provide invoice entry statistics to the AP Specialists each month. The following attributes are included in the report:

- Monthly invoice entry statistics for the AP Department
  - Average by AP Specialist by month
  - Highest monthly total for an individual AP Specialist within each month
  - Daily average by AP Specialist by month
  - Highest daily average for an individual AP Specialist within each month
- Invoice activity for an individual AP Specialist
  - Number and value of invoices entered in a specific month
  - Number and value of invoices entered in the prior month
  - Number of distributions processed

Based on interviews, the invoice entry data is used as a management tool, providing performance insights to AP Specialists and to troubleshoot potential problems or emerging patterns. However, this information is not used to drive staffing decisions or estimate workload. Additionally, the current performance measure is restricted to invoices entered but does not include processing time for invoices. Processing time would be a useful measure for determining if the 60 daily invoices goal for the AP Department is reasonable.

The current invoice processing goal includes the Accounts Payable Specialists only, even though the Accounts Payable Lead and the Accounts Payable Supervisor are also involved in processing invoices and employee expense reports. The goal should be updated to incorporate processing target amounts for the Accounts Payable Lead and the Accounts Payable Supervisor. Also, if the goal of 60 invoices per day was met, each Accounts Payable Specialist would process 1,260 invoices per month, assuming 21 working days. This amount is well above the COGCS Upper amount of 985 invoices processed per FTE per month. For further evidence, Gibson obtained the AP Invoices Averages report from July 2022 to January 2023. This report showed that the average daily invoice processing was 44 per day, which would be 924 per month, assuming 21 working days. This average is just below the COGCS Upper amount. Based on the COGCS information and the data obtained from the AP Invoices Averages reports, the current goal of 60 invoices per person may not reasonable and should be reconsidered.

As shown above in Table 4 on page 14, GISD processes an average of 664 invoices per FTE per month, which is similar to the COGCS median amount. Based on this analysis alone, the AP Department does not appear to be understaffed; however, the AP Department does not currently use staffing formulas. In May 2023, voters approved a $1.3B bond program. Staffing formulas will become increasingly important as AP work volumes increase substantially in future years.

Recommendation 1: Develop a staffing formula for the AP Department that incorporates performance measure goals and workload estimates.

The Department needs to assess what is a reasonable goal for invoice processing for each FTE. Next, the Department needs to include this in a staffing formula, particularly considering needs based on the Bond program. Workload estimates should first be created based on the previous disbursement activity and expected AP activity to support the 2023 Bond program. The Department would need to collaborate with the Construction Department to develop an understanding of the expected cash flow curve for the 2023 Bond program, as procurement and payable activities do not occur in a linear manner over the year or program. Then, an estimated monthly invoice volume could be calculated. This calculation includes calculating average invoice values for bond and non-bond disbursements and expected monthly disbursements to derive an estimated number of monthly invoices. Once an estimated number of monthly invoices is determined, a daily processing goal can be extrapolated to determine if additional resources are needed. The calculations discussed above use the following steps:

- Isolate non-payroll payments for the previous year;
- Disaggregate the non-payroll payments by month;
- Divide the total of non-payroll payments by month by the number of invoices by month to obtain an average invoice value for each month;
- Isolate payments (non-payroll) made using previous bond funds;
- Divide the total of bond fund payments by month by the number of bond invoices by month to obtain an average bond invoice value by month;
- Estimate non-payroll, non-bond payments for the next year using the 2023-24 budget and prior year non-payroll payments;
- Divide the expected non-payroll, non-bond payments by month by the average invoice value by month to determine an estimated number of invoices by month;
- Estimate the 2023 Bond on-payroll payments by month with the assistance of the Construction Department;
- Divide the estimated bond payments by month by the average bond invoice value by month to determine and estimate number of bond invoices by month;
- Add the estimated number of regular AP invoices by month and the estimated number of bond invoices by month;
- Determine if the existing 60 invoices per day goal is reasonable and applicable to 2023 Bond invoices, as these will likely require more time for processing;
- Multiply the processing target per day by the number of workdays by month and number of current AP Specialist FTEs by month to determine a targeted monthly invoice entry total; and
- Divide the total estimated invoices by month by the targeted monthly total to determine how many additional FTEs are required to meet the daily invoice target.

The output from this analysis should be used to generate a staffing request that could be supported by 2023 Bond funds.

Management Response: Management partially agrees with this recommendation. Human Resources utilizes the TASB recommended formula for AP based on student enrollment and compares to surrounding districts for consistency.

Finding 2: AP staff performance evaluations are overly subjective and do not hold staff accountable for efficiency or effectiveness.

The audit team reviewed the performance evaluations used for the AP Department and noted that performance measure targets, such as invoice entry goals, invoice processing time, or accuracy measures, are excluded from the instrument. Instead of incorporating measures into a formal evaluation, an ad-hoc approach is taken when invoice entries are lower than expected or if errors have been noted during data entry. This is a useful approach for providing quick and timely feedback; however, when there is no formal tracking of individual performance goals within a department, it can result in diminished effectiveness and can create a lack of accountability amongst staff.

Recommendation 2: Incorporate performance targets into evaluations for AP staff.

GISD should determine which measures the Accounts Payable Department should track and hold its staff accountable to. This data should then be tracked monthly or quarterly and aggregated for annual averages in order for it to be properly reviewed. Once this occurs, targets can be set for the AP staff and can be evaluated in staff performance evaluations.

Management Response: Management partially agrees with this recommendation. It is difficult to have one performance standard for all clerks because invoice processing can vary depending on the assigned vendors. The Finance department will work with Oracle to determine additional criteria that can be measured and evaluated.

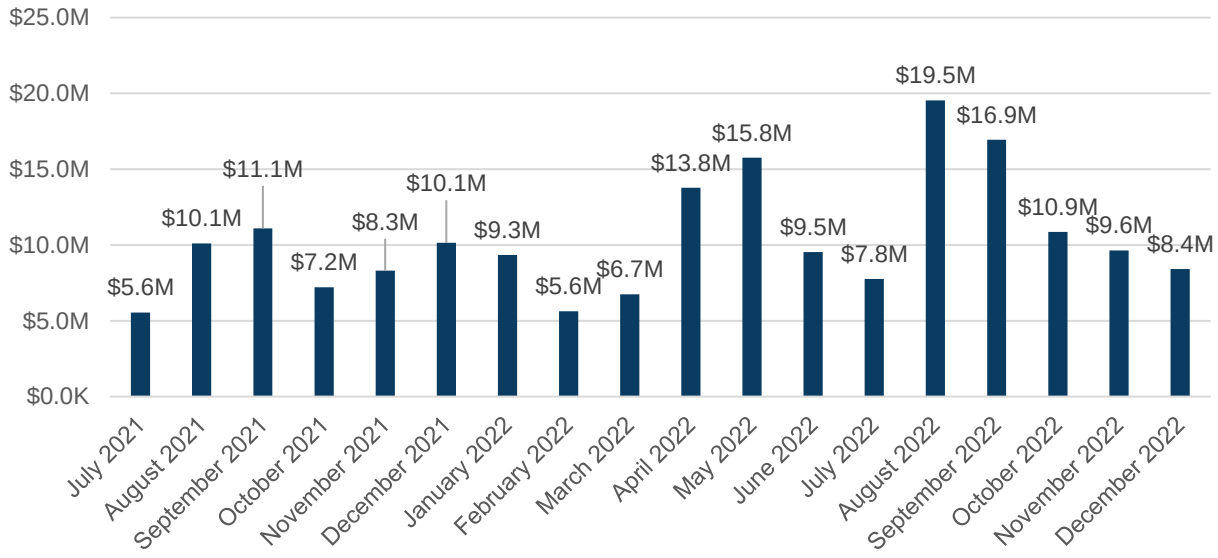
Chapter 3: Payables and Disbursements

Overview of Major AP Processes

Purchase Order Payments

The majority of all non-payroll disbursements, in terms of dollars spent, are used to settle vendor invoices that derive from underlying Purchase Orders. These transactions originate from requisitions and are subjected to strict, system-driven internal controls, such as approval workflows and three-way match requirements. Three AP Specialists are primarily responsible for processing these disbursements. Figure 9 provides the value of PO payments by month from July 2021 to December 2022 (the audit testing period). The figures presented in the remainder of this Chapter are net of any credit memos, and transaction counts include voided payments as well, as these still require AP efforts for processing.

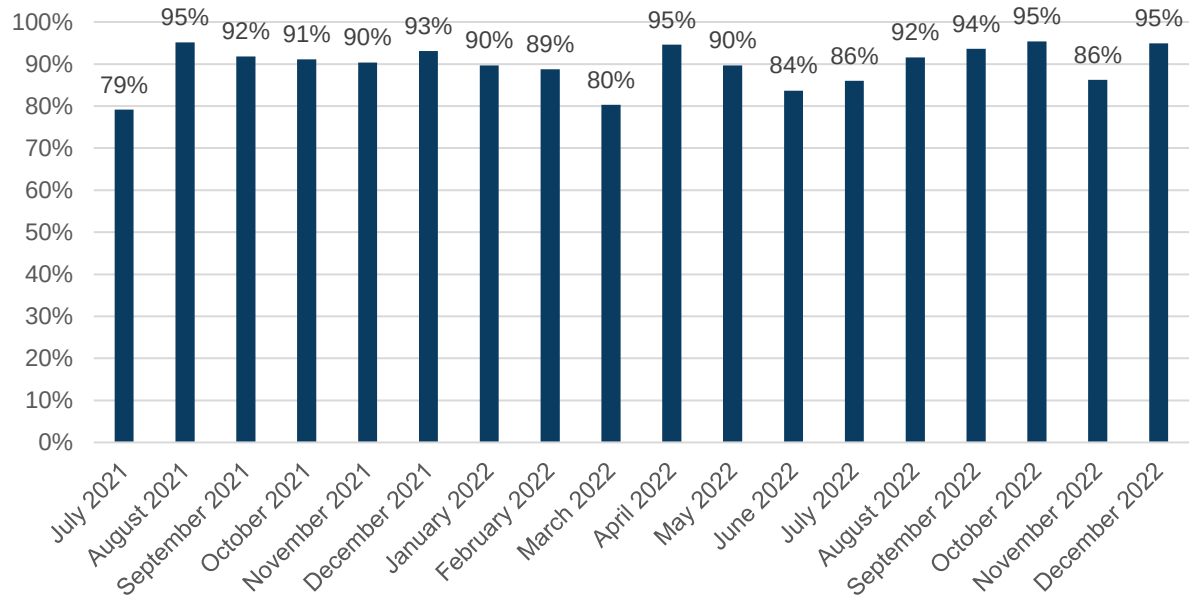
Figure 9. PO Payment Transaction Value, by Month, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

Figure 10 provides the total percentage of disbursement values that were used to pay for POs. The percentage of disbursements attributable to POs was frequently between 84 percent and 95 percent each month, excluding July 2021 and March 2022.

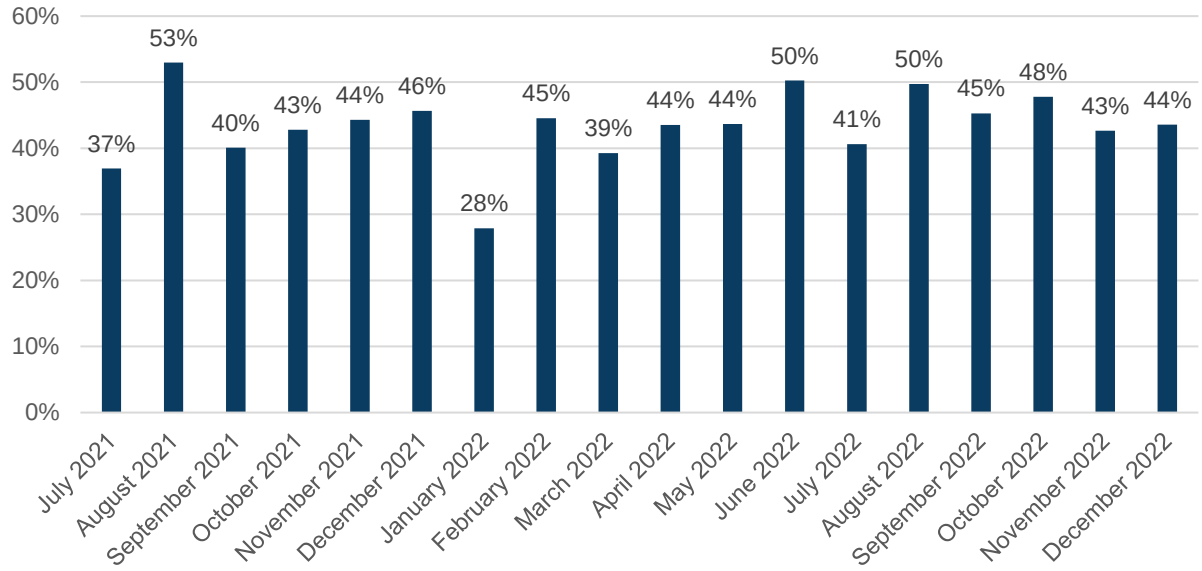
Figure 10. Total Percentage of Value of Disbursements that were PO Payments, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The total percentage of the count of disbursements that were PO payments is included in Figure 11 below. Throughout the 18-month period, PO disbursements represented between 28 percent and 53 percent of the transaction volume each month. During most of the months, this percentage was between 40 percent and 50 percent.

Figure 11. Total Percentage of the Count of Disbursements that were PO Payments, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

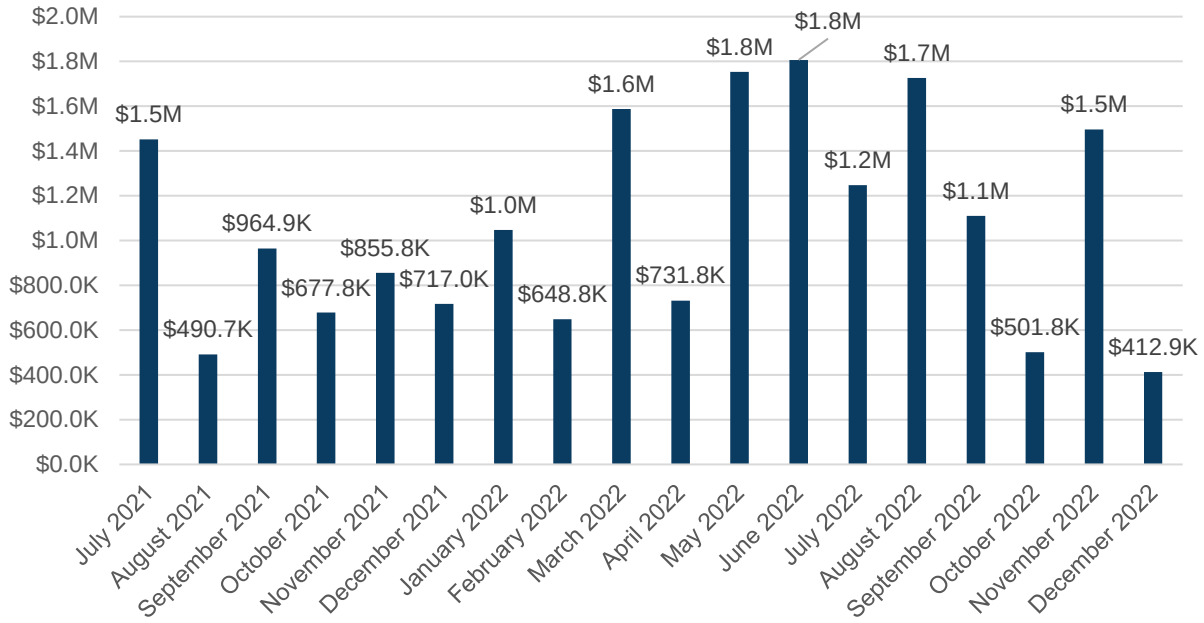
Check Requests

Check requests are not based on an underlying PO and are typically for lower value purchases. GISD published in the Campus/Department Accounting Procedures (CDAP) the check requests that can only be used, except in special circumstances approved by Finance, for the following goods or services:

- Field-trip payments/Entry fees
- On-site programs
- Competition judges
- Accompanists
- Refunds/reimbursements
- Donations
- Game officials (non-GISD employees)
- Facility deposits
- Hotel deposits
- Conference registrations/Trainings
- Memberships
- Energy Management Services
- Enterprise (Rental car)
- Utilities
- Scholarships
- Certifications/licenses
- Postage
- Courier services
- Payments to other governments
- Physical exam/drug-testing fees
- Attorney fees
- Tuition reimbursements
- Insurance deductibles
- Notary applications/renewals
- Interpreters
- Armored car services
- Medicaid consulting services
- Debt-related fees

One AP Specialist is responsible for providing validation in *Oracle* for all check requests, after each request is approved by the Assistant Director of Finance. The exception to this is the AP Supervisor's responsibility for processing Tax Office tax refund checks. Figure 12 provides the value of check request payments by month from July 2021 to December 2022.

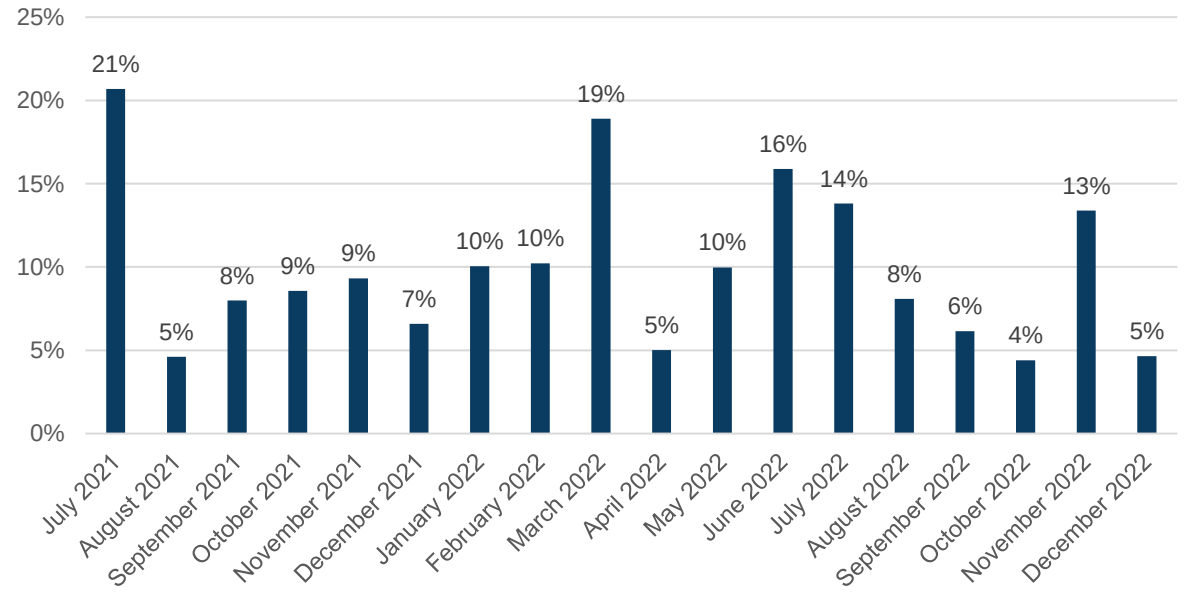
Figure 12. Check Request Payment Transaction Value, by Month, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

Figure 13 provides the total percentage of the value of disbursements that were check requests. The percentage of disbursements attributable to check requests fluctuated between 4.4 percent in October 2022 to 20.7 percent in July 2021. The percentage increased in June 2022 and July each year as a function of reduced overall disbursements and increased tax refund activity.

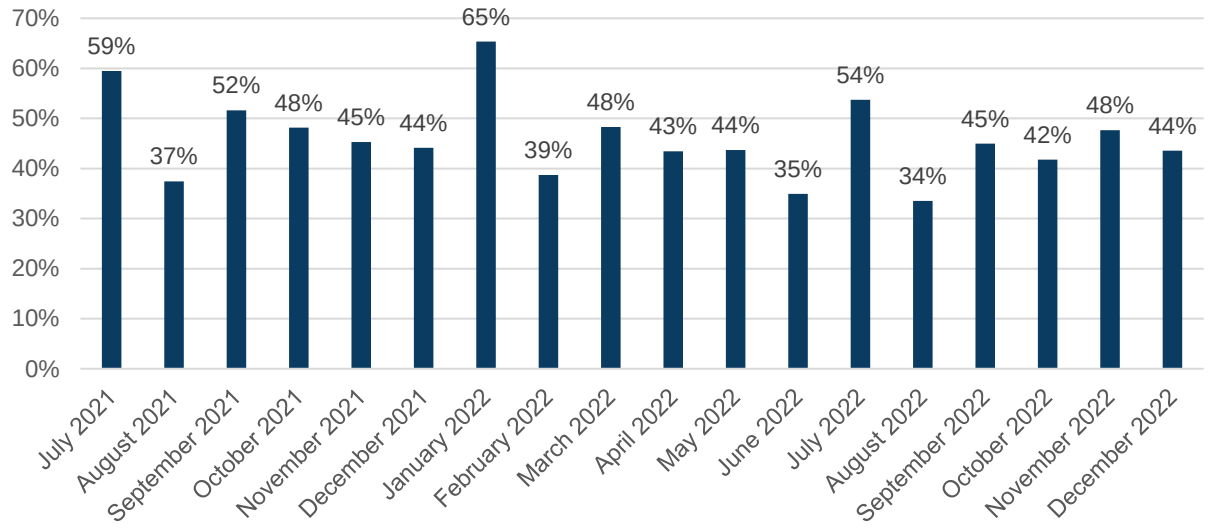
Figure 13. Total Percentage of the Value of Disbursements that were Check Requests, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The percentage of the count of disbursements that were check request payments is included in Figure 14 below. Throughout the 18-month period, check request disbursements represented between 34 percent and 65 percent of the transaction volume each month. During most of the months, this percentage was between 40 percent and 55 percent.

Figure 14. Total Percentage of the Count of Disbursements that were Check Request Payments, July 2021 to December 2022



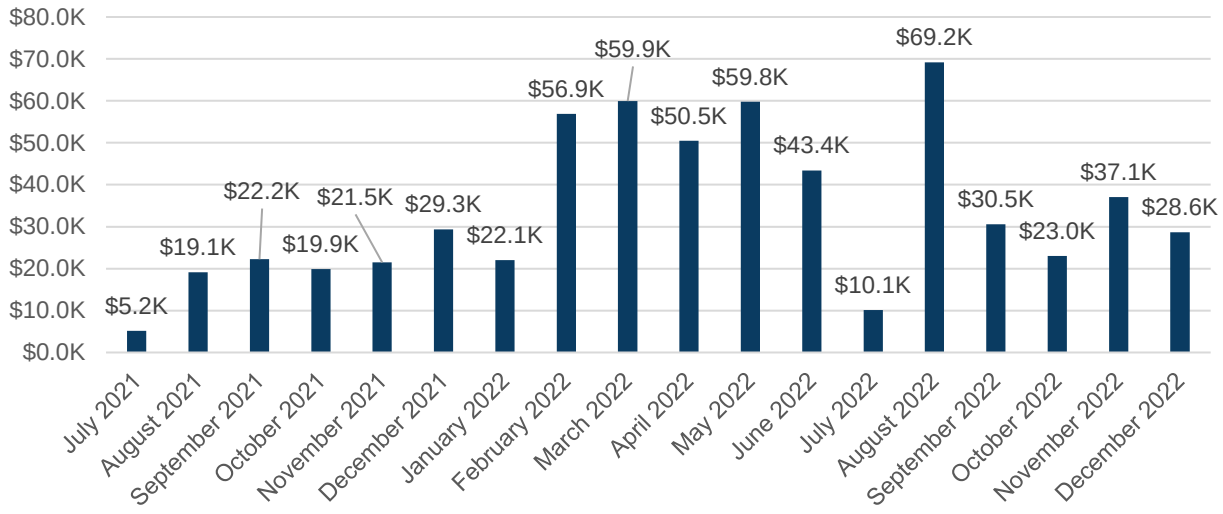
Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

Employee Reimbursements

Certain employees of GISD have P-Cards that do not require them to commit their own personal funds to acquire goods and services. The P-Card program is subject to extensive regulations developed by GISD, as included in the annually updated P-Card Manual. Staff that do not have a P-Card, or cannot use the card for items such as mileage, must use their own funds for purchases and request a reimbursement from GISD. Employee reimbursements are processed through *iExpense* and have built-in approval workflows. The AP Lead is responsible for performing *iExpense* reconciliations, which includes reviewing budget coding applied to transactions, reviewing the attached supporting documentation, and ultimately validating the expense within *Oracle* for payment. The validation process ensures that the applied budget code has sufficient funds to cover the disbursement.

Figure 15 provides the value of employee reimbursements by month from July 2021 to December 2022. The value of employee reimbursements never accounted for more than one percent of any month's total non-payroll disbursements.

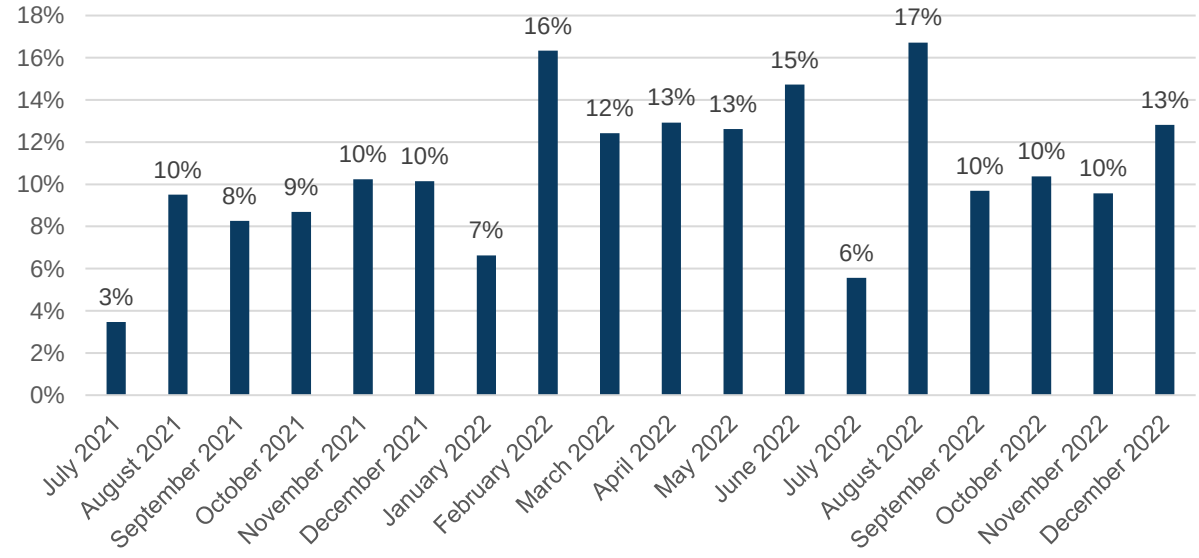
Figure 15. Employee Reimbursement Payment Transaction Value, by Month, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The total percentage of the count of disbursements made during each month that were employee reimbursements is included in Figure 16 below. Throughout the 18-month period, employee reimbursements represented between three percent and 17 percent of the transaction volume each month. During most of the months, this percentage was between 10 percent and 15 percent. Given the low value of these transactions as seen in Figure 15, the average value of each reimbursement is low, as expected.

Figure 16. Total Percentage of the Count of Disbursements that were Employee Reimbursements, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

Data Analytics and Audit Testing

Data Analytics

Gibson conducted data analysis, which involves the analysis of an entire data set against established parameters, identifying individual transactions that may require follow-up.

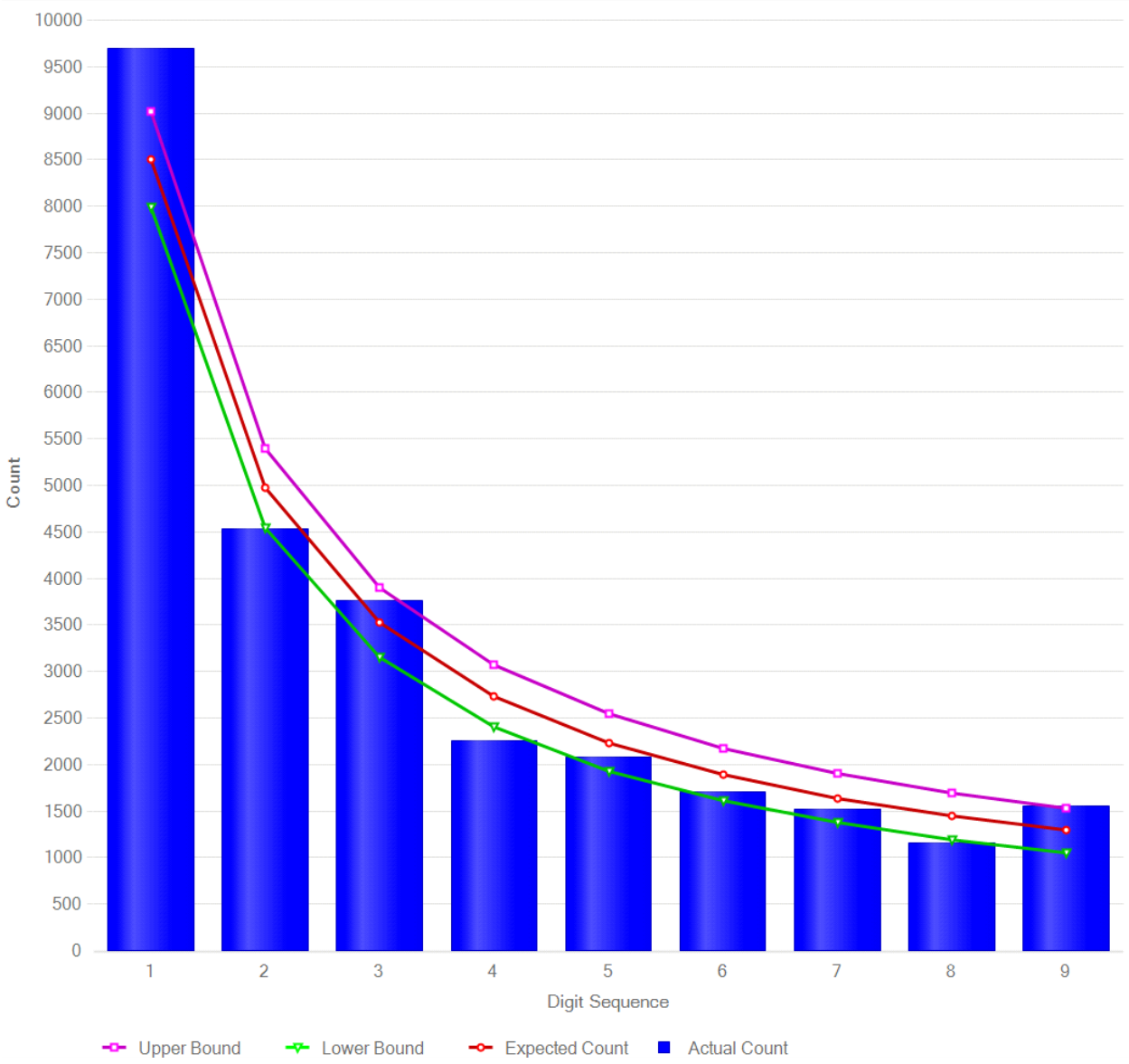
The audit team obtained monthly disbursement files from GISD which included every disbursement processed by the AP Department between July 2021 and December 2022. Gibson performed the following steps to prepare the data for analysis:

- Combined the individual spreadsheets into one working file
- Included a “month and year” field to easily analyze the data
- Calculated a processing time field
  - Largest difference between the payment date and the invoice date
    - Maximum difference was used as many payments are made for multiple invoices
- For processing analyses only
  - Removed outliers from calculation
    - Outliers were calculated as payments made on invoices more than 100 days after invoice date
    - Outliers represented no more than two percent across the various disbursement populations (PO payments, check requests, employee reimbursements)

Using the data analysis software *IDEA*, Gibson performed analyses to identify duplicate payments made throughout the audit period. Gibson uploaded the prepared disbursement file into *IDEA* and performed duplicate record detection in the software. The *IDEA* analysis indicated that there were no duplicates in the data set which covered the audit period.

Gibson also used *IDEA* to perform Benford’s Law over the prepared disbursement file. Benford’s Law describes relative frequency distribution for the leading digits of numbers in sets of data. This law states that the first digits found in a data set are expected to be arranged in such a way that the lowest digit, one, appears the most frequently, followed by subsequent digits – two, three, etc. Benford’s Law can be used to detect patterns or lack of patterns in datasets. These patterns or lack of patterns can be used to find fraud or anomalies. The graph created using Benford’s Law shows the count of each amount in the data set that begins with each numeric digit, beginning with one. As shown in Figure 17 below, the prepared disbursement file contained the largest number of distributions with one as the first digit, followed by subsequent digits, and therefore, Benford’s Law did not identify any suspicious patterns in the prepared disbursement file.

Figure 17. Benford's Law



Source. *IDEA* Data Analytics, disbursement data provided by GISD

Appropriate Payment Dates

As the District is not open on weekends or over holiday dates, Gibson analyzed the disbursement data to determine if there were disbursements on any dates that fell on the weekend or a holiday, potentially indicating a fraudulent disbursement. In order to perform this analysis, Gibson obtained the GISD holiday calendar for the audit period from the District's website and ensured the payment dates in the prepared disbursement file did not coincide with the dates listed on the calendar. Gibson then used the prepared disbursement file and determined which day of the week the payments were made on to ensure that no payments were made on a Saturday or Sunday. Based on this analysis, Gibson was able to determine that payments were not made on weekend or holiday dates during the audit period.

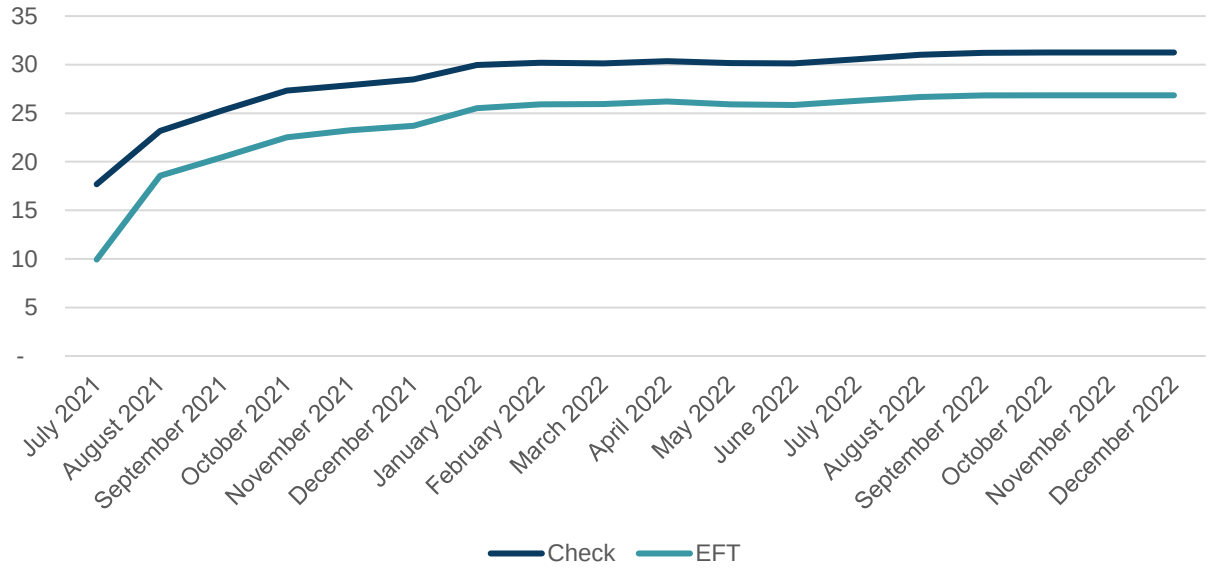
Disbursement Processing Analysis

Using the prepared disbursement files discussed above, Gibson performed a variety of data analysis to determine compliance with required payment timelines and efficiency. The results of the individual analyses are discussed below.

Average Lag between Invoice Date and Payment Date by Payment Type by Month

As discussed in Chapter 2, school districts are required to pay vendors within 45 days of receipt of goods or service or receipt of invoice, whichever is later. The disbursement file provided by GISD included payments that covered multiple invoices. To perform this analysis, the audit team added a field to the file to calculate the longest variance between invoice date and payment date for each disbursement transaction. The largest variance between payment date and invoice date was averaged by month, payment type (check or Electronic Funds Transfer [EFT]), and payment process (PO payment, check request, expense reports). It is important to note that this analysis only accounts for invoice date, and not when the invoice was received by the AP Department, as this data was not available for the entire population of disbursements. As a result, the actual processing time in the AP Department is most likely shorter than what is provided in the figures below. The results for PO payments are included in Figure 18. Over the 18-month window, the average lag between invoice date and payment date for checks ranged from 18 days to 31 days. The average increased monthly between July 2021 and January 2022, evening out at 30 or 31 days from January to December 2022. EFTs had a shorter lag than checks each month, ranging from 10 days to 27 days. Unsurprisingly, the trend in lag for EFT payments mirrored the trend observed in check payments over the 18-month period. While the trends in the graph below indicate there is a slight increase in the processing time of PO payments, Gibson notes that the time still falls below 45 days, meaning the Department is still in compliance. The increase in lag time for PO payment processing is likely due to lower staffing in FY 2023.

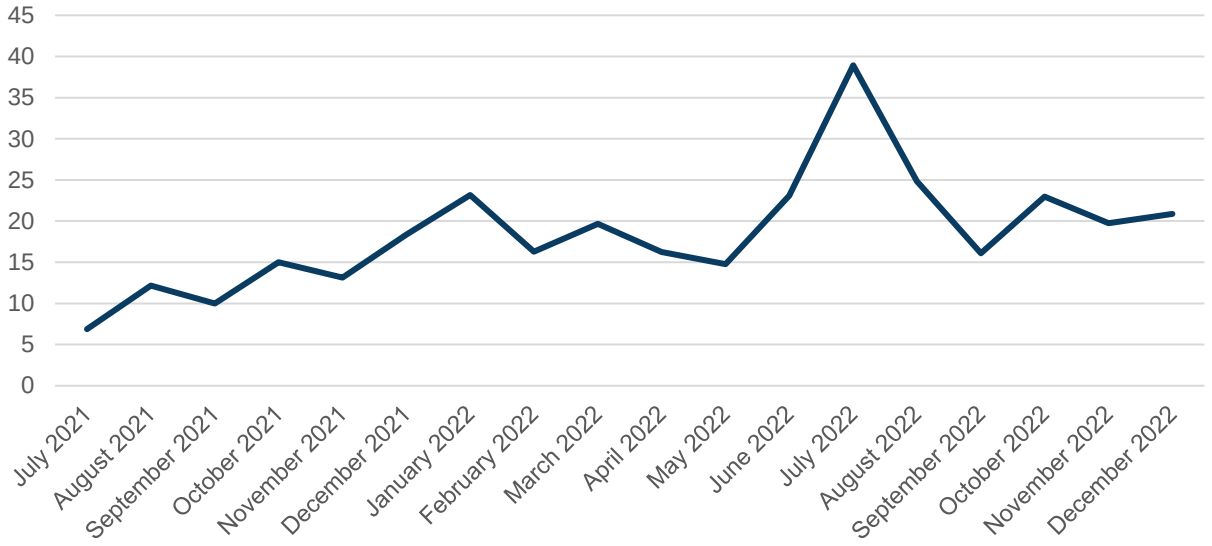
Figure 18. Average Processing Time (Days) of PO Payments, by Payment Type, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The processing time for check requests is included in Figure 19 below. Over the 18-month period, the lag ranged from 12 days in July 2021 to 39 days in July 2022. Excluding July 2022, the lag for check requests peaked at 25 days in August 2022. While the trends in the graph below indicate an increase in the processing time of check requests, Gibson notes that the time still falls below 45 days, meaning the Department is still in compliance.

Figure 19. Average Process Time (Days) of Check Request Payments, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

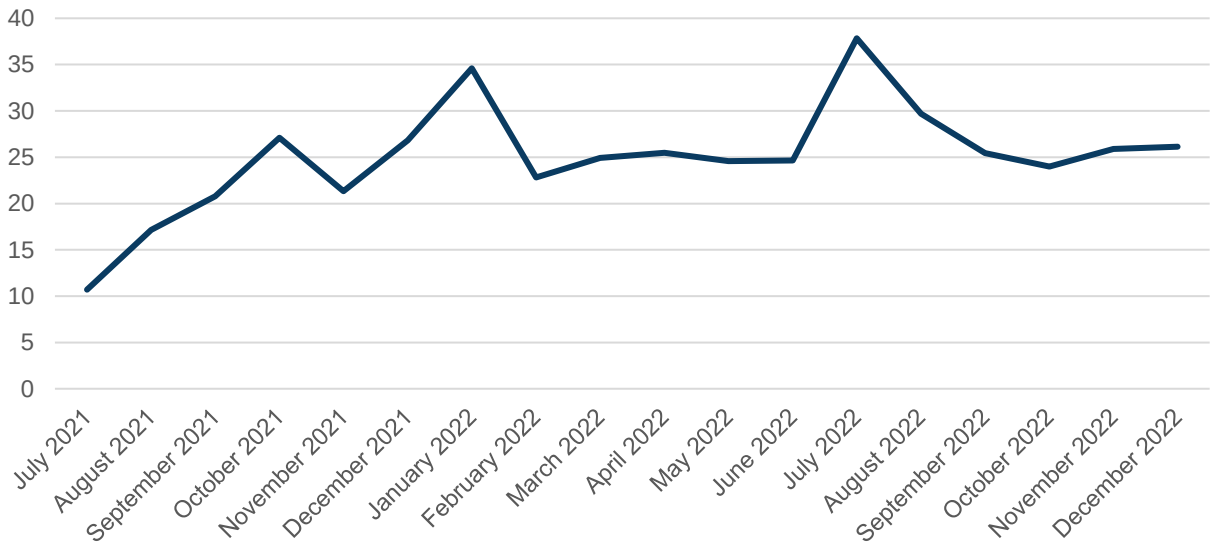
The audit team performed further analysis of the check requests processed in July 2022 for evidence of commonality.

- 169 check requests were processed more than 39 days after invoice date
  - 95 (56.2 percent) were coded as extracurricular activities
    - 53 were originally submitted by the Fine Arts Department
    - 40 were originally submitted by individual campuses
  - 29 (17.2 percent) were funded by enterprising services revenue
    - 14 were from one middle school campus, categorized as “choir” activities
    - Seven (7) related to “library” activities across multiple schools
  - 18 (10.7 percent) were coded as instruction related
    - Seven (7) were originally submitted by the Special Education Department
    - Three (3) were originally submitted by the Fine Arts Department
  - The impact of working hours during the summer and vacation likely further impacted the processing time in this month.

- Departments with a high percentage of long check request processing times may be slow in submitting their documentation after services have been provided.

The processing time for expense reports is included in Figure 20 below. Over the 18-month window, the average lag between invoice date (expense incurred, not report submission) and payment date ranged from 11 days to 38 days. The peak in processing time occurred in July 2022 (38 days), followed by January 2022 (35 days). As discussed earlier in Chapter 2, there is no formally tracked target for expense report processing time. If the 45-day requirement is applied, each month met this goal. If a monthly goal was applied to coincide with pay periods, all but January 2022 and July 2022 met this goal.

Figure 20. Average Process Time by Month, Expense Reports, GISD, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The audit team performed further analysis of the expense reports processed in January 2022 and July 2022 for evidence of commonality.

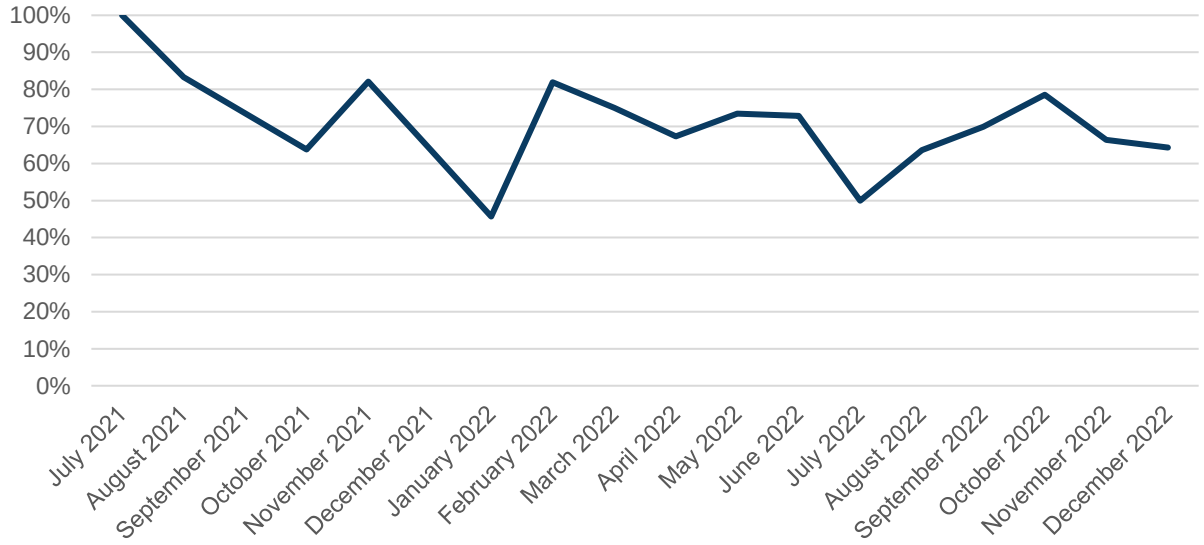
- January 2022
  - 143 expense reports were paid this month, compared to an average of 166 expense reports per month
  - 67 expense reports were processed more than 38 days after the expense was incurred
    - 54 expense reports were for travel and subsistence
- July 2022
  - 59 expense reports were paid in this month, compared to an average of 166 expense reports per month
  - The impact of working hours during the summer and vacation likely further impacted the processing time in this month
  - 29 expense reports were processed more than 38 days after the expense was incurred

- 21 were for travel and subsistence expenses

- The prevalence of late processed travel reimbursements may indicate a need for specific training on this process for GISD staff.

The percentage of expense reports reimbursed within 30 days of expense incurrence, by month, is included in Figure 21 below. The lowest percentage was obtained in January 2022, when 46 percent of all reimbursements made during the period were within 30 days of expense incurrence. This was followed by July 2022, where 50 percent of reimbursements made were within 30 days of expense incurrence.

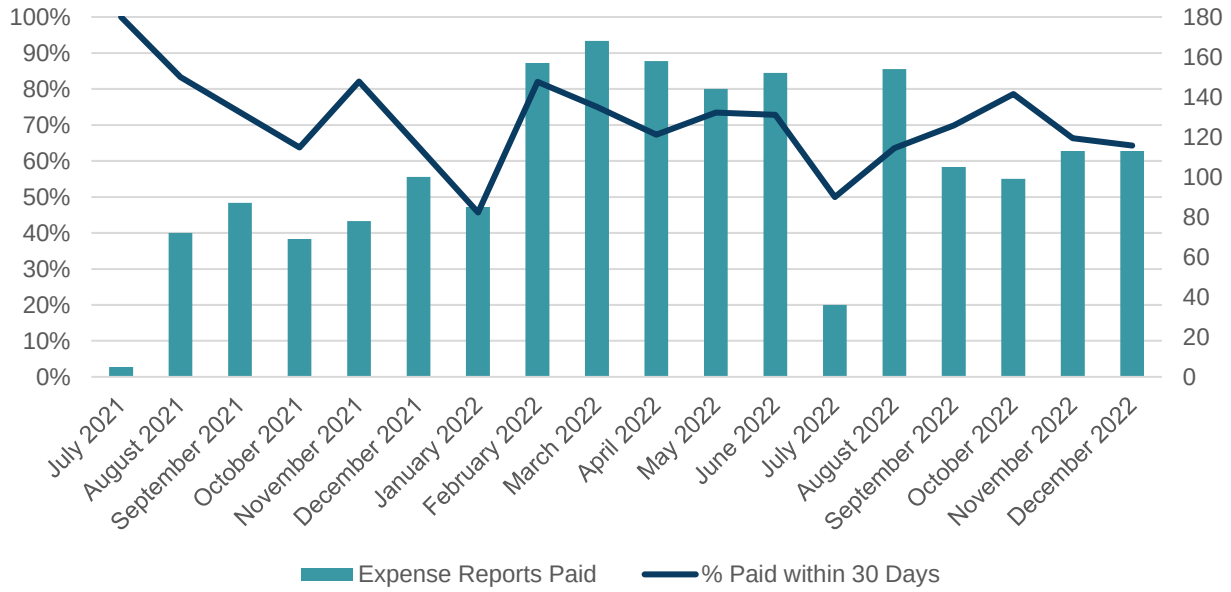
Figure 21. Percentage of Reimbursements Paid within 30 Days of Incurrence, July 2021 to December 2022



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

The audit team compared the percentage paid within 30 days to the volume of reimbursements made each month, included in Figure 22 below. The percentage paid within 30 days is included on the first Y-axis, while the total count of expense reports paid is included on the second Y-axis. Gibson would anticipate an inverse relationship between the two variables (i.e., as more reimbursements are made, the percentage made within 30 days should decrease).

Figure 22. Percentage of Reimbursements Paid within 30 Days of Incurrence, Total Reimbursements Paid



Source. Calculated by Gibson Consulting Group using monthly non-payroll disbursement listings provided by GISD

Excluding July 2021 in the first period, as well as January 2022 and July 2022 in the second period, as these months were likely impacted by holiday schedules, this expected relationship occurred in 10 months out of the 15-month period:

- August 2021
- September 2021
- December 2021
- March 2022
- May 2022
- August 2022
- September 2022
- October 2022
- November 2022
- December 2022

Observations

Based on the above analyses of payment processing time, several observations were made:

- The trend for PO payments was steadier than check requests and reimbursements.

  - This results from the check request and employee reimbursement processes relying on campus and department-based positions to submit information in a timely manner.
  - All monthly processing averages were below the 45-day threshold.
- The peaks in the check request processing time appear reasonable and do not indicate AP process inefficiency.
  - January 2022: impact of holiday break.
  - July 2022: requestors submitting past due items in June 2022 before fiscal-year end (6/30/2022).
- The peaks in the expense reimbursement processing time appear reasonable and do not indicate AP process inefficiency.
  - January 2022: impact of holiday break. The majority of delayed reimbursements were for travel-related expenses, primarily attributable to one department.
  - July 2022: the relatively small number of reimbursements processed (59) skews the processing average when compared to other months.
- The further analysis on employee reimbursements provided evidence that the volume of transactions may exceed the currently assigned staff to process reimbursements.
  - For most months, the percentage of reimbursements processed within 30 days of expense incurrence decreased as more expense reports were paid.

Audit Testing

Sample testing of transactions focuses on a subset of the transactional data population. During testing, Gibson corroborates each aspect of the transaction selected through review of all documentation retained for the transaction. The selection of samples for testing is based on experienced auditor judgement and is driven by information gained during interviews and data analytics.

The audit team performed two tests to determine if a sample of payments were made in a timely manner, were accurate, and were supported by invoices or other documentation to determine the payment was authorized.

Test A: Check Request Payments

As discussed in the beginning of this Chapter, check requests are used to pay vendors for orders not made via a PO or P-Card transaction. The audit team designed a test to determine if check requests were processed according to Finance procedures.

Test Approach

- Obtained a record of all non-payroll disbursements processed by Accounts Payable between July 2021 and December 2022.
- Disaggregated the population to isolate check request disbursements.

- Judgmentally selected 12 samples for testing.
  - Maximum sample size of 20 assumes daily disbursement processing.
  - GISD guidance in the CDAP demonstrated that check requests are paid two days each week.
  - Adjusting for the frequency of operation, Gibson calculated a sample size of 10.
  - This sample size was adjusted (two additional) due to the manual nature of check request processing.
- Obtained the vendor invoice for each sample.
  - Compared the invoice amount to the check request disbursement amount to validate accuracy **(Test 1)**.
  - Determined if the goods or services acquired using the check request were appropriate based on CDAP guidance **(Test 2)**.
  - Calculated the lag between vendor invoice date and payment date to determine the payment was made within 45 days **(Test 3)**.
  - Reviewed the invoice and applied budget coding to determine if the correct codes were applied **(Test 4)**.
- Obtained e-mail evidence to determine if the check request was appropriately approved by the requestor's supervisor **(Test 5)**.

Test Results

- Please refer to Table 5 below. "P" indicates that the sample passed the test; "F" indicates that the sample failed the test; "N/A" indicates that the test was not applicable for the sample or could not be performed.

Table 5. Check Request Test Results

Sample	Lag	Test 1	Test 2	Test 3	Test 4	Test 5
1	5	P	P	P	P	P
2	13	P	P	P	P	P
3	4	P	P	P	P	P
4	19	P	P	P	P	P
5	29	P	P	P	P	P
6	4	P	P	P	P	P
7	14	P	P	P	P	P
8	26	P	P	P	P	P
9	1	P	P	P	P	P
10	13	P	P	P	P	P
11	12	P	P	P	P	P

Sample	Lag	Test 1	Test 2	Test 3	Test 4	Test 5
12	25	P	P	P	P	P

- All samples passed each test.

Test B: PO Distributions Testing

Distributions are payments made from the Accounts Payable Department. Distributions included in this test are those which were used to pay vendors for orders made using a PO. The audit team designed a test to determine if distributions were processed in accordance with Finance procedures.

Test Approach

- Obtained a record of all non-payroll disbursements processed by Accounts Payable between July 2021 and December 2022.
- Disaggregated the population to isolate distributions used to pay vendors for orders made using a PO.
- Judgmentally selected 20 samples for testing.
  - Maximum sample size of 20 assumes daily disbursement processing. GISD guidance in the CDAP demonstrated that distributions occur daily.
- Obtained the vendor invoice for each sample.
  - Compared the invoice amount to the disbursement amount to validate accuracy **(Test 1)**.
  - Calculated the lag between vendor invoice date and payment date to determine the payment was made within 45 days **(Test 2)**.
  - Determined if the amount received matched the quantity on the PO **(Test 3)**.
  - Reviewed the invoice and applied budget coding to determine if the correct codes were applied **(Test 4)**.

Test Results

- Please refer to Table 6 below. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test; “N/A” indicates that the test was not applicable for the sample or could not be performed.

Table 6. Distributions Test Results

Sample	Lag	Test 1	Test 2	Test 3	Test 4
1	156	P	F	P	P
2	26	P	P	P	P
3	9	P	P	P	P
4	18	P	P	P	P

Sample	Lag	Test 1	Test 2	Test 3	Test 4
5	29	P	P	P	P
6	23	P	P	P	P
7	8	P	P	P	P
8	23	P	P	P	P
9	24	P	P	P	P
10	27	P	P	P	P
11	27	P	P	P	P
12	23	P	P	P	P
13	14	P	P	P	P
14	27	P	P	P	P
15	20	P	P	P	P
16	29	P	P	P	P
17	11	P	P	P	P
18	28	P	P	P	P
19	25	P	P	P	P
20	0	P	P	P	P

- **Test 1 – The payment amount equals the invoice total.**
  - All samples had payment which equaled the invoice total.
- **Test 2 – The payment occurs within the standard timeframe of 45 days.**
  - 19 out of 20 samples had payments which occurred within the standard timeframe of 45 days.
  - One sample had a payment which did not occur within the standard timeframe of 45 days. This sample selection was a payment to Lenovo which had an invoice amount of $2,856,000. The invoice date was 3/20/2022 and the invoice due date was 4/19/2022. This invoice was not paid until 8/23/2022.
- **Test 3 – The amount received equals the quantity on the PO.**
  - All samples had an amount received which equaled the quantity on the PO.
- **Test 4 – The budget code is accurate.**
  - All samples had the correct budget code applied.

Findings and Recommendations

Finding 3: GISD underutilizes the functionality in its information systems, resulting in manual, paper-intensive processes.

The audit team identified two key processes where excessive manual intervention occurs: the disbursement process for purchase orders, and the check request process.

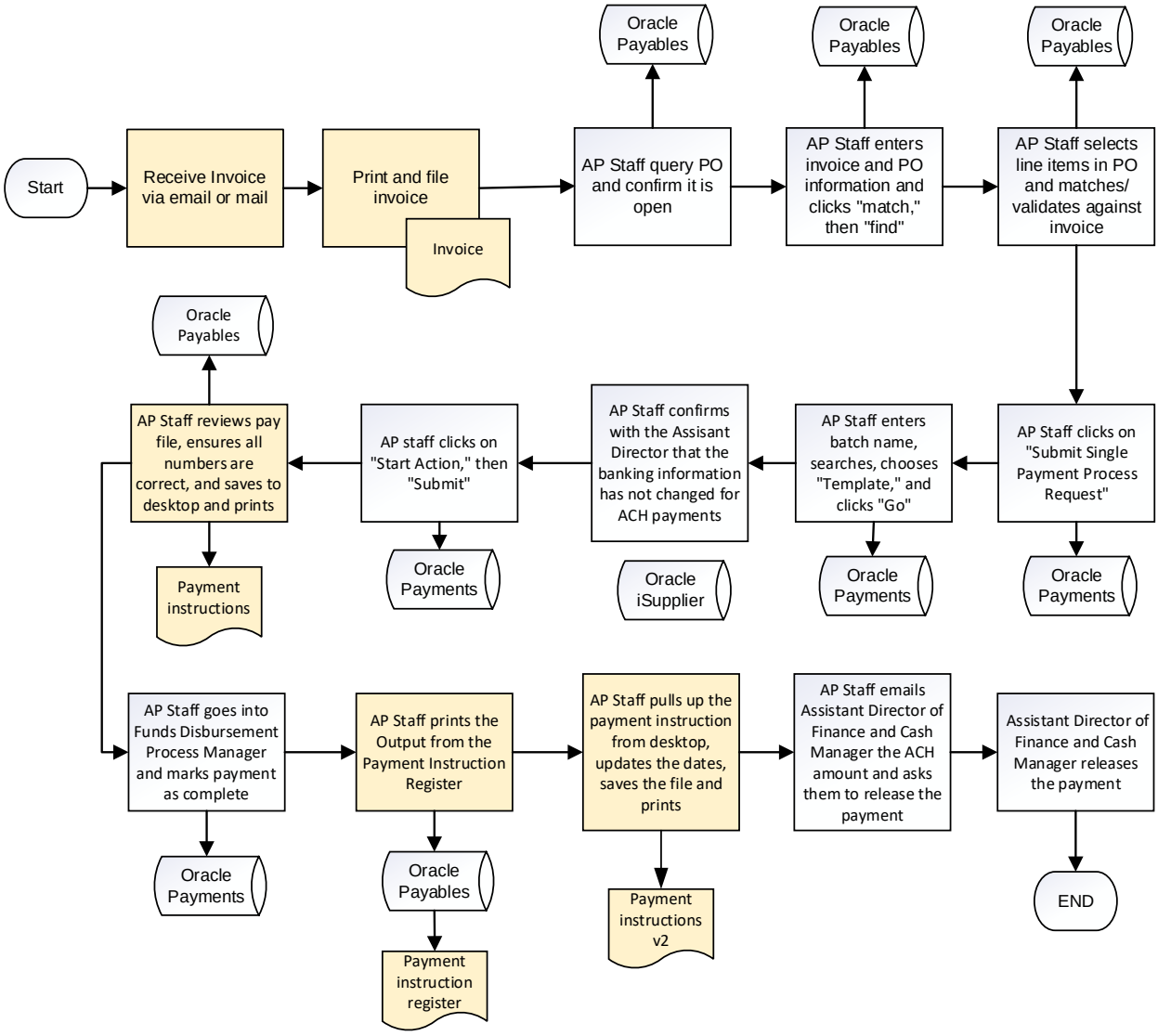
Disbursement Process for Purchase Orders

Payment on purchase orders occurs when an invoice is received and the goods and services have been rendered by the vendor. The majority of invoices are received through mail; however, the Department has an email address that vendors can use to email invoices, thus reducing the need for paper invoices. There are also instances where the invoice is received at the school or department. Those invoices are forwarded to the Accounts Payable Department for payment. Once received, the invoices are printed out and filed in a filing cabinet.

The invoices are divided up among the four Accounts Payable Specialists for processing. To process the invoice, the Specialist enters the invoice information into *Oracle* and the automatic "three-way match" is executed. This is a term that is used to define the matching of quantity and price on the vendor invoice to the PO and to the receiving information within *Oracle*. The three-way match validates that the District received what was ordered and that the vendor is invoicing for what was received. A positive match indicates that the invoice can be paid.

All invoices are input into *Oracle* when received. *Oracle* checks for duplicate invoices as the invoices are being entered. If a duplicate invoice is entered, a warning will show up indicating to the AP Specialist that the invoice number already exists. The AP Specialist then creates an invoice batch. After this is completed, they enter the PO information, click "Match," then "Find." Next, the AP Specialist accesses the PO in *Oracle*, selects what is being billed and clicks "Match," then "Validate." The *iExpense* module is then opened and the Specialist clicks on "Submit Single Payment Process Request." The batch name is then entered and the AP Specialist chooses "Template" and clicks "Go." Afterwards, the AP Specialist confirms with the Assistant Director of Finance that the banking information for the vendor has not changed. Once this is confirmed, the AP Specialist clicks on "Start Action," then "Submit." The AP Specialist then goes back into the invoice side of *Oracle*, into "Positive Pay of ACH," and ensures all numbers are correct. Next, the AP Specialist goes into the Funds Disbursement Process Manager and marks the payment as complete. After this is done, the AP Specialist goes into the invoice side again in GISD Payable Manager and prints the output from the Payment Instruction Register. The AP Specialist then pulls up the payment instruction from their desktop, updates the dates, saves the file, and prints. The AP Specialist emails the Assistant Director of Finance and Cash Manager the ACH amount and asks them to release the payment. The Assistant Director of Finance and Cash Manager then releases the payment to the vendor. For check payments, the AP Supervisor creates a batch in *Oracle* that includes the invoices that have been validated by the AP Specialists for vendors that do not have ACH information within *Oracle*. Similar files are printed out and stored, as demonstrated in the ACH based process. Figure 23 presents a process map of the above disbursement process for POs paid via ACH. The shaded boxes represent steps in the process which are overly manual and include paper processing.

Figure 23. Purchase Order Payment Process Map – ACH Payments



Source. Gibson Consulting Group, based on GISD documentation

The colored boxes in the process above indicate steps that could be modified to reduce paper usage and staff time associated with filing and storing hard-copy documents. The PO payment process includes steps where e-mailed invoices are printed off and filed, an ineffective use of staff time.

Check Request Process

The check request process begins by an employee accessing the *Check Request Module* within *Oracle*. The employee then creates a new request and enters the following information:

- Campus/Department Name
- Supplier Name
- Invoice Number

- Invoice Amount
- Invoice Date
- Date the check needs to be delivered
- Brief description of the check purpose
- Account coding
- Purchase category

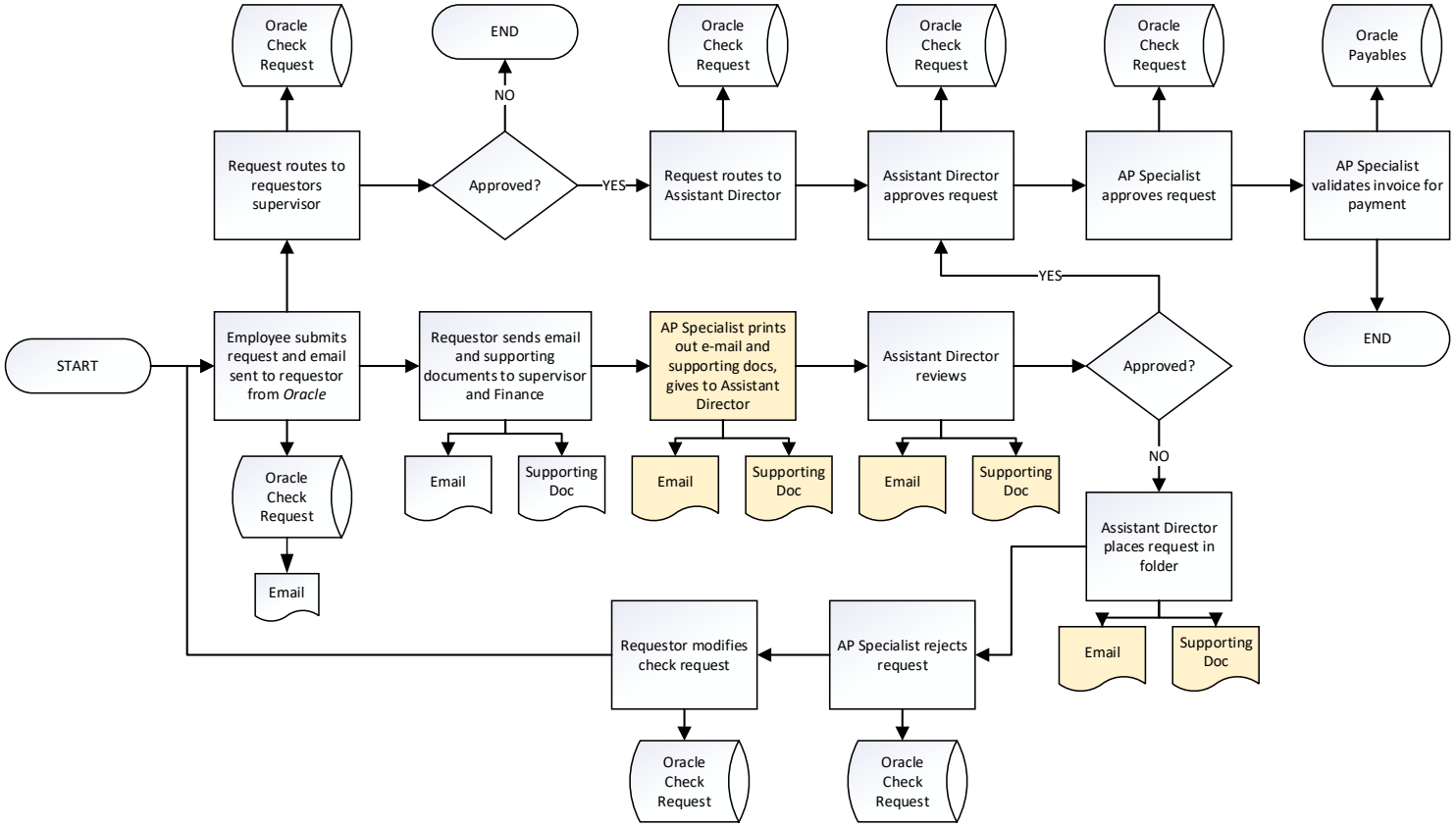
The request is submitted and an email is sent to the check requestor, outlining the next steps. Simultaneously, the check request routes to the requestor's supervisor for approval. The requestor must then forward the e-mail to the Finance Department and attach supporting documentation. This email should copy the supervisor as well, notifying them of their required approval in *Oracle*. After the supervisor approves within *Oracle*, the check request will route to the Assistant Director of Finance.

The AP clerk will then print out the e-mail and supporting documentation, providing the packet to the Assistant Director of Finance. The Assistant Director will review the check request to determine if the invoice matches the requested amount and if the applied budget code is correct. If a discrepancy or correction is noted, the Assistant Director places the check request into a folder for the AP Specialist, who will contact the requestor. If the Assistant Director approved the check request, the packet is returned to the AP Specialist for approval within *Oracle*.

The AP Specialist will access the *Check Request Module* and individually approve each check request in their workflow. They will then validate the underlying invoice by querying the invoice number within the *Payables* application. This validation process will confirm that the applied budget code has available funds to cover the check request. The AP Supervisor will process the check requests for payment on Tuesday and Thursday each week.

Figure 24 presents a map of the check request process.

Figure 24. Check Request Process Map



Source. Developed by Gibson using interview notes and documented GISD procedures

The colored boxes in the process above indicate steps that could be modified to reduce paper usage and staff time associated with filing and storing hard-copy documents. Check requests begin in *Oracle* but are also printed off and filed.

The results from Test A and Test B indicated that the AP Department is meeting legal timelines for disbursing funds to vendors. The primary impact of the process inefficiencies identified in Figure 23 and Figure 24 is how staff resources are spent on lower value tasks, as opposed to processing more payments each day.

Recommendation 3: Modify key AP processes to reduce inefficiencies and maximize *Oracle* capabilities.

The two processes discussed above should be modified to reduce the amount of printing and filing and introduce additional workflows. The PO payment process included in Figure 23 should incorporate the following modifications:

- Expand the use of *iSupplier*
  - Currently, *iSupplier* is primarily used for vendor information and applications. However, the software does have the capability of allowing vendors to upload invoices to *iSupplier*. Integrations between *iSupplier* and *Payables* is possible, which would allow for invoice data to be included in a workflow

within *Payables*. This expansion of *iSupplier* would reduce the volume of invoices that must be typed in by AP Specialists and would reduce the need for AP Specialists to access PO's and match individual line items.

- Eliminate the printing of invoices and payment instructions and registers
  - Assuming the expanded use of *iSupplier*, the requirement for separately storing invoices will lessen, though not be eliminated as not all vendors would choose to upload invoices. Instead of printing off invoices, a shared drive should be created where these invoices could be stored. Pay registers could also be stored on this shared drive instead of printed. This would reduce the amount of time spent on filing paperwork and resource costs associated with paper.

The current check request process includes *Oracle* workflows, but does not have the ability to attach invoices. The process included in Figure 24 should be modified to simply store the invoices and supporting documentation in the shared drive.

Management Response: Management agrees with this recommendation. Beginning in April 2023, the district began an assessment of our HCM (HR/Payroll/Benefits), Finance, and Procurement (ERP) operations and information systems, which is a refresh of what we did in 2020. The outcome will provide the business case to move forward with a proposal for Oracle's new Cloud software platform for these respective areas. This is only the assessment and business case work, not a guarantee to move forward with purchase and implementation.

This is about a 12 – 16 week initiative that has been approved and sponsored by the Superintendent and our Executive sponsors from Budget, Finance, Human Capital Management, Procurement, and Information Technology. Each Executive sponsor has been interviewed and provided strategic vision and feedback for their business areas. Detailed workshops were also completed with Subject Matter Experts (SMEs) in the respective business areas, highlighting functional flows, pain points and potential opportunities. The process will conclude with a business process capability maturity self-assessment. All details will be packaged and delivered via an Executive Summary.

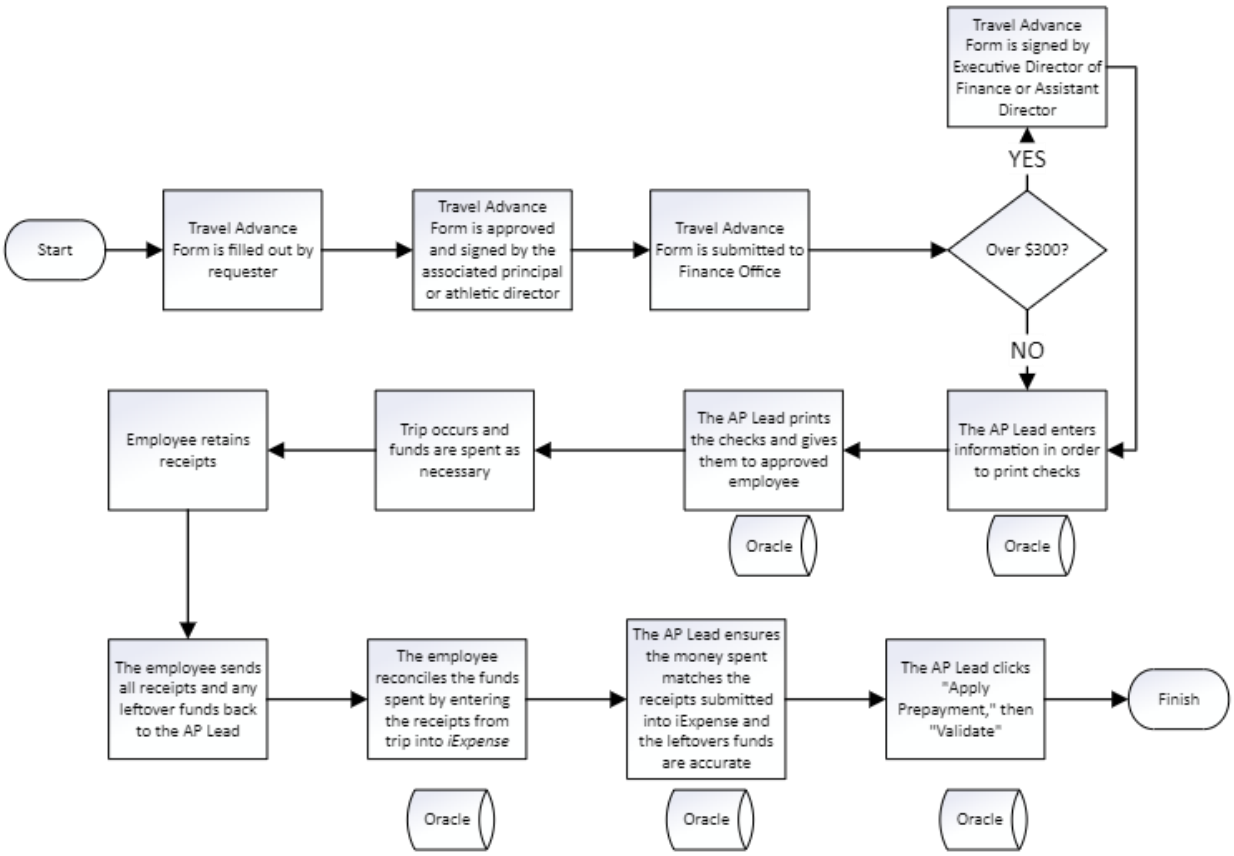
We are expecting to have results of this assessment available in the fall of 2023 and determine the next steps and strategic ERP roadmap at that time

Finding 4: Inadequate controls over travel advances exposes GISD to unnecessary risks.

Employee Travel Advances are requested by the employee filling out a Travel Advance Request Form. This form is approved and signed by the associated principal or athletic director before it is turned into the AP Lead in the Finance office. If the travel advance is for an amount over $300, the AP Lead takes the request form to the Executive Director of Finance or the Assistant Director for approval. The AP Lead then enters the travel advance information into *Oracle* in order to print the checks. The AP Lead prints the checks and delivers them to the approved employee. The trip occurs and while on the trip, the employee retains any receipts. Once the trip is complete, the employee sends all receipts and any remaining funds back to the AP Lead. The employee then accesses the *iExpense* module of *Oracle* and reconciles the funds spent by entering the receipts from the trip. The AP Lead reviews the information submitted and ensures that the money spent matches the receipts submitted and that the leftover funds returned are the accurate amount. The AP Lead then clicks "Apply Prepayment" and "Validate" within *iExpense*.

Figure 25 provides the travel advance process.

Figure 25. Travel Advance Process Map



Source. Gibson Consulting Group, based on GISD documentation

Two individuals within the Accounts Payable Department have access to blank checks and have the ability to provide travel advances to District staff. This risk exists because travel advances are not included in any *Oracle* workflow. This, in turn, heightens the risk of fictitious payments, as the individual responsible for approving the travel advance also has custody of checks. The other methods for travel expenses, P-Card payments and reimbursements, all include additional controls and workflows to limit the risks of inappropriate expenditures. The audit team did not observe any evidence of wrongdoing; however, the risk to the District remains as long as the current travel advance process is in place.

Recommendation 4: Reduce the use of travel advances.

As the risks associated with the use of travel advances are not prevalent in other methods such as P-Cards and expense reimbursement, Gibson recommends that the use of travel advances should be reduced to only when necessary, such as instances where students are purchasing their own meals during an extra-curricular event. Employee reimbursement or P-Cards should be the primary methods that are used for travel funds as they have workflows in *Oracle* which ensure the proper controls are in place.

Management Response: Management partially agrees with this response; however, elimination of travel advances could negatively impact special program areas such as Fine Arts, Athletics, and CTE due to multiple reasons such as meals that are occurring at different sites at the same time, restaurants inability to handle large groups because of time constraints, and potential problems with P-cards not being loaded correctly resulting in teachers having to pay out of pocket expenses for multiple students.

The district has eliminated travel advances for professional employees traveling without students effective 7/1/23 and will continue to evaluate areas where improvements can be made such as ensuring that all staff members understand the benefit of p-cards when traveling with students.

Chapter 4: Vendor Maintenance

Vendor maintenance involves approving new vendors, creating new vendors within information systems, modifying vendor information, and removing long inactive vendors. Typically, this function is the responsibility of the Procurement function in organizations. However, at GISD the AP Department has limited responsibilities for adding vendors and updating vendor information.

Overview of Responsibilities

According to the AP Procedures Manual, the AP Department is responsible for adding non-contract vendors to *iSupplier* and updating the vendor addresses for non-contracted vendors. This also includes adding parents as vendors to facilitate refund payments, students to facilitate scholarship payments, employees for testing or tuition reimbursements, and officials for athletic events.

The vendors added by AP staff are only for services that can be paid for via check request.

Audit Testing

Test C: Vendor Existence Test

Vendors included in this test were those in the approved vendor listing provided by GISD for the audit period. The audit team designed a test to determine if approved vendors have proof of existence online.

Test Approach

- Obtained a record of all approved vendors as of January 20, 2023.
- Judgmentally selected 20 samples for testing.
  - Maximum sample size of 20 assumes daily disbursement processing. GISD guidance in the CDAP demonstrated that distributions occur daily.
- Obtained the supporting documentation for each sample.
  - Conducted research via the internet to ensure the vendor exists **(Test 1)**.

Test Results

- For all 20 sample selections, Gibson was able to locate vendor information on the internet to ensure the vendor exists.

Findings and Recommendations

Finding 5: AP staff has inappropriate access to vendor profile information, substantially increasing the risk of theft.

The AP Department's responsibilities, as outlined in procedures, job descriptions, and interviews, for updating vendor information is inappropriate, as their primary function is disbursing funds. A compensating

control is in place, where an e-mail is sent from *Oracle* to the CFO, Executive Director of Finance, Assistant Director of Finance, and *Oracle IT* outlining the vendors that were added to *iSupplier* during the previous day. This allows for a review to occur of any vendors added by AP staff to determine the legitimacy of the addition.

The compensating control described above does mitigate risk that a fictitious vendor could be added and paid. However, the control still relies on a manual review to detect any potential wrongdoing.

The audit team does note that the Test C results, data analysis, and interviews did not present any evidence of fictitious vendors.

Recommendation 5: Remove all vendor modification responsibilities from Accounts Payable.

The risks associated with requiring AP staff to update vendor information and add new vendors could be eliminated. Access rights for modifying vendor data should be reassigned to Procurement to reflect appropriate segregation of duties and improve the safeguarding of assets.

Management Response: Management does not agree with this response. Over the years, Garland ISD regularly reviews and analyzes its AP function, including the creation of vendor management responsibilities. During a walk through with external auditors in 2017 it was recommended that the District evaluate its controls over adding vendors through the check request process. The Finance Department and Purchasing Department worked together to determine an appropriate solution that would mitigate the identified risk associated with this practice. Changes have been made to improve our internal controls and only certain vendors can be added by the Finance Department. Due to the volume of vendors needed for Parent/Student Refunds, Scholarships, Donations, Memberships (only if p-card option is unavailable), Certifications/Licenses (only if p-card option is unavailable), and Conference Registrations/Trainings (only if p-card option is unavailable), a change to move these job duties to Purchasing would require a change in personnel to support the new job responsibilities.

Chapter 5: P-Card Follow-up Audit

This Chapter of the internal audit report provides an assessment of GISD's progress in implementing the recommendations from the 2020 P-Card Audit.

Table 7 provides a summary of the four recommendations made in the initial audit report, along with Gibson's assessment of the implementation status for each as of March 2023. Each of the four recommendations have been implemented fully.

The implementation progress made by the administration should be reviewed considering the impact of the COVID-19 pandemic, which continued to disrupt normal operations over the implementation period. The audit team performed interviews, data analysis, and audit testing, ultimately determining that all recommendations were completely implemented by administration.

Table 7. P-Card Audit Recommendation Implementation Status

Recommendation #	Recommendation	Management's Evaluated Status	Gibson's Evaluated Status
1	Actively monitor processing times for P-Card transactions and enforce timeline requirements.	Complete	Complete
2	Modify the P-Card transaction workflow in *Oracle*.	Complete	Complete
3	Train Accounts Payable personnel on their existing access rights to *iExpense*.	Complete	Complete
4	Document receipt retention requirements within the P-Card Manual.	Complete	Complete

Follow-Up Audit Results

Recommendation 1: Actively monitor processing times for P-Card transactions and enforce timeline requirements.

The original audit found instances where cardholders and secretaries were not complying with reconciliation and receipt submission timelines published in the P-Card Manual. Results from an audit test showed that 17 out of 25 selected transactions did not fall within the published guidelines.

2020 GISD Management Response: Management Agrees – The District currently has an Accounts Payable position that reviews all P-Card and Travel Card reconciliations, reimbursement requests, travel advances for required documentation, and compliance with the P-Card Manual once the documentation is received. This employee also has access to view all items in the *Oracle* queue without having the documentation and will receive updated training on how to view this. The Assistant Director of Finance/ Executive Director of Finance currently runs a monthly report by cardholder to review outstanding/ unreconciled transactions. As the District approaches Fiscal Year End, the report is ran bi-monthly.

Cardholders are notified of any discrepancies in their P-Card transactions, and if any P-Card violations will be issued/documented by the Assistant Director of Finance. The positions of Assistant Director and Executive Director of Finance are responsible for following up on outstanding/unreconciled balances from the report. The Finance Department understands the importance of timely reconciliations and will address the ramifications of noncompliance.

Updates and reviews for P-Card Reconciliations will be included and addressed in the monthly finance trainings. In addition, the Finance Department (Assistant Director and Executive Director of Finance) has initiated the process of scheduling more periodic automated *Oracle* reports to determine the value of outstanding credit card transactions District

wide. The automated report will send an email to cardholders and their immediate supervisor, notifying them of any P-Card transactions that have not been reconciled, pending manager's approval, or required documentation that needs to be submitted to Accounts Payable for processing. This notification will provide the documentation for the District and a process for follow-up to the cardholders to submit required information to their budget manager/administrative assistants on a timely basis, while also bringing attention and knowledge to their supervisors automatically. The Finance Department will also utilize this information to identify individuals, campuses, or departments that need additional training. This will increase the awareness of what needs to be addressed in a timely manner, and further assist Management in tracking the number of days between the transaction date and Accounts Payable approval.

The Finance Department has and currently does issue strikes for not reconciling, untimely reconciliations, and other violations. With the resulting documentation the Finance Department may remove the P-Card from the employee, which does occur under the current guidelines.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

Subsequent to the original audit, the Finance Department implemented a monthly P-Card notification that notifies P-Card holders and their supervisor of any unreconciled activity. This e-mail is automated out of *iExpense* and is included as a standard procedure in the CDAP. Interviews with Finance and AP staff further confirmed the implementation of this procedure. To determine the effectiveness of the new procedures, the audit team reperformed **Test 2: Accuracy and Approval of P-Card Transactions**.

Test Approach

- Obtained a record of all P-Card transactions processed by Accounts Payable between July 2021 and December 2022.
- Judgmentally selected 20 samples for testing.
  - Maximum sample size of 20 assumes daily disbursement processing. GISD guidance in the CDAP demonstrated that distributions occur daily.
- Obtained the supporting documentation for each sample.

- Compared the transaction description and invoice to ensure the item was not listed as a prohibited expense in the P-Card manual **(Test 1)** .
- Ensured the appropriate support was submitted to the AP Department **(Test 2)**.
- Determined if the transaction received the required approval **(Test 3)**.
- Reviewed the invoice and applied budget coding to determine if the correct codes were applied **(Test 4)**.
- Calculated the lag between date of the transaction and date of receipt by AP to determine if the transaction was reconciled within three weeks **(Test 5)**.
  - Weekends and holidays were removed to only reflect workdays.

Test Results

- Please refer to Table 8 below. “P” indicates that the sample passed the test; “F” indicates that the sample failed the test; “N/A” indicates that the test was not applicable for the sample or could not be performed.

Table 8. P-Card Transaction Test Results

Sample	Lag	Test 1	Test 2	Test 3	Test 4	Test 5
1	22	P	P	P	P	F
2	20	P	P	P	P	P
3	17	P	P	P	P	P
4	16	P	P	P	P	P
5	10	P	P	P	P	P
6	3	P	P	P	P	P
7	13	P	P	P	P	P
8	3	P	P	P	P	P
9	3	P	P	P	P	P
10	15	P	P	P	P	P
11	8	P	P	P	P	P
12	10	P	P	P	P	P
13	5	P	P	P	P	P
14	9	P	P	P	P	P
15	6	P	P	P	P	P
16	10	P	P	P	P	P
17	16	P	P	P	P	P
18	21	P	P	P	P	P

Sample	Lag	Test 1	Test 2	Test 3	Test 4	Test 5
19	3	P	P	P	P	P
20	2	P	P	P	P	P

- **Test 1 – Is it an allowable P-Card expense?**
  - 20 out of 20 samples contained allowed P-Card expenses according to the P-Card manual.
- **Test 2 – Appropriate support was submitted for the transaction.**
  - 20 out of 20 samples included appropriate support.
- **Test 3 – Required approval was obtained for the transaction.**
  - 20 out of 20 samples obtained the required approval.
- **Test 4 – Proper budget code was used.**
  - 20 out of 20 samples used the proper budget code.
- **Test 5 – Is lag time 21 days or less?**
  - 19 out of 20 samples had a lag time of 21 days or less days between the transaction date and the date it was received by the AP Department.
  - Sample 1 had a lag of 22 days, one day outside of the three-week requirement. This transaction was performed on 12/16/2021, just before the holiday break. A one-day variance is acceptable in this situation.

Based on the marked improvement in submission timelines, as seen in testing, and the additional procedures implemented by the Finance Department, the audit team concludes that this recommendation is completely implemented.

Recommendation 2: Modify the P-Card transaction workflow in *Oracle*.

The initial audit found that the P-Card transaction approval process was overly paper-intensive and contributed to time delays and procedural compliance risks. It was recommended that receipts be scanned and attached to the *iExpense* report.

2020 GISD Management Response: Management Agrees – Accounts Payable personnel are currently included in the *Oracle* workflow. Once the reconciliation is approved by the supervisor, then it is electronically routed to the AP Department for final review, processing, and approval. Accounts Payable personnel have access to view all transactions in *Oracle*, even without the documentation being submitted. Training will be provided to the employee who is unaware of this ability within *Oracle*. The Assistant Director of Finance runs the monthly report by cardholder for outstanding/unreconciled transactions, and bi-monthly as the District approaches Fiscal Year End.

The Finance Department has performed testing to transition the P-Card reconciliation process to a paperless system in *Oracle*. Management will continue to work with the *Oracle* Department and the Finance

staff, and develop a focus group to hopefully implement the paperless P-Card system within *Oracle* after determining if there is a budget cost, the scanner access and availability, a timeline, and needs. Once vetted, then this type of change may occur at the start of a new fiscal year due to the size of the District and needed training.

Implementing a paperless P-Card system within *Oracle* will help create a more efficient workflow process with the ability to identify potential violations sooner, and further potential to document the consequences of non-compliance within the P-Card program.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

The process modifications were implemented by GISD in Spring 2021. The *Oracle* Department and Finance Department collaborated to develop approval workflows within *iExpense* and transition to uploading supporting documents to the information system. Through the reperformance of **Test 2: Accuracy and Approval of P-Card Transactions**, the audit team observed evidence of this new process. The supporting documentation behind each selected P-Card receipt was attached to the *iExpense* report. The audit team also observed approval workflows for each transaction within the system.

Based on the evidence obtained through testing and interviews, the audit team concludes that this recommendation is fully implemented.

Recommendation 3: Train Accounts Payable personnel on their existing access rights to *iExpense*.

The initial audit highlighted inconsistency between AP staff and management regarding AP staff's visibility into *iExpense* transactions before an expense envelope is received. Additional training was recommended for AP staff to inform them of their current capabilities within *iExpense*.

2020 GISD Management Response: Management Agrees – The Accounting Specialist II Payable Lead is the employee who processes received *iExpense* envelopes, and is not the employee for tracking all of the workflows in queue to be processed in *iExpense*. This employee has no ability to issue 'strikes' for delays or errors in the processing, which led to her not knowing she has the ability to view all *iExpense* transactions. Management does agree this person was not aware of the ability to view all *iExpense* reports in the workflow and training will be provided. The Assistant Director of Finance and Executive Director of Finance are the Accounts Payable personnel that have utilized the system-wide access for viewing approved *iExpense* transactions and outstanding/unreconciled transactions. The Assistant Director of Finance runs the monthly report by cardholder for outstanding/unreconciled transactions for *iExpense* and utilized this access consistently.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

The Finance Department provided additional training to the AP staff to inform them of their ability to view pending *iExpense* reports, apply filters, and perform more proactive monitoring on outstanding reconciliations. The audit team performed interviews with the AP Lead responsible for validating P-Card transactions and is confident that she possesses the system knowledge to perform the job duties outlined in the job description for the role. The audit team concludes that this recommendation is fully implemented.

Recommendation 4: Document receipt retention requirements within the P-Card Manual.

The initial audit found that the P-Card Manual did not dictate the length of time that cardholders must store receipt copies or how outdated receipts are to be destroyed. It was recommended that this language be included in the P-Card Manual.

2020 GISD Management Response: Management Agrees – The P-Card manual will be updated to include the same record retention and destruction requirements as included in the CDAP manual. Records should be kept current and in good order as required by the Texas State Record Retention Schedule.

Original Implementation Decision: Implementation without Modification

GISD Management's Status Assessment: Complete

Audit Team's Follow-up Assessment: Complete

The P-Card Manual was updated to include the general language that records should be kept current and in good order as required by the Texas State Record Retention Schedule. The audit team observed the 2022-23 P-Card Manual and noted this language on Page 15. The audit team concludes that this recommendation is fully implemented.

Appendix A: Interview Roster

Individual Interviews

The audit team conducted interviewed with the following nine individuals who are employed in Garland ISD as administrators and staff:

- Carrie Becknal, Accounts Payable Specialist
- Gloria Britain, Accounts Payable Specialist
- Melissa Browning, Accounts Payable Lead
- Staci Cardona, Accounts Payable Specialist
- Allison Davenport, Executive Director of Finance
- Cathy Garcia, Accounts Payable Supervisor
- Evelyn Guerra, Assistant Director
- Dr. Ricardo Lopez, Superintendent
- Debra Perez, Accounts Payable Specialist
- Brent Ringo, Chief Financial Officer (at-time of interview)
- Rhonda Rountree, Cash Manager

Group Interviews

The audit team conducted three group interviews.

- Secondary principals
- Two groups of individuals who are part of the receiving process

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Garland Independent School District

Accounts Payable Internal Audit

GIBSON
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GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

June 25, 2024

Agenda

- Audit Objectives and Scope
- Organization and Management
- Payables and Disbursements
- Vendor Maintenance
- P-Card Follow-up Audit
- Questions

Audit Objectives and Scope

Audit Objectives

- Evaluate the efficiency, effectiveness, and compliance of the GISD Accounts Payable Department
- Identify opportunities for improvement

Audit Scope

- Organization and Management
  - Compliance with laws, policies, and regulations
  - Assessment of internal controls, including segregation of duties
  - Customer satisfaction of the department
  - Performance measures used
  - Departmental training
- Payables and Disbursements
  - Purchase Order Payments
  - Direct Payments
  - P-Cards
  - AP Reporting

Audit Scope Continued

- Vendor Maintenance
  - Review of vendor maintenance process
  - Review of controls in place surrounding vendor maintenance
- P-Card Follow-up Audit
  - Review of P-Card process

Executive Summary

- Areas of improvement include:
  - There are no staffing formulas to calculate how many full-time equivalents are required
  - Performance measurement within the department largely relies on one target – the number of invoices processed each day
  - Some AP processes begin in Oracle but include steps where documentation is printed off from the system and filed
  - There are control weaknesses in vendor modification that need to be addressed
- Five (5) audit recommendations made

Audit Recommendations

No.	Priority	Recommendation
1	Medium	Develop a staffing formula for the AP Department that incorporates performance measure goals and workload estimates.
2	Low	Incorporate performance targets into evaluations for AP staff.
3	Medium	Modify key AP processes to reduce inefficiencies and maximize Oracle capabilities.
4	High	Reduce the use of travel advances.
5	High	Remove all vendor modification responsibilities from Accounts Payable.

Organization and Management

Staffing Formula

Finding: The existing performance measurement approach and workload assessments inhibit the AP Department from evaluating staffing efficiency.

- The current goal for the Accounts Payable Specialists is to process 60 invoices per day
- The goal does not include processing goals for the Accounts Payable Lead and Accounts Payable Supervisor even though they are both involved

Staffing Formula

Recommendation: Develop a staffing formula for the AP Department that incorporates performance measure goals and workload estimates.

- The AP Department needs to assess what is a reasonable goal
- The realistic goal should be included in the staffing formula

<u>Management Response</u>: Partially Agree

Payables and Disbursements

Manual Processes

Finding: GISD underutilizes the functionality in its information systems, resulting in manual, paper-intensive processes.

- The audit team identified two key processes where excessive manual intervention occurs:
  - The disbursement process for purchase orders
  - Check request process

Manual Processes

Recommendation: Modify key AP processes to reduce inefficiencies and maximize Oracle capabilities.

- The two processes should be modified to reduce the amount of printing and filing and introduce additional workflows

Management Response: Agree

Travel Advances

Finding: Inadequate controls over travel advances exposes GISD to unnecessary risks.

- Two individuals within the Accounts Payable Department have access to blank checks and have the ability to provide travel advances to district staff
- Travel advances are not included in any Oracle workflow

Travel Advances

Recommendation: Reduce the use of travel advances.

- Other methods, such as P-Cards or expense reimbursements, should be used, as their processes have proper controls in place

<u>Management Response:</u> Partially Agree

Vendor Maintenance

Vendor Modification

Finding: AP staff has inappropriate access to vendor profile information, substantially increasing the risk of theft.

- The current controls in place rely on a manual review to detect any potential wrongdoing

Vendor Modification

Recommendation: Remove all vendor modification responsibilities from Accounts Payable staff.

- Access rights for modifying vendor data should be reassigned to Procurement

Management Response: Disagree

P-Card Follow-up

Follow-up Audit Results

- **Recommendation 1: Actively monitor processing times for P-Card transactions and enforce timeline requirements.**
  - *Audit Team's Follow-up Assessment: Complete*
- **Recommendation 2: Modify the P-Card transaction workflow in Oracle.**
  - *Audit Team's Follow-up Assessment: Complete*

Follow-up Audit Results

- **Recommendation 3: Train Accounts Payable personnel on their existing rights to iExpense.**
  - *Audit Team's Follow-up Assessment: Complete*
- **Recommendation 4: Document receipt retention requirements within the P-Card Manual.**
  - *Audit Team's Follow-up Assessment: Complete*

Questions?

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Lisa Ray, General Counsel

Subject: Discussion regarding Revisions to the Board Operating Procedures

Discussion Item

Executive Summary:

The Policy Advisory Group has met for the several months to discuss revisions to the Board Operating Procedures. These were last reviewed collectively by the Board of Trustees in 2020.

A few of the changes include the following:

- Protocol for placing items on an agenda;
- Outlining that board actions can be noted either by minutes or recording;
- Aligning committee structures with existing policy;
- Superintendent and Board Services Manager supervision and evaluation;
- Procedures for Board officer elections;
- Travel guidelines

Administrative Recommendations:

For discussion.

Financial Impact and Funding Source:

N/A if does not apply

BOARD OF TRUSTEES

OF THE

GARLAND INDEPENDENT SCHOOL DISTRICT

OPERATING PROCEDURES

~~*Approved November 17, 2020*~~
Revised June 2024

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BOARD GOVERNANCE

The Board shall constitute a body corporate and shall have the exclusive power to govern and oversee the management of the public schools of the District. *Education Code 11.051(a), 11.151(b)* No Board Member or officer has authority outside the Board meeting.

Policy Ref: BA (LEGAL)

BOARD MISSION AND GOALS

The Board shall approve and periodically review the District's mission and goals to improve student performance. The Board must approve Board goals and recurring agenda items calendar for board action items by the end of August. The mission, goals and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4.

Policy Ref. BQ (LOCAL)

(Board of Trustees' Goals are included in Appendix)
A Retreat and/or Workshop may be scheduled as necessary to develop and/or revise the Board Goals.

BOARD MEETINGS

Scheduled ~~Board~~ meetings shall normally be held on the second and fourth Tuesdays of each month. When determined necessary and for the convenience of Trustees, the Board President may change the date or time of a regular meeting. The notice for that meeting shall reflect the changed date or time.

The time and place of special and emergency meetings shall be as set out in the notice for the meeting.

The President of the Board shall call special meetings at the President's discretion or on request by three members of the Board and/or Superintendent.

The President and/or Superintendent shall call an emergency meeting when it is determined by the President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

The Agenda

Before the official agenda is finalized for any meeting, the Superintendent and Board Service Manager shall consult the Board President to ensure that the agenda and the topics included meet with the President's approval. The agenda will be reviewed by counsel before posting. Any Trustee may request that a subject be included on the agenda for an upcoming meeting during the "Future Agenda Items", and the Superintendent shall include on the preliminary agenda of the meeting all Trustee requested topics that have been timely submitted. The Agenda Review Advisory Group shall prepare and review the agenda for all Board meetings in a timely manner.

~~The deadline for submitting items for inclusion on the agenda is noon of the eighth calendar day before regular meetings and noon of the third calendar day before special meetings. This does not apply to emergency meetings.~~

~~The Agenda Review Advisory Group shall prepare the agenda for all Board meetings in a timely manner. The agenda will be reviewed by counsel before posting. Any Trustee may request that a subject be included on the agenda for an upcoming meeting during the "Future Agenda Items",~~

~~and the Superintendent shall include on the preliminary agenda of the meeting all Trustee-requested topics that have been timely submitted.~~

~~Board meeting agendas will align with approved recurring board agenda items calendar for efficient Board action unless the Board President and Superintendent agree on other items to be placed on agenda.~~

~~Before the official agenda is finalized for any meeting, the Superintendent and Board Service Manager shall consult the Board President to ensure that the agenda and the topics included~~

~~meet with the President's approval. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or individual Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Trustee without that Trustee's specific authorization. The Superintendent shall ensure that all topics on the agenda have all supportive materials (handouts, PowerPoints, graphs, maps, etc.) included in the official agenda/BoardBook. Any questions regarding agenda items should be submitted to the Superintendent as soon as practical prior to the Board meeting so that questions can be practically addressed at the meeting.~~

Notice to Trustees

Trustees shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least two hours prior to the time of an emergency meeting, unless otherwise provided by state laws and regulations and/or the Texas Attorney General.

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. [See BEC]

Closed Meeting/Executive Session

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting.

Trustees can only discuss those items listed on the closed session agenda and as limited by law. Trustees must comply with confidentiality requirements. Trustees who disclose confidential information discussed during closed session violate the Board Member Code of Ethics. Depending upon the nature of the information and the method by which it is released, a Trustee could be held liable for both civil and criminal sanctions. Any Executive Session topics requiring action must be voted on in public session.

Policy Ref: BED (LOCAL)

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Trustees.

Rules of Order

The Board shall observe the parliamentary procedures as found in Robert's Rules of Order, Newly Revised, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the Trustees present.

Voting

Voting shall be by voice vote, electronic means, or show of hands, as directed by the President or the presiding o~~p~~fficer.
When a vote is not unanimous, the presiding officer may poll the Board. Any Trustee may abstain from voting, and a Trustee's vote or failure to vote shall be recorded upon that Trustee's request. [See BDAA (LOCAL) for the Board President's voting rights]

Consent Agenda

A consent agenda shall include those unmodified items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Trustee requests that an item be withdrawn for individual consideration.

The remaining items shall be adopted under a single motion and vote.

Minutes

~~Board action shall be carefully recorded by the Board Service Manager; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.~~

~~The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.~~

Board action shall either be noted by minutes or by recording. The minutes and recordings of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during scheduled office hours.

Discussions and Limitations

Discussions shall be addressed to the President of the Board and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the President shall not interfere with debate so long as Trustees wish to address themselves to an item under consideration.

Policy Ref: BE (LOCAL)

~~*[Note – Legal requirements for Board Meetings are included in BE (LEGAL) in Appendix. Recurring Board Agenda Items are also included in Appendix.]*~~

Public Forum

At all called, posted and noticed meetings the Board shall schedule a time to hear input from citizens in accordance with the Texas Open Meetings Act. Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with Board Policy BED(LOCAL). Public Forum shall occur at the beginning of the meeting. Except as permitted by Board Policy BED (LOCAL) and shall not exceed three minutes per speaker.

At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or Board Service Manager before the meeting begins, shall fully fill out the comment~~s~~ cards provided by the District, and shall indicate the agenda item or topic on which they wish to address the Board.

Policy Ref: BED (LOCAL)

Complaints and Concerns

The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the person shall be referred to the appropriate policy (see list below) to seek resolution:

Employee complaints: DGBA Series

Student or parent complaints: FNG Series

Public complaints: GF Series

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Board's Prerogative to Invite Input

These guidelines shall not prevent the Board from consulting with persons who have information that is germane to the topics under consideration. Such persons may be invited by the Board and may include attorneys, architects, professional educators, business persons, and patrons.

Policy Ref: BED (LOCAL)

Trustees' Participation at Meeting via Video Conferencing

Trustees are expected to be in attendance and present at each meeting of the Board. However, state law expressly provides that Trustees may participate via videoconferencing. As such, the Board has determined that each Trustee may participate via Videoconferencing at up to two meetings per district fiscal year. The Trustee wishing to participate via videoconferencing shall provide the Board President and Board Clerk Board Service Manager advance notice, at least 24 hours prior to the meeting. Such participation will be done in accordance with the Texas Open Meetings Act and other rules in this area. The Board may continue the meeting without a videoconferencing Trustee if the audio or video connection is lost and a quorum remains at the physical location of meeting. The videoconferencing Trustee shall be considered absent from any portion of the meeting during which the audio or video communication with the Trustee is lost.

Prior to participating in closed executive session by videoconferencing, the Trustee asking to participate remotely shall certify to the Board that he or she is the only person who can hear or see the closed portion of the meeting and that he or she is not recording the closed session.

This section does not apply to exceptions made under the Texas Open Meetings Act and/or the Texas Attorney General in the event of an emergency, in which case the Board will comply with applicable statutes, regulations and/or orders, including but not limited to, orders by the Texas Attorney General.

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. Attendees shall not bring posters, banners, or other items that might disrupt the meeting. If, after at least one warning from the presiding officer, any person continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the person removed from the meeting. All individuals attending meetings will be expected to comply with applicable guidelines from the District regarding emergency procedures and/or in accordance with executive orders issued by duly authorized local, state and/or federal authorities.

Policy Ref: BED (LOCAL)

BOARD COMMITTEES AND COMMITTEE MEETINGS

The Board President shall appoint Trustees to the following standing committees: Academic and District Affairs Committee and, ~~Facilities and~~ Finance, Facilities and Operations Committee. The Board Committee meetings are held on the second Tuesday of the month. In consultation with the Board President, the Superintendent or designee shall determine the time and order of the committee meetings to best accommodate the schedule of Board members and administration, and may change the date, time, and location with proper notice. Committee meetings shall be recorded, posted and noticed in accordance with Texas Open Meetings Act.

The Board President shall name three Board members to serve on each committee and appoint one of the three Board members to serve as a committee chair. The Board President shall not serve as a committee chair but may fill in for a committee member absent adequate Board member representation at a committee meeting. Any chair of one of the standing committees shall not be eligible for service on another standing committee.

The goal of the committees shall be to receive information, discuss, and analyze information issues brought by administration.

The chairperson of each standing committee shall set the agenda for committee meetings in conjunction with administration. Each chairperson shall update the Board regarding items taken up by the committee and advancement of agenda items for action at the board meeting.

~~The function of each committee shall be fact-finding, deliberative, and advisory but not administrative. Presentations and future agenda items will also be reviewed and discussed at each committee meeting. The Board President shall name three Board members to serve on each committee, with one of the three Board members serving as committee chair. The Board President shall appoint each Committee Chair. The Board President shall not serve as a committee chair but may fill in for a committee member absent adequate Trustee representation at a committee meeting.~~

Academic and District Affairs Committee

The function of the District's academic and District affairs committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in:

1. Instructional matters related to policy;
2. Curriculum matters related to policy;
3. Campus and District leadership;
4. Research, assessment, and accountability of student performance;
5. Communication and public relations;
6. Community relations and the Garland ISD Education Foundation;
7. Extracurricular activities;
8. Desegregation plans and related court orders;
9. Special committees / additional committee assignments.

~~District Affairs: The function of the District Affairs Committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in:~~

~~1. Instructional matters related to policy;~~
~~2. Personnel matters related to policy;~~
~~3. Extracurricular activities; and~~
~~4. Desegregation plans.~~

Finance, Facilities and Operations Committee

The function of the finance, facilities and operations committee shall be to counsel and work with

the Superintendent and staff in the formulation of recommendations to the Board in the following area:

1. Establish financial performance goals and the process for the Board to monitor:
    a. Overall stewardship of District funds;
    b. Financial reporting and management;
    c. Budget development and monitoring;
    d. Internal controls;
    e. Student nutrition services; and
    f. Human resources management and monitoring.
2. Work with the Superintendent and staff in the formulation of recommendations to the Board in the following areas:
    a. Architect selection;
    b. New school sites;
    c. Bond programs;
    d. New buildings;
    e. Renovations;
    f. Security;
    g. Maintenance and custodial services;
    h. Transportation management and monitoring;
    i. Curtis Culwell Center management; and
    j. Use of school facilities by community groups.

~~Facilities: The function of the Facilities Committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in:~~

~~1. Architect selection;~~
~~2. New school sites;~~
~~3. Bond programs;~~
~~4. New buildings;~~
~~5. Renovations;~~
~~6. Security;~~
~~7. Maintenance and custodial services; and~~
~~8. Use of school facilities by community groups.~~

~~Finance Committee~~

~~Finance: The function of the Finance Committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in the following areas:~~

~~1. Establish financial performance goals and the process for the Board to monitor:~~
    ~~a. Overall stewardship of District funds;~~
    ~~b. Financial reporting and management;~~
    ~~c. Budget development and monitoring; and~~
    ~~d. Internal controls.~~

The Board President may appoint additional special committees as necessary to fulfill specific assignments. Special committees shall report their findings to the Board and shall be dissolved upon completion of the assigned task or vote of the Board.

Policy Ref: BDB (LOCAL)

BOARD ADVISORY GROUPS

The Board President shall appoint Trustees to the following Board Advisory Groups: Agenda Review, Policy and Internal Audit. Each Advisory Group shall support the Superintendent and/or designee(s) with recommendations for Board review at committee meetings or regularly scheduled meetings.

Agenda Review
Agenda Review: The function of the Agenda Review Advisory Group shall be to collaborate with the Superintendent in the formulation of the agenda for Regular Board Meetings.

Policy Review
Policy Review: The function of the Policy Review Advisory Group shall be to collaborate with the Superintendent and/or designee(s) in the review of local and legal policies. ~~and~~ The review of Board Operating Procedures shall be done biennium. This advisory group shall be comprised of three Board members, including:

- The Board President;
- One member from the current finance, facilities, and operations committee; and
- One member from the academic and District affairs committee.

Internal Audit
Internal Audit: The function of the Internal Audit Advisory Group shall be to collaborate with the Superintendent and staff in the formulation of recommendations to the Board in the following areas:

1. Assist the Board in discharging its oversight responsibility;
2. Review, revise, and approve the internal audit plan for the upcoming year;
3. Meet periodically with the internal auditor and review all reports and direct corrective action or improvements, if necessary and consistent with the Texas Open Meetings Act;
4. Review communications from the internal auditor; and
5. Receive updates on the implementation of internal audit recommendations.

This advisory group shall be comprised of three Board members, including:

- The Board President;
- One member from the current finance, facilities, and operations committee; and
- One member from the academic and District affairs committee.

BOARD RELATIONSHIPS

Trustees

Trustees must comply with applicable provisions of the Texas Open Meetings Act with regard to their communications. Trustees may use mail, email, voice mail, text messaging, fax, phone, special committee meetings or personal contact to communicate with each other individually; however, Trustees shall never circumvent and/or attempt to circumvent the Texas Open Meetings Act by meeting, talking, texting or e-mailing one another in a group large enough to constitute an official meeting, typically four (4) or more. In email or text messaging, “Reply All” must be avoided. Trustees who wish to disseminate information to the Board as a whole will contact the Board President and carbon copy the Board Service Manager and Superintendent prior to distribution to Trustees.

Trustees who participate in social media such as, but not limited to, Facebook, Google, LinkedIn

or Twitter, should be careful to avoid online conversations that could be construed as speaking for the Board or constituting an online Board meeting. Trustees using personal social media accounts should clearly indicate any communications posted by the Trustee is on their own behalf and not on behalf of the Board and/or District. Trustees should not utilize District social media without approval from the Superintendent or designee.

Expressing Concern About A Trustees' Performance

Trustees are encouraged to express concerns about another Trustee's performance. If addressing the issue directly with the member does not resolve the concern, then discussion with the Board President is appropriate. The steps below should be followed:

1. The Board President shall discuss the concern with the Board Member in question on behalf of the reporting Board Member or shall moderate a discussion between the members. If a quorum of the Board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meetings Act.
2. The President shall remind the Board Member whose behavior is in question about Board Policies including, but not limited to, the adopted Code of Ethics and identify non-compliance, if any, with the Code. The discussion also will identify more appropriate alternatives to the conduct and/or conduct at issue or refer the Board Member to policies or procedures that outline approved ways to deal with the issue that prompted the conduct and/or concern.
3. If the Board Member in question does not believe his or her behavior is in conflict with District Policies, including but not limited to, the Board's Code of Ethics, an Agenda Item specifying "Evaluation of Individual Board Member Performance" may be listed on the Agenda for the upcoming Board Meeting.
4. The matter will be discussed by the full Board in Closed Session in an attempt to clearly identify the conduct and/or concern and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness.

If the concern involves the Board President, a Board Member may discuss his or her concerns with the Board Vice President, following the process outlined above to the extent possible. Generally speaking, when concerned about a Board Member's behavior, Board Members agree the best practice is to:

- Not take concerns about fellow Board Members to the Superintendent.
- Not speak about concerns regarding individual members with individuals outside of the Board and/or otherwise in compliance with the Texas Open Meetings Act.
- Not speak negatively about another Board Member, Superintendent, or staff in the community.
- Follow the steps outlined herein and in Board Policy.

Assisted Board Dialogue

In the event an issue cannot be constructively resolved, the Board may consider engaging a third party outside Facilitator.

Informal or Social Meetings

When a quorum of Board members gather in an informal setting, such as a social occasion, it will not be subject to the requirements of the Open Meetings Act if the members do not engage in a verbal exchange about public business or policy. The Open Meetings Act expressly excludes gatherings of a "quorum of a governmental body at a social function unrelated to the public business that is conducted by the body." The definition also excludes from its reach the attendance by a quorum at certain other events such as a regional, state or national convention or workshop, ceremonial events, press conferences, and a candidate forum, appearance, or debate to inform the electorate. In both instances, there is no "meeting" under the Act "if formal action is not taken and any discussion of public business is incidental to the social function, convention, workshop, ceremonial event, or press conference."

ADDRESSING ISSUES INVOLVING BOARD MEMBER'S OWN CHILDREN

While Members of the Board of Trustees have no authority as individuals, it is sometimes difficult for staff members to see them as ordinary parents. Therefore, Board Members should adhere to the following:

1. Board Members should make it clear that they are acting as a parent.
2. Board Members should not request nor accept extra consideration for their own children, or the children of other Trustees, based on their position.
3. Board Members must comply with applicable Board Policies, including but not limited to, the Code of Ethics, when acting on behalf of their own children, or with regard to the children of other Trustees.

Board Members will follow the same chain of command as non-Board Members.

PERSONNEL

Avoidance of Micromanagement

Trustees should avoid personal involvement on the activities the Board has delegated to the Superintendent or that by law are the Superintendent's responsibilities. ~~Trustees~~ Trustees must not direct staff other than the Superintendent, Board Service Manager and Internal Auditor.

Commented [MH1]: Moved from below to lead paragraph for better continuity

Policy Ref: BBF (LOCAL)

Superintendent

The Superintendent shall keep Trustees informed of significant District issues as they arise in accordance with the Texas Open Meetings Act. The Superintendent will respond in a timely and complete manner to Board request for information sent through the proper chain of command. The Superintendent will communicate information to all Trustees in a timely and complete manner, including requests from the Board President. Consistent with BJA (LOCAL), questions submitted to the Superintendent via email or other electronic means should NOT be sent simultaneously to the entire Board or communicated in a manner in violation of the Texas Open Meetings Act.

Trustees will keep the Superintendent informed of concerns in a timely manner. It is the Superintendent's job to take action and resolve situations. Trustees should not violate the chain of command, causing disrespect and unclear expectations between the Staff, Superintendent, and Board.

Policy Ref: BJA (LOCAL)

Evaluation Instrument

The instrument used to evaluate the Superintendent shall be based on the Superintendent's job description [see BJA (LOCAL)] and performance goals and shall be adopted by the Board. There shall be a formative and summative evaluation. The Superintendent's performance goals shall be presented to Trustees for approval, additions and modifications. Each goal shall have measurements to review for summative evaluation and preparation for a written evaluation document.

Written Evaluation

The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting held in accordance with the Texas Open Meetings Act.

A. Objectives

The Board shall strive to accomplish the following objectives in conducting the Superintendent's written evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Trustees the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Trustees of the evaluation process and the Superintendent's current performance objectives and priorities.
4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.

B. Informal Evaluations

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

Policy Ref: BJCD (LOCAL)

~~**Avoidance of Micromanagement**~~

~~Trustees should avoid personal involvement on the activities the Board has delegated to the Superintendent or that by law are the Superintendent's responsibilities. Trustees must not direct staff other than the Superintendent, Board Service Manager and Internal Auditor.~~

~~*Policy Ref: BBF (LOCAL)*~~

Internal Auditor

The Internal Auditor is responsible for planning, directing, and implementing the district's internal audit and investigative function ensuring compliance with accountability standards, laws, regulations, and policies. The Internal Auditor will also provide independent and objective appraisals and investigations of financial, data processing, and other relevant matters within the district. The Internal Auditor reports to the Board of Trustees functionally and the Superintendent administratively. Details of the Internal Auditor function are listed in local policy CFC (LOCAL).

Policy Ref: CFC (LOCAL)

Evaluation Instrument

The instrument used to evaluate the Internal Auditor shall be based on the Internal Auditor's job description.

Board Service Manager

The Board Service Manger is a direct report of the Superintendent, and administratively assigned to the Board of Trustees. The Board ~~-~~Services Manager will prepare and post agendas; coordinate materials; record, transcribe, and maintain minutes; organize and manage the routine work activities of an administrative office; provide clerical and administrative services to the President of the Board and Board of Trustees.

Evaluation Instrument

The instrument used to evaluate the Board Service Manager shall be based on the Board Service Manager's job description, input from the Board of Trustees [where applicable] and the Superintendent.

OTHER PERSONNEL

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel.

Employment of Non-Contractual Personnel

The Board delegates to the Superintendent final authority to employ and dismiss non-contractual employees on an at-will basis.

Policy Ref: DC (LOCAL)

ELECTIONS

Any legal resident who meets the eligibility requirements in BBA (LEGAL) may become a candidate for membership on the Board. Information regarding the procedures for becoming a candidate may be obtained from the Board Service Manager's office.

Each Board position shall be identified by a place number. The application for candidacy shall indicate the place number filed for. The schedule of places and their expiration dates shall be as follows:

POSITIONS 1, 2, & 3	2016, 2019, 2022, 2025, etc.
POSITIONS 4 & 5	2017, 2020, 2023, 2026, etc.
POSITIONS 6 & 7	2018, 2021, 2024, 2027, etc.

Each place serves a three-year term. Trustees may succeed themselves in office without limit.

Policy Ref: BBB (LOCAL)

Board Officer Elections

The Board shall elect a President, a Vice President, a Secretary, and an Assistant Secretary from members of the Board. Each officer should complete their annual required continuing education hours on time and/or completed one year of Board service. In addition, each officer shall commit to attending formal training of the specific officer position. Below are three options for Board Officer Elections:

Any Trustee who seeks to be elected as an officer shall inform the Board President of their intent that the Board Member is seeking to be elected as an officer; and the specific officer position the Board Member seeks. In addition, any Trustee can suggest a Trustee for an officer position. The notification of officer intent shall be in writing and submitted at least one month before elections. April for May Elections and October for November Elections. A closed Executive Session discussion will take place at the first Board Meeting in May/November regarding

Trustees who

have submitted Board Officer position interest. All actions to approve the Board Officers shall take place in an open meeting.

A vacancy among officers of the Board shall be filled by majority action of the Board.

Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office without limit. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

President

In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.
3. Appoint all Board committees, unless otherwise provided by policy or Board consensus. [See BDB]
4. Handle all media inquiries and requests for comment.
5. Mentor new Trustees and provide new Trustee orientation (may be delegated as appropriate).

Vice President

The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Automatically become Board President if a vacancy in that office occurs.

Secretary

The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

Assistant Secretary

1. The Assistant Secretary of the Board shall:
    1. In the absence of the Board President, Vice President, and Secretary, call the meeting to order and act as presiding officer; and
    2. Act in the capacity of and perform the duties of the Secretary in the event of the absence or incapacity of the Secretary.

Policy Ref: BDAA (LOCAL)

DISTRICT COMMUNITY REPRESENTATIONS

Trustees are encouraged to serve on a variety of community committees and organizations throughout their tenure; or the Board President may solicit Trustees' interest input on their desired committee(s) of preference. Trustees may report their attendance at community events to the Board during the Trustees' Report at regular meetings.

~~*(See Board Committee and Organization Appointments in Appendix)*~~

COMMUNICATIONS

Requesting Information Not Related to Agenda Items/Individual Access to Information

An individual Trustee, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Texas Public Information Act.

Limitations

Individual Trustees shall not have access to confidential student records unless the Trustee is acting in his or her official capacity and has a legitimate educational interest in the records in accordance with policies FL (LEGAL) and (LOCAL).

Requests for Records

Individual Trustees shall seek access to records or request copies of records from the Superintendent or other designated custodian of records in writing. When a custodian of records other than the Superintendent provides access to records or copies of records to individual Trustees, the provider shall inform the Superintendent of the records provided.

In accordance with law, the District shall track and report any requests under this provision, including the cost of responding to one or more requests by any individual Trustee for 200 or more pages of material in a 90-day period.

Requests for Reports

Trustees shall not direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or custodian of records regarding the preparation of reports shall be by Board action.

Confidentiality

At the time Trustees are provided access to confidential records or to reports compiled from such records, the Superintendent or other District employee shall advise them of their responsibility to comply with confidentiality requirements. Information shared by the Superintendent to Board in executive session will be kept confidential until Superintendent notifies the Board that information is public.

Policy Ref: BBE (LOCAL)

Board's Attorney

The Board shall retain an attorney or attorneys, as necessary, to serve as the District's legal counsel and representatives in matters requiring legal services. The Board may retain an attorney to act as the Board's counsel to represent the Board and its interests and to provide immediate and direct advice to the Board as a body corporate. The Board's counsel may assist with communication and coordination between the Board and the administration, including but not limited to, assisting with compliance with the Texas Open Meetings Act. The Board's counsel does not represent Board members individually. To avoid unnecessary expense, maintain a clear line of communication, and comply with the Texas Open Meetings Act, the Board's counsel will communicate with the Board President or his/her designee, as appropriate. If a Board member has a concern regarding the Board President requiring involvement of the Board's counsel, the Board member should direct the concern to Board's Vice President who will contact the Board's counsel.

RESPONDING TO COMMUNITY OR EMPLOYEE COMPLAINTS OR CONCERNS

If employees, parents, students, or other members of the public bring concerns or complaints to an individual Trustee, he or she shall refer them to the Superintendent or another appropriate administrator, who shall proceed according to the applicable complaint policy. [See (LOCAL) policies at DGBA, FNG, and GF]

When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Trustee may request that the issue be placed on the agenda.

Policy Ref: BBE (LOCAL)

TRUSTEES' COMMUNICATIONS WITH THE MEDIA

The Board recognizes the responsibility of the news media to provide to the community accurate and timely information concerning the objectives, achievements, needs, and conditions of District schools and their educational programs.

Board Meetings

District officials shall cooperate with news media to ensure complete and accurate coverage of all Board meetings.

News Releases

News releases of a political or controversial nature, as well as those concerning the overall operation of District schools, or the actions, policies, and positions of the District, or that involve more than one campus shall be made only by the Board or Superintendent or designee. The Board President serves as the spokesperson for the Board, unless otherwise designated.

Policy Ref: GBBA (LOCAL)

TRUSTEES' VISITS TO CAMPUSES OR DISTRICT FACILITIES

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus administrative office. This shall apply to parents, Trustees, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of

the news media, former students, and any other visitors. When making an official campus visit, Trustees should wear their name badges or visitors badge and follow all campus check in procedures.

Visits to individual classrooms during instructional time shall be permitted only with the superintendent's, principal's and teacher's prior approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Trustees are discouraged from scheduling campuses visits during state and district testing days.

Trustees are encouraged to visit with staff members and learn more about their responsibilities with the district but are never to give staff orders. If a Trustee has questions concerning performance of district staff, the questions should be directed to the Superintendent. Trustees should notify the school and Superintendent in advance of the visit if at all possible. Trustees should follow the chain of command for complaints, concerns and requests from staff members during a visit.

Policy Ref: GKC (LOCAL)

~~TRAVEL~~ TRAVEL GUIDELINES FOR TRUSTEES

Annually, the Board shall approve a budgeted amount **(maximum of $10,000)** for each of the Board members' travel, professional development training, and reasonable expenses associated with their duties and responsibilities. Total expenses incurred shall not exceed the budgeted amount for such expenses as adopted by the Board for the fiscal year. In addition to the requirements in BBG (LEGAL) and (LOCAL), Trustees shall submit detailed, itemized receipts for reimbursement relevant to any incurred expenses during the District fiscal year (July 1~~ne 1~~- ~~July 31~~to June 30).

Trustees may attend conventions and conferences of organizations which are designed for the training and development of board members. Generally, a Board member may attend the TASA/TASB convention, TASB Summer Leadership Institute, and others that enhance their knowledge of governance, education, and leadership. Conference registration fees, housing, and airfare shall be paid by the district in advance.

Examples of budgeted travel expenditures may include the following:

~~Additionally, the following travel guidelines are agreed upon by Trustees pending any necessary budget considerations:~~

- ~~All~~ Trustees may attend ~~the~~ annual state ~~TASA/TASB~~ Convention~~s~~, and the Board's TASB representative(s) may attend appropriate TASB meetings.
- ~~All~~ Trustees may attend ~~a~~ national conference appropriate for school Trustees.
- Trustees may ~~–~~attend the Texas School Alliance meetings for Board members.
- ~~***All***~~ Trustees may attend the North Texas Area Association of School Boards (NTAASB) meetings.
- ~~All~~ Trustees may attend the Region X Education Service Center Board training sessions and/or meetings.
- Trustees may attend the legislative sessions and/or meetings of the State Board of Education as appropriate.
- ~~Trustees are able to attend additional state and one additional out-of-state national conference that reflect and/or benefit the diverse student population of the district such as ethnic and equality based conferences per fiscal year.~~
- Trustees may attend regional or state UIL activities representing the District~~, with a maximum of one overnight lodging expense per event.~~.

- ~~Trustees may attend any national and/or state conference where District or Trustee association/membership is held and current.~~

- ~~Trustees may attend any national and/or state conference where Trustees and/or District staff are presenting.~~ **~~(MOVE TO EXCEPTION)~~**

- Trustees may attend local breakfast, lunch, or dinner meetings that are education-related or related to Board and/or District business.

- Hotel stays, when more conducive to participation, are allowable in Dallas or the Dallas/Fort Worth Metroplex.

EXCEPTIONS NOT INCLUDED IN TRAVEL BUDGET

The following travel costs shall be budgeted separately and shall not be allocated against the Board's annual travel allocation:

- ~~Trustee attendance at national and/or state conference(s) where District or Trustee association/membership is held and current.~~
- ~~Trustee attendance at any national and/or state conference where Trustees and/or District staff are presenting.~~
- ~~Any/all expenses related to acceptance and participation in~~ Leadership TASB cohort activities; and
- ~~Any/all R~~required expenses for positions held or sought out in national and state school board/governance organizations.~~:~~

TRAVEL ACCOMODATIONS AND EXPENSE REIMBURSEMENTS

- ~~The Board Service Manager will make and arrange all travel and conference attendance.~~
- ~~Trustees must submit reimbursement receipts to the Board Service Manager within two weeks of travel to ensure expeditious expenditure approvals. Trustees will submit itemized receipts. Mileage reimbursements will also follow rates detailed on the GSA website.~~

The Board Service Manager will make and arrange all travel and conference accommodations. Trustees must submit reimbursement receipts to the Board Service Manager within two weeks of travel to ensure expeditious expenditure approvals. Trustees will submit itemized receipts. Mileage reimbursements will also follow rates detailed on the GSA website.

A Board member may receive reimbursement for legitimate business expenses incurred in attending approved continuing education programs in accordance with District policies and procedures and applicable law.

A Board Member who is not seeking re-election shall not attend any national or state conferences appropriate for school Trustees just prior to the end of his or her term, and shall seek Board approval for out-of-state continuing education efforts during the final year of service.

Cancellation of conference registration, hotel and travel accommodations, etc. must be completed within the allowable "cancellation" timeline established by the vendor or sponsoring entity. Every attempt must be made by the Trustee to notify the Board Service Manager of such cancellation plans as soon as plans need to be changed. For cancellations not completed within the designated timeline, the loss of reimbursement eligibility and/or monetary commitment of the District shall be borne by the individual Trustee responsible for the cancellation, unless the cancellation is the result of ~~personal illness or a family~~ an unforeseen emergency.

- The Board will strive to attend a minimum of **one** of the following events each year as a team, depending on available funding:
  - TASB/TASA Convention
  - TASB Summer Leadership Institute

~~Board Members are encouraged to submit a summary of any conference sessions or meetings with other elected officials to the Board President and Board Service Manager for dissemination to the entire Board.~~

The aforementioned travel guidelines will be monitored by the Board Service Manager. These travel guidelines apply to Trustees per fiscal year (July 1 tone 1- June 30ly 31).

Policy Reference: BBG (LEGAL) and BBG (LOCAL)

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BOARD DEVELOPMENT AND ADVOCACY

Continuing Education

In addition to the orientation and team building training, a Trustee shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. ~~[See BBD (EXHIBIT) in Appendix]~~

The continuing education may be provided by a regional education service center or other registered provider. *19 TAC 61.1(b)(3)*

Policy Ref: BBD (LEGAL)

~~*(See Appendix – Overview of Continuing Education Requirements for Trustees)*~~

New Trustee Orientation

Within 60 days before or after a Trustee's election or appointment, the new Trustee shall participate in a local orientation session. The purpose of this orientation is to familiarize the new Trustee with local Board policies and procedures and District goals and priorities. *19 TAC 61.1(b)(1)(A)*

Within the first year of service, a newly elected Trustee shall receive an orientation to the Texas Education Code. The orientation shall be delivered by a regional education service center and shall be three hours in length. *19 TAC 61.1(b)(1)(C)*

Board Member Mentoring Guidelines

Newly elected Board Members should be assigned a Board Mentor, appointed by the Board President, during the first year of service. The purpose of this mentorship is to strengthen the new Board Member's contributions and responsibilities during the first year of service on the Board. The Board President and the Superintendent will serve as ex-officio mentors to all new Board Members.

A. Responsibilities of the Board Member mentor

1. To contact the new Board Member during the week of the Board Meeting to inquire if there are questions or concerns about the agenda.
2. To share experiences as they relate to Board service in an informal setting.
3. To provide any necessary background for issues in the District.
4. To serve as a sounding board for questions, concerns, or ideas.
5. To answer questions and identify resources for the new Board Member.
6. Board Members are encouraged to submit a summary of any conference sessions or meetings with other elected officials to the Board President and Board Service Manager for dissemination to the entire Board.

B. Responsibilities of new Board Member

1. To contact the Board Member mentor when questions or concerns arise.
2. To listen to Board Meeting proceedings and to the Board Member mentor.
3. To review the Board agenda early enough to allow time for asking questions

about it.

4. To seek information from the mentor, the Superintendent, or the Board President when needed.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

Provided for your information and discussion.

June 24, 2024 - June 30, 2024

June 2024

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

Monday, June 24

11:30am - 1:00pm Garland Chamber SPARK Luncheon (Dallas College Garland Center)

Tuesday, June 25

5:00pm - 8:00pm Board Meeting (Board Room)

Wednesday, June 26

12:00pm - 5:00pm Board Communications Kick-Off (Board Retreat) - Mechelle Hogan

Thursday, June 27

Friday, June 28

Summer Work Schedule-No Friday's

Saturday, June 29

Sunday, June 30

July 1, 2024 - July 7, 2024

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
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August 2024

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Monday, July 1

- **7:00am Summer Shut Down** →

Tuesday, July 2

- ← **Summer Shut Down** →

Wednesday, July 3

- ← **Summer Shut Down** →

Thursday, July 4

- ← **Summer Shut Down** →
- **Independence Day** (United States)

Friday, July 5

- ← **7:30am Summer Shut Down**
- **Summer Work Schedule-No Friday's**

Saturday, July 6

- **6:30pm - 8:00pm Garland Police Never Walk Alone Foundation Night Market-VIP Recognition** (Cali Saigon Mall – 3212 N Jupiter Road, Garland, Texas 75044.)

Sunday, July 7

July 8, 2024 - July 14, 2024

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
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28	29	30	31			

August 2024

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

Monday, July 8

Tuesday, July 9

Wednesday, July 10

11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez

Thursday, July 11

Friday, July 12

Summer Work Schedule-No Friday's

Saturday, July 13

Vietnam United 1st Responders' Tournament (Winters Park 1330 Spring Creek Dr. Garland, Texas 75040)

Sunday, July 14

July 15, 2024 - July 21, 2024

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Monday, July 15

Tuesday, July 16

Wednesday, July 17

7:30am - 8:30am Multilingual Programs: EBCon (South Garland HS)

11:00am - 1:00pm Facilities & Maintenance Summer Training Luncheon (North Garland HS)

Thursday, July 18

Friday, July 19

Saturday, July 20

8:30am - 4:00pm Board Retreat (Board Room) - Mechelle Hogan

Sunday, July 21

July 22, 2024 - July 28, 2024

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Monday, July 22

Tuesday, July 23

- **8:30am - 10:00am New Employee Block Party** (Curtis Culwell Center)
- **4:00pm - 5:00pm Board Bond Special Meeting** (Board Room) - Mechelle Hogan
- **5:00pm - 8:00pm Board Meeting** (Board Room)

Wednesday, July 24

- **Mechelle's Birthday**
- **12:00pm - 4:00pm Team of Eight Training** (Board Room) - Mechelle Hogan

Thursday, July 25

- **12:00am Mechelle Out of the Office**

Friday, July 26

- **Mechelle Out of the Office**

Saturday, July 27

- **Mechelle Out of the Office**

Sunday, July 28

- **Mechelle Out of the Office**

July 29, 2024 - August 4, 2024

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Monday, July 29

- ← Mechelle Out of the Office →

Tuesday, July 30

- ← Mechelle Out of the Office →
- **11:30am - 1:00pm Safety & Security Meeting - Save the Date** (Harris Hill Board Room) - Alice Jordan

Wednesday, July 31

- ← Mechelle Out of the Office →

Thursday, August 1

- ← Mechelle Out of the Office →

Friday, August 2

- ← Mechelle Out of the Office →
- **11:00am - 1:00pm Annual GISD Athletics' Department In-Service Luncheon** (Sachse HS)

Saturday, August 3

- ← 12:00am Mechelle Out of the Office

Sunday, August 4

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2023-2024 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

June 2024
Professional New Hires List

New Hires to Date: 622
Current: 87
Total: 709

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Abbett Elementary School	Weihrich	Stacy	8	Texas A&M University Commerce	BS	Teacher	7/31/24	
Abbett Elementary School	Thomas	Anna	3	University of Houston	BS	Teacher	7/31/24	
Abbett Elementary School	Bustamante	Joseph	1	Walden University	BS	Teacher	7/31/24	
Abbett Elementary School	Wilkerson	Savoy	22	Stephen F. Austin University	BS	Counselor	7/29/24	
				Texas A & M University	MA			
Abbett Elementary School	White	Cynthia	16	Tx. University of Dallas	BS	Counselor	7/31/24	CAPE Instructor for 2024-2025 school year
				Tx. Amberton University	MA			
Abbett Elementary School	Patterson	Kimberly	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Armstrong Elementary School	Caddell	Stephanie	1	Western Governors University	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025 NCI
Armstrong Elementary School	Moreno	Mariana	0	University of Texas	BA	Teacher	7/31/24	
Austin Academy for Excellence	Shinsato	Shane	29	Baylor University	BA	Teacher	7/15/24	
Austin Academy for Excellence	Link	Michael	27	Western Illinois University	BA	Teacher	7/26/24	
			27	Concordio University	M.Ed			
Back Elementary School	Anthony	Mariah	1	DCCCD	BAS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Back Elementary School	Sifuentes	Jennifer	5	UT Dallas	BS	Teacher	7/31/24	
Back Elementary School	Presley	Billie	18	UNT/TX A&M Commerce	BA/MA	Teacher	7/31/24	New Hiew/Rehire
Bradfield Elementary School	Reyes-Lopez	Magdalena	2	Dallas College	BS	Teacher	7/31/24	New Hire
Bradfield Elementary School	Ruiz-Robles	Maria Jose	0	Dallas College	BS	Teacher	7/31/24	
Brandenburg Middle School	Wesley	Whitney	3	Tarleton State University	BS	Teacher	7/31/24	
				Tarleton State University	M.Ed			
Bullock Elementary School	Gonzalez	Sonia	13	Texas Womans University	BA	Teacher	7/31/24	New Hire
Bussey Middle School	Toliver	William	6	Drexel University	MA	Teacher	7/31/24	New Hire
Caldwell Elementary School	Carone	Gisele	0	Texas Woman's University	MA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Caldwell Elementary School	Mila San Pedro	Brandon	0	UNT	BA	Teacher	7/31/24	
Caldwell Elementary School	Villa-Chavez	Brenda	10	Texas Tech University	BA	Teacher	7/31/24	New Hire
Carver Elementary School	VanHauser	Maria	0	TWU	BA	Teacher	7/31/24	New Hire
Classical Center at Vial Elementary School	Flores	Leslie	3	University of Texas at Dallas	BA	Teacher	7/31/24	
Classical Center at Vial Elementary School	Rolfe	Deanna	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Classical Center at Vial Elementary School	Robles	Selena	5	University of Texas	BA	Nurse	7/31/24	
Classical Center at Vial Elementary School	Hernandez	Abraham	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Cooper Elementary School	Mathis	Deanna	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Coyle Middle School	Guintos	Daisy	3	Texas Woman's University	BS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Coyle Middle School	Do	Linh	5	Texas Woman's University	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Coyle Middle School	Page	Jordan	0	DCCCD	BS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025 NCI
Curtis Culwell Center	Thomas	Darrell	3	N/A	N/A	Coordinator	6/4/24	
Daugherty Elementary School	Armstrong	James	0	Grand Canyon University	BA	Teacher	7/31/24	
Daugherty Elementary School	Carrasco	Imelda	11	University of Texas	BA	Teacher	7/31/24	
Davis Elementary School	Hulme	Braeden	0	American Military University	BA	Teacher	7/31/24	
Dorsey Elementary School	Chinn	Kristen	0	Texas A & M University	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025 NCI
Ethridge Elementary School	Dickerson	Jazmynne	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Ethridge Elementary School	Hernandez	Valeria	0	North Texas University	BS	Teacher	7/31/24	
Ethridge Elementary School	Hataway	Brianna	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Ethridge Elementary School	Dickerson	Jazmynne	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Garland High School	Ditty	Theodore	14	UT Dallas	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Garland High School	Lopez	Bettye	8	TWU	MA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Garland High School	Parker	Kendyll	6	Stephen F. Austin University	BA	Counselor	7/15/24	
Garland High School	Cooke	Brandon	0	Prairie View A&M University	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Garland High School	Trujillo	Bryanna	0	Texas Tech University	BA	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Giddens-Steadham Elementary School	Burnett	Cheryl	24	Alabama A&M University	BS	Teacher	7/31/24	
				Alabama A&M University	M.Ed			
Hickman Elementary School	Do	Sunny	9	UNT	BA	Teacher	7/31/24	
				UTA	M.Ed			
Kimberlin Elementary School	Sigleton	Olivia	7	UNT	BA	Teacher	7/31/24	New Hire
Lakeview High School	Bookman	David	0	U Of Hartford	BS	Coach	7/15/24	New Hire

June 2024
Professional New Hires List

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Lakeview High School	Medellin	Nora	6	Colorado state	BA	Teacher	7/31/24	New Hire/Rehire
Luna Elementary School	Manderscheid	Jeneill	0	UT Arlington	BS/MA	Teacher	7/31/24	New Hire
Luna Elementary School	McQuarters	Lisa	0	Norfolk State	BA	Teacher	7/31/24	New Hire/Rehire
Lyles Middle School	Garza	Sandra	6	SWAU	BA	Teacher	7/31/24	New Hire
Naaman Forest High School	DiMarco	Rebecca	0	University of Dallas	BS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
				Penn State Univ Park	MA			
Naaman Forest High School	Meusa	Eon	19	University of Texas-Dallas	BS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
				Lamar University	MA			
North Garland High School	Roper	Steven	13	UNT	BA	Teacher	7/31/24	New Hire
Pearson Elementary School	Jones	Alicia	2	SMU	BSS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Pearson Elementary School	Lambert	Tori	4	Sam Houston	BS	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Pearson Elementary School	Sipe	Nikki	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Rowlett Elementary School	Mendoza	Brenda	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Rowlett High School	Bailey	Devon	15	TWU	BS	Teacher	7/25/24	
Rowlett High School	Booker Jr.	Gerald	0	UT Arlington/Grand Canyon	BA/MA	Teacher/Coach	7/31/24	New Hire
Rowlett High School	Pitre-Casey	Shaunice	0	McNeese State/PraireView	BA/MA	Counselor	7/15/24	New Hire
Sachse High School	Hampton	Haley	4	Tennessee State University	BS	Teacher	7/31/24	
Sachse High School	Abbett	Luke	14	Texas State University	BS	Teacher	7/15/24	
				Lamar University	MA			
Sachse High School	Jeffers	Riko	0	Texas Tech University	BA	Teacher	7/15/24	
Sewell Elementary School	Gonzales	Amy	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Sewell Elementary School	Chism	Mia	3	University of Oklahoma	MA	Teacher	7/31/24	New Hire
Sewell Elementary School	Costello	Laura	15	Northern Kentucky	BA	Teacher	7/31/24	New Hire
Sewell Elementary School	Stricker-Bardales	Anakaren	0	Texas Woman's University	BS	Teacher	7/31/24	
Sewell Elementary School	Isakovic	Jazmin	5	University of Texas	BS	Teacher	7/31/24	
Sewell Elementary School	Mork	Katie	17	Texas A & M University	BS	Teacher	7/31/24	
Southgate Elementary School	Booker	Amanda	0	Texas A&M Comm./UofLouisiana	BA	Teacher	7/31/24	New Hire
Spring Creek Elementary School	Birge	Jessica	7	UNT	BS	Teacher	7/31/24	
Spring Creek Elementary School	Fain	Christina	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Spring Creek Elementary School	Dang	Lisa	0	N/A	N/A	Teacher	7/3/24	
Stephens Elementary School	Roberts	Tanya	9	University of NY @ Albany	MA	Teacher	7/31/24	New Hire
Student Support & Specialized Services	Elder	Sheila	11	Concordia University	M.ED	Teacher	7/31/24	FYO only during 2023-2024, returning for 2024-2025
Student Support & Specialized Services	Tolliver	Moesha	0	SFA	BS	Orientation Mobility Specialist	7/31/24	
Student Support & Specialized Services	Mitchell	Raven	4	Northwestern State University	BS	School Psychologist	7/15/24	
Toler Elementary School	Delgado	Deyanira	0	N/A	N/A	Teacher	7/31/24	CAPE Instructor for 2024-2025 school year
Toler Elementary School	Tran	Cynthia	0	UT Austin	BS	Teacher	7/31/24	
Weaver Elementary School	Mack	Tomika	17	Jackson State University	BS	Teacher	7/31/24	
Weaver Elementary School	Villarreal	Laura	0	Texas A&M University Commerce	BS	Teacher	7/31/24	
Weaver Elementary School	Vitela	Celina	7	UT Arlington	BA	Counselor	7/29/24	
				Tarleton State University	M.Ed			
Webb Middle School	Bautista	Christy	22	Texas A&M Commerce	BS	Teacher	7/31/24	
Webb Middle School	Salas	Marilyn	8	UT El Paso	BA	Teacher	7/31/24	
				Concordia University	M.Ed			
Webb Middle School	Soliz	Jenell	2	Texas A&M University Corpus Christi	BS	Teacher	7/31/24	

June 2024
Resignation and Retirement List - Paraprofessionals

ParaProfessional Resignation/Retirements:	Approved to Date: 255
June 2024	Current: 57
	Total: 312

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Abbett Elementary School	Byochkowski, Margaret	Data Clerk	18 years with GISD	Retirement/TRS	6/7/2024
Abbett Elementary School	Hoover, Clayton	Aide/PE	1 year with GISD	Resignation/Career Change	5/31/2024
Beaver Technology Center for Math & Science	Rivera Otero, Josue	Aide/SPED ABC	2 years/1 year with GISD	Resignation/Professional Development	5/31/2024
Beaver Technology Center for Math & Science	English, Sharon	Aide/SPED ABC	2 years with GISD	Resignation/Other	5/31/2024
Bradfield Elementary School	Al-Shareef, Khulood	Aide/SPED Behavioral Adjustment	1 year with GISD	Resignation/Career Change	5/31/2024
Bullock Elementary School	Martinez, Aubre	Aide/SPED ALE	4 years with GISD	Resignation/Career Change	5/31/2024
Bussey Middle School	Woods, Cameron	Aide/SPED Facilitator Idea B	1 year with GISD	Resignation/Relocation	5/31/2024
Carver Elementary School	Alfaro, Nazly	Aide/Instructional Title I	0 years with GISD	Resignation/Professional Development	5/31/2024
Centerville Elementary School	Heilscher, Fabienne	Aide/SPED ECSE	1 year with GISD	Expiration Employement Authorization	5/31/2024
Centerville Elementary School	Rodriguez, Susan	Aide/SPED ECSE	6 years with GISD	Resignation/Relocation	5/31/2024
Cisenors Pekindergarten School	Luna, Anastasia	Aide/Prekindergarten SPED ECSE	4 years witth GISD	Resignation/Personal	5/31/2024
Cooper Elementary School	Padilla, Elian	Aide/SPED ABC	1 year with GISD	Resignation/Moving out of State	5/30/2024
Cooper Elementary School	Dixon, Martina	Aide/SPED ABC	0 years with GISD	Resignation/Personal	5/31/2024
Cooper Elementary School	Cardona, Lauren	Aide/SPED ABC	1 year with GISD	Resignation/Other	5/31/2024
Cooper Elementary School	Mays, Tiana	Aide/PE	1 year with GISD	Resignation/Personal	5/31/2024
Cooper Elementary School	Young, Alexis	Aide/SPED ABC	4 years/2 years with GISD	Resignation/Moving out of State	5/31/2024
Couch Elementary School	Perry, Deanna	Aide/PE	1 year with GISD	Resignation/Professional Development	4/11/2024
Couch Elementary School	Escobedo, Mariano	Aide/PE	1 year with GISD	Finish Year Only	5/31/2024
Couch Elementary School	Ruiz Rivera, Claudia	Aide/Bilingual Prekindergarten	1 year with GISD	Resignation/Professional Development	5/31/2024
Coyle Middle School	Totaro, Crystal	Aide/SPED ABC	9 years/1 year with GISD	Resignation/Moving out of State	5/31/2024
Coyle Middle School	Garcia, Randy	Aide/SPED BA	7 years/5 years with GISD	Resignation/Personal	5/31/2024
Daughtery Elementary School	Aguilar De Yip, Yaniree	Aide/Office	11 years/4 years with GISD	Resignation/Not Working	5/31/2024
Davis Elementary School	Anguiano Bonilla, Stefani	Aide/SPED ALE	1 year with GISD	Resignation/Other Texas School	5/31/2024
Davis Elementary School	Lopez Duran, Diana	Aide/Office	3 years with GISD	Resignation/Personal	5/31/2024
Davis Elementary School	Vallejo Aguilar, Martha	Aide/SPED ALE	1 year with GISD	Resignation/Personal	5/31/2024
Dr Marvin D Roden Technology Center	Golden, David	Field Service Technician	26 years with GISD	Retirement/TRS	6/30/2024
Harris Hill Building	Nguyenvo, Angela	Secretary	0 years with GISD	Resignation/Career Change	5/31/2024
Harris Hill Building	Washington, Katera	Administrator Selection Specialist Human Resources	2 years with GISD	Contract Abandonment	6/6/2024
Heather Glen Elementary School	Osbey, Geraldnisha	Aide/Prekindergarten	6 years/2 years with GISD	Resignation/Not Working	5/30/2024
Hickman Elementary School	Ellsberry, Morgan	Aide/SPED ALE	1 year with GISD	Finish Year Only	5/31/2024
Hudson Middle School	Jackson, Alexis	Aide/Office	2 years with GISD	Resignation/Other Texas School	5/31/2024
Hudson Middle School	Ngo, Ashley	Aide/Office	1 year with GISD	Resignation/Personal	5/31/2024
Keeley Elementary School	Rana, Shivani	Aide/Library	2 years with GISD	Resignation/Professional Development	5/31/2024
Lakeview Centennial High School	Pantoja, Gabriella	Aide/Office	2 years with GISD	Resignation/Other	5/31/2024
Liberty Grove Elementary School	Godwin, Courtney	Aide/SPED ALE	2 years with GISD	Resignation/Other	5/31/2024
Lister Elementary School	Cabrera, Jennifer	Aide/Emergent Bilingual Instructional	1 year with GISD	Resignation/Personal	5/31/2024
Luna Elementary School	Cavazos, Amanda	Campus Technology Assistant	3 years with GISD	Resignation/Not Working	5/31/2024
Montclair Elementary School	Alcala Lopez, Johanna	Aide/Diagnostician	1 year with GISD	Resignation/Professional Development	5/31/2024
Naaman Forest High School	Young, Arlene	Aide/SPED ALE	12 years with GISD	Resignation/Other	5/31/2024
North Garland High School	Parra, Teresita	Secretary Assistant Principal	4 years with GISD	Resignation/Personal	5/31/2024

June 2024
Resignation and Retirement List - Paraprofessionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Northlake Elementary School	Tahbonemah, Summer	Aide/Office	1 year with GISD	Resignation/Professional Development	5/31/2024
Park Crest Elementary School	Moore, Grace	Aide/Prekindergarten	1 year with GISD	Resignation/Career Change	5/31/2024
Roach Elementary School	Wisdom, Teresa	Aide/SPED CBSE IDEA B	7 years with GISD	Retirement/TRS	5/31/2024
Rowlett Elementary School	Duke, Alec	Aide/PE	2 years with GISD	Resignation/Other	5/31/2024
Rowlett High School	Quattlebaum, Kristen	Aide/SPED ALE	1 year with GISD	Resignation/Personal	5/31/2024
Rowlett High School	Riley, Amanda	Aide/Office	2 years with GISD	Resignation/Personal	5/31/2024
Sachse High School	Schill, Tamara	Aide/Instructional Title I	0 years with GISD	Resignation/Other Texas School	6/4/2024
Sellers Middle School	Alexander, Shelia	Aide/SPED ABC	12 years with GISD	Resignation/Health Reasons	5/31/2024
Sewell Elementary School	Wilson, Sametria	Aide/SPED ABC	4 years with GISD	Resignation/Moving out of State	5/31/2024
South Garland High School	Mata, Mayra	Aide/SPED Facilitator IDEA B	1 year with GISD	Resignation/Personal	5/30/2024
Spring Creek Elementary School	Harris, Ruby	Aide/SPED ECSE Inclusion	2 years with GISD	Resignation/Relocation	5/31/2024
Spring Creek Elementary School	Bolden, Tatyana	Aide/PE	1 year with GISD	Resignation/Personal	5/31/2024
Toler Elementary School	Alfaro, Kimberly	Aide/Prekindergarten	2 years with GISD	Resignation/Personal	5/31/2024
Toler Elementary School	Vasquez, Nora	Aide/SPED ECSE	2 years with GISD	Resignation/Career Change	5/31/2024
Weaver Elementary School	Rush. Felicia	Aide/Emergent Bilingual Instructional	6 years/1 year with GISD	Resignation/Relocation	5/17/2024
Weaver Elementary School	Ruiz, Sylvia	Aide/SPED ALE	25 years with GISD	Resignation/Personal	5/31/2024
Williams Elementary School	Caro, Mirka	Aide/SPED ALE	2 years with GISD	Resignation/Professional Development	5/31/2024

June 2024
Resignation and Retirement List - Professionals

Professional Resignation/Retirements:	Approved to Date: 515
June 2024	Current: 194
	Total: 709

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Abbett Elementary School	Durham, Brigitte	Teacher/2nd Gr.	5 years/2 years with GISD	Resignation/Relocation	5/31/2024
Abbett Elementary School	Bach, Caramae	Teacher/2nd Gr.	3 years with GISD	Resignation/Other Texas School	5/31/2024
Alternative Education Center	Wood, James	Counselor	56 years/26 years with GISD	Retirement/TRS	6/6/2024
Austin Academy for Excellence	Harrison, Alex	Teacher Assistant Band	8 years with GISD	Resignation/Relocation	5/31/2024
Austin Academy for Excellence	Portillo, Laura	Teacher/English 7th & 8th Gr.	25 years/13 years with GISD	Resignation/Other Texas School	5/31/2024
Back Elementary School	Hall, Arthur	Teacher/2nd Gr.	11 years/9 years with GISD	Resignation/Career Change	5/31/2024
Beaver Technology Center for Math & Science	Wood, Monica	Diagnostician	19 years/18 years with GISD	Resignation/Personal	6/6/2024
Bussey Middle School	Crane, carolyn	Teacher/ESL	10 years/1 year with GISD	Resignation/Personal	5/31/2024
Bussey Middle School	Atuon, Sarah	Teacher/ESL	3 years with GISD	Resignation/Personal	5/31/2024
Bussey Middle School	Morrison, Kayla	Teacher/Science 7th & 8th Gr.	7 years/2 years with GISD	Resignation/Other Texas School	5/31/2024
Bussey Middle School	Cates, Caleb	Teacher/Assistant Band Director	2 years with GISD	Resignation/Other Texas School	5/31/2024
Bussey Middle School	Vahrenkamp, Kenneth	Teacher/ESL	11 years/10 years with GISD	Resignation/Other Texas School	5/31/2024
Bussey Middle School	Mewa, Ana	Teacher/Spanish	36 years/19 years with GISD	Resignation/Private School	5/31/2024
Carver Elementary School	Witherspoon, Halana	Teacher/3rd Gr.	12 years/1 year with GISD	Resignation/Other Texas School	5/31/2024
Carver Elementary School	Golden, Brooklyn	Teacher/1st Gr.	1 year with GISD	Resignation/Moving out of State	5/31/2024
Centerville Elementary School	Smith, Nicole	Librarian	18 years/3 years with GISD	Resignation/Other Texas School	5/31/2024
Centerville Elementary School	Dalby, Denise	Teacher/1st Gr.	3 years with GISD	Resignation/Moving out of State	5/31/2024
Centerville Elementary School	Moldenhauer, Martha	Teacher/3rd Gr.	1 year with GISD	Finish Year Only	5/31/2024
Cisneros Prekindergarten School	Alakras, Kawther	Teacher/Prekindergarten SPED ECSE	3 years with GISD	Resignation/Professional Development	5/31/2024
Cisneros Prekindergarten School	Perez, Julio	Teacher/Bilingual Prekindergarten	21 years/17 years with GISD	Board Action	6/3/2024
Cisneros Prekindergarten School	Grossman, Angela	Teacher/SPED ECSE Prekindergarten	18 years/11 years with GISD	Resignation/Other Texas School	5/31/2024
Classical Center at Brandenburg Middle School	Cook, Bryonna	Teacher/Science 7th & 8th Gr.	1 year with GISD	Resignation/Other Texas School	5/31/2024
Classical Center at Brandenburg Middle School	Lane, Michele	Teacher/Science 6th Gr.	30 years/18 years with GISD	Resignation/Other	5/31/2024
Classical Center at Vial Elementary School	Maisonet Nogueras, Maricarmen	Teacher/Dual Language Kindergarten	16 years/7 years with GISD	Resignation/Personal	5/31/2024
Classical Center at Vial Elementary School	Rojas, Larry	Teacher/SPED CBSE IDEA B	12 years/1 year with GISD	Finish Year Only	5/31/2024
Classical Center at Vial Elementary School	Richards, Stephane	Teacher/1st Gr.	14 years/13 years with GISD	Retirement/TRS	5/31/2024
Classical Center at Vial Elementary School	Okafor, Daberechi	Assistant Principal	8 years/4 years with GISD	Resignation/Relocation	6/25/2024
Classical Center at Vial Elementary School	Villa Leyva, Sergio	Teacher/Dual Language 1st Gr.	14 years/2 years with GISD	Resignation/Unsatisfied with Job	5/31/2024
Club Hill Elementary School	Hayes, Travis	Teacher/SPED CBSE IDEA B	10 years/2 years with GISD	Resignation/Personal	5/31/2024
Club Hill Elementary School	Gordon, Jessica	Teacher/5th Gr.	5 years with GISD	Resignation/Career Change	5/31/2024
Club Hill Elementary School	Santos, Nilda	Teacher/Bilingual Kindergarten	17 years/2 years with GISD	Resignation/Other Texas School	5/31/2024
Club Hill Elementary School	Hill, GiGi	Teacher/1st Gr.	13 years/9 years with GISD	Resignation/Personal	5/31/2024
Cooper Elementary School	Thar, Sui	Teacher/3rd Gr.	2 years/1 year with GISD	Deceased	5/8/2024
Cooper Elementary School	Robinson, Jazmine	Teacher/Prekindergarten	1 year with GISD	Finish Year Only	5/31/2024
Couch Elementary School	Roquemore, Sabrina	Counselor	3 years/1 year with GISD	End of Assignment	5/31/2024
Coyle Middle School	Iracheta, Jennifer	Teacher/Social Studies 7th & 8th Gr.	6 years with GISD	Resignation/Personal	5/31/2024
Coyle Middle School	Phan, Pierson	Teacher/Math 7th & 8th Gr.	1 year with GISD	Resignation/Professional Development	5/31/2024
Coyle Middle School	Doss, Cayden	Teacher/ESL	5 years/1 year with GISD	Resignation/Other Texas School	5/31/2024
Coyle Middle School	Martinez, Gloria	Teacher/SPED ALE	3 years with GISD	Resignation/Other	5/31/2024
Curtis Culwell Center	Turner, Kerry	Operations Manager	11 years/7 years with GISD	Release Agreement Executed	6/30/2024
Daugherty Elementary School	Corder, Gaby	Teacher/Bilingual 2nd Gr.	22 years with GISD	Retirement/TRS	5/31/2024
Daugherty Elementary School	Wilson, Shalanda	Teacher/Intervention Specialist Title I	29 years/15 years with GISD	Resignation/Other Texas School	5/31/2024
Daugherty Elementary School	Maya Juarez, Brenda	Teacher/Resident TCLAS	1 year with GISD	Finished Teacher Residency	5/31/2024
Davis Elementary School	Juarez, Daphne	Teacher/Prekindergarten Bilingual	5 years/4 years with GISD	Resignation/Health Reasons	5/31/2024
Freeman Elementary School	Karr, Christina	Teacher/4th Gr.	9 years/5 years with GISD	Resignation/Relocation	5/31/2024
Garland High School	Gonzalez, Alejandra	Teacher/Dyslexia	7 years/1 year with GISD	Resignation/Private School	5/31/2024
Garland High School	Sanders, Christopher	Teacher/Social Studies Coach	22 years/14 years with GISD	Resignation/Other Texas School	5/31/2024

June 2024
Resignation and Retirement List - Professionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Gilbreath- Reed Career and Technical Center	Richardson, Charles	Teacher/STEM Engineering Part-time	30 years/2 years with GISD	End of Assignment	5/31/2024
Gilbreath- Reed Career and Technical Center	Cooper, Twana	Teacher/2nd Gr.	18 years/10 years with GISD	Retirement/TRS	5/31/2024
Golden Meadows Elementary School	Collins, Karna	School Nurse	4 years with GISD	Resignation/Moving out of State	5/31/2024
Golden Meadows Elementary School	Jeffery, Angelina	Teacher/Art	10 years/8 years with GISD	Resignation/Reduction in Force	5/31/2024
Harris Hill Building	Steinberg, Richard	Coordinator Secondary Science Title II	16 years/12 years with GISD	Resignation/Relocation	6/30/2024
Harris Hill Building	Jurries, Jennifer	Teacher/Intermediate Support	27 years/14 years with GISD	Retirement/TRS	6/6/2024
Harris Hill Building	Smith-Grant, Shamane	Teacher/Curriculum Support TCLAS	15 years/11 years with GISD	Resignation/Relocation	6/6/2024
Harris Hill Building	Marquez, Mariel	Teacher/Early Literacy Support	13 years with GISD	Resignation/Other Texas School	6/6/2024
Harris Hill Building	Frankenberg, Megan	Director Elementary Intergrated Literacy Studies TCLASS Tilte II	20 years/15 years with GISD	End of Assignment	6/30/2024
Harris Hill Building	Houghtaling, Amy	Behavorial Specialist IDEA B	15 years/1 year with GISD	Resignation/Other	6/6/2024
Harris Hill Building	Grindele, Erin	Teacher/Curriculum Support TCLAS	8 years with GISD	Resignation/Other Texas School	6/6/2024
Harris Hill Building	Hawkins, Leslie	Teacher/Early Literacy Support	12 years/7 years with GISD	Resignation/Not Working	6/6/2024
Harris Hill Building	Jones, Allison	Teacher/Early Literacy Support	16 years/4 years with GISD	Resignation/Other Texas School	6/6/2024
Harris Hill Building	Flores, Esther	Teacher/Curriculum Support TCLAS	12 years/9 years with GISD	Resignation/Other Texas School	6/6/2024
Harris Hill Building	Corneliussen, Rene	Licensed Specialist School Psychology SPED	19 years/15 years with GISD	Deceased	5/18/2024
Harris Hill Building	Cody, Chelsey	Coordinator Technology Digital Learning	11 years/8 years with GISD	Resignation/Career Change	6/30/2024
Harris Hill Building	Caddell, Kimberly	Assistant Superintendent Curriculum Instruction	27 years/19 years with GISD	Retirement/TRS	6/30/2024
Harris Hill Building	Moon, Crystal	Teacher/Early Literacy Support	17 years/11 years with GISD	Resignation/Relocation	5/31/2024
Harris Hill Building	Causey, Kimberly	Diagnostician	39 years/27 years with GISD	Resignation/Other	6/6/2024
Harris Hill Building	Lester-Macha, Rachel	Teacher/Early Literacy Support	33 years with GISD	Retirement/TRS	6/6/2024
Harris Hill Building	Fontana, Deborah	Contracts Administrator	0 years with GISD	Resignation/Moving out of State	7/19/2024
Heather Glen Elementary School	Butler, Justin	Teacher/Art	16 years/7 years with GISD	Resignation/Other Texas School	5/31/2024
Herfurth Elementary School	Eckles, David	Teacher/2nd ESL	22 years/11 years with GISD	Resignation/Spouse Transferred	5/31/2024
Hickman Elementary School	Pham, Thi Hop	Teacher/Prekindergarten Vietnamese Dual Language	3 years with GISD	Resignation/Moving out of State	5/31/2024
Hickman Elementary School	Davis, Melecia	Teacher/SPED ALE	5 years/3 years with GISD	Resignation/Relocation	5/31/2024
Hickman Elementary School	Stewart, Allyson	Teacher/5th Gr.	3 years with GISD	Resignation/Other Texas School	5/31/2024
Hillside Academy for Excellence	Burkett, Regan	Teacher/2nd Gr.	10 years/5 years with GISD	Resignation/Personal	5/31/2024
Hillside Academy for Excellence	Walters, Toni	Teacher/5th Gr.	2 years with GISD	Resignation/Professional Development	5/31/2024
Houston Middle School	Smith, Steven	RTI Facilitator Title I	19 years with GISD	Resignation/Other Texas School	6/30/2024
Houston Middle School	Shropshire, Susan	Librarian	36 years/22 years with GISD	Retirement/TRS	5/31/2024
Houston Middle School	McEachin, Amelia	Teacher/ELAR 7th & 8th Gr.	5 years/2 years with GISD	Resignation/Other Texas School	5/31/2024
Houston Middle School	Esparza, Litzy	Teacher/Resident TCLAS	1 year with GISD	Finished Teacher Residency	5/31/2024
Houston Middle School	Davis, Jill	Teacher/SPED ALE	17 years/3 years with GISD	Resignation/Personal	6/27/2024
Hudson Middle School	Lee, Dylan	Teacher/Theater	4 years/2 years with GISD	End of Assignment	5/31/2024
Hudson Middle School	Kraemer, Chrisitina	Teacher/Reading 6th Gr.	18 years with GISD	Resignation/Relocation	5/31/2024
Hudson Middle School	Rubilar Perez, Yessica	Teacher/Spanish	20 years/17 years with GISD	Resignation/Personal	5/31/2024
Hudson Middle School	Hines, Ronda	Teacher/Reading 7th & 8th Gr.	25 years/22 years with GISD	Resignation/Other Texas School	5/31/2024
Hudson Middle School	Gilliland, Patricia	Teacher/SPED ALE	10 years with GISD	Resignation/Health Reasons	5/31/2024
Hudson Middle School	Works, Ritchie	Teacher/Social Studies 7th & 8th Gr.	31 years/9 years with GISD	Resignation/Professional Development	5/31/2024
Hudson Middle School	Ridenour Annis, Caree	Teacher/Math 6th Gr.	17 years/4 years with GISD	Resignation/Other Texas School	5/31/2024
Jackson Technology Center for Math & Science	Chui, Chantel	Teacher/SPED Resource	17 years/11 years with GISD	Resignation/Other Texas School	5/31/2024
Keeley Elementary School	Sims, Anthony	Teacher/SPED FBE	2 years with GISD	Resignation/Personal	5/31/2024
Lakeview Centennial High School	Owens, Radarius	Teacher/AVID Coach	7 years/1 year with GISD	Resignation/Other Texas School	5/31/2024
Lakeview Centennial High School	Nguyen, Stephanie	Teacher/Science	3 years/1 year with GISD	Resignation/Relocation	5/31/2024
Lakeview Centennial High School	Page, Jaclynn	Teacher/Health Coach	7 years with GISD	Resignation/Moving out of State	5/31/2024
Lakeview Centennial High School	Jurchisin, Jay	Teacher/Math Coach	6 years/ 5 years with GISD	Resignation/Other Texas School	5/31/2024
Lakeview Centennial High School	Booker, Michael	Teacher/Social Studies Coach	2 years with GISD	Resignation/Moving out of State	5/31/2024
Lakeview Centennial High School	Eguavoen, Osayuki	Teacher Mathematics Coach	6 years/ 1 year with GISD	Resignation/Other Texas School	5/31/2024
Liberty Grove Elementary School	Lilly, Hayden	Speech Language Pathologist SPED	11 years with GISD	Resignation/Career Change	5/31/2024
Liberty Grove Elementary School	Summers, Stephanie	Counselor	20 years with GISD	Resignation/Other Texas School	5/31/2024

June 2024
Resignation and Retirement List - Professionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Liberty Grove Elementary School	Gonzalez, Karla	Teacher/4th Gr.	3 years with GISD	Resignation/Career Change	5/31/2024
Lister Elementary School	Boyd Gerber, Chelo	Teacher/1st Gr.	6 years/1 year with GISD	Resignation/Relocation	5/31/2024
Lister Elementary School	Grant, Takara	Teacher/4th Gr.	4 years/1 year with GISD	Resignation/Personal	5/31/2024
Luna Elementary School	Farris, Madison	Teacher/RTI Specialist	3 years with GISD	Resignation/Personal	5/31/2024
Lyles Middle School	Myers, Terrence	Teacher/SPED Resource	15 years/9 years with GISD	Resignation/Moving out of State	5/31/2024
Lyles Middle School	Edwards, Pamela	Assistant Principal	24 years/18 years with GISD	Resignation/Health Reasons	6/30/2024
Lyles Middle School	Poirier, Jennifer	Teacher/Math 6th Gr.	1 year with GISD	Resignation/Other Texas School	5/31/2024
Lyles Middle School	Marcano Feliciano, Frances	Teacher/Spanish	3 years with GISD	Resignation/Personal	5/31/2024
Montclair Elementary School	Sullivan, Brianna	Speech Language Pathologist SPED	7 years/1 year with GISD	Finish Year Only	6/6/2024
Montclair Elementary School	Madrid Dubon, Yolani	Teacher/Bilingual Kindergarten	8 years/3 years with GISD	Resignation/Not Working	5/31/2024
Montclair Elementary School	Castillo Munoz, Johana	Teacher/Bilingual 2nd Gr.	6 years/5 years with GISD	Resignation/Personal	5/31/2024
Naaman Forest High School	Bucker, KraTaura	Teacher/PE Health Head Girls Basketball	16 years/2 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Jackson, Nicholas	Teacher/English Coach	11 years/3 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	McGill, Kevin	Teacher/Mathematics Coach	24 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Chieu, Oanh	Teacher/Mathematics	9 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Straka, Elliot	Teacher/Social Studies Coach	7 years/3 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Forbes, Karen	Teacher/Agriculture Science Horticulture	17 years /17 years with GISD	Retirement/TRS	6/30/2024
Naaman Forest High School	Blagg, Justyn	Teacher/Social Studies Coach	5 years/1 with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Buckner, KraTaura	Teacher/PE Health Head Girls Basketball	16 years/2 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Pridgett, Wayne	Teacher/Social Studies Coach	7 years with GISD	Resignation/Relocation	5/31/2024
Naaman Forest High School	Jones, Brennan	Teacher/Theater Drama	6 years/4 years with GISD	Resignation/Moving out of State	5/31/2024
Naaman Forest High School	Vanderheyden, Chelsea	Teacher/Art	3 years with GISD	Resignation/Career Change	6/19/2024
Naaman Forest High School	Payne, Paul	Teacher/Family Consumer Sciences Practicum	4 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Collins, Zachary	Teacher Business Education Coach	3 years/ 1 year with GISD	Resignation/Other Texas School	5/31/2024
Namman Forest High School	Allen, Donald	Part Time Regular Teacher Coach Tennis	1 year with GISD	Resingnation/Career Change	5/31/2024
Natatorium	Hamby, Spencer	Water Polo Head Coach	0 years with GISD	Resignation/Professional Development	5/31/2024
North Garland High School	Woodle, Michael	Teacher/Mathematics	1 year with GISD	Resignation/Career Change	5/31/2024
North Garland High School	Edens, Hannah	Teacher/Math 6	10 years/9 years with GISD	Resignation/Health Reasons	5/3/2024
North Garland High School	Reed, Debra	Librarian	33 years/15 years with GISD	Retirement/TRS	5/31/2024
North Garland High School	Wofford, Jamie	Teacher/Social Studies Coach	8 years/4 years with GISD	Resignation/Unsatisfied with Job	5/31/2024
North Garland High School	Prince, Jaylan	Teacher/Business Coach	3 years/1 year with GISD	Resignation/Other	5/31/2024
North Garland High School	Morris, Tracy	School Nurse	6 years with GISD	Resignation/Personal	5/31/2024
North Garland High School	Walker, Bryan	Teacher/Mathematics Coach	2 years with GISD	End of Assignment	5/31/2024
North Garland High School	Stubbs, Nicholas Wayne	Teacher/SPED Content Mastery Inclusion	9 years/2 years with GISD	Terminated	6/3/2024
North Garland High School	Palomo, Karina	Teacher/SPED Content Mastery Inclusion	12 years, 4 years with GISD	Resignation/Other Texas School	5/31/2024
North Garland High School	Davis, Sarah	Teacher/Business Education	22 years with GISD	Resignation/Personal	5/31/2024
North Garland High School	Martinez, Crystal	Teacher/Health Science Career Prep	5 years with GISD	Resignation/Personal	5/31/2024
North Garland High School	Heisch, Derrick	Teacher English Coach	0 years with GISD	Resignation/Health Reasons	5/31/2024
Northlake Elementary School	Connor, Andrea	Teacher/3rd Gr.	2 years with GISD	Resignation/Career Change	5/31/2024
Northlake Elementary School	Shirley, Jacob	Principal	12 years/9 years with GISD	Resignation/Moving out of State	6/27/2024
O'Banion Middle School	Anderson, Kimberly	Teacher/ELAR Instructional Coach Title	17 years/9 years with GISD	Resignation/Funding	6/25/2024
O'Banion Middle School	Arredondo Zaragoza, Edith	Instructional Coach 1:1	1 year with GISD	Resignation/Health Reasons	5/31/2024
O'Banion Middle School	Velasquez, Arianna	Teacher/English 6th Gr.	8 years with GISD	Resignation/Other	5/31/2024
O'Banion Middle School	Ibrahim, Kadi	Teacher/Technology Education	4 years/1 year with GISD	Resignation/Other	5/31/2024
O'Banion Middle School	Davis, Latasha	Teacher/Social Studies 7th & 8th Gr.	3 years/1 year with GISD	Resignation/Relocation	5/31/2024
O'Banion Middle School	Posey, Manya	Teacher/Social Studies 6th Gr.	18 years/2 years with GISD	Resignation/Relocation	5/31/2024
O'Banion Middle School	Najera, Sarai	Teacher/ESL	2 years with GISD	Resignation/Other Texas School	5/31/2024
Park Crest Elementary School	Charbonneau, Jocelyn	Assistant Principal	27 years/28 years with GISD	Retirement/TRS	6/25/2024
Pearson Elementary School	Moreno, Liliana	Teacher/PE	7 years with GISD	Resignation/Career Change	5/31/2024
Pearson Elementary School	Galvan, Celeste	Teacher/Bilingual 5th Gr.	7 years/3 years with GISD	Resignation/Unsatisfied with Job	5/31/2024

June 2024
Resignation and Retirement List - Professionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Pearson Elementary School	Kelly, Lindsey	Speech Language Pathologist SPED	4 years/3 years with GISD	Resignation/Other Texas School	6/6/2024
Professional Development Center	Gil, Anna	Facilitator Instructional Design SLAR	15 years/2 years with GISD	Resignation/Personal	5/31/2024
Rowlett High School	Robinson, Savanna	Teacher/Dance	3 years with GISD	Resignation/Relocation	6/6/2024
Rowlett High School	Archer, Stephanie	Counselor CTE 2	16 years/9 years with GISD	Resignation/Other Texas School	5/31/2024
Rowlett High School	Spencer, April	Teacher/Spanish	1 year with GISD	Resignation/Career Change	5/31/2024
Rowlett High School	Schlebach, Emma	Teacher/Assistant Choir Director	4 years/3 years with GISD	Resignation/Other Texas School	5/31/2024
Rowlett High School	Gumpf, Adam	Teacher Social Studies Coach	14 years/ 1 year with GISD	Resignation/Other Texas School	5/31/2024
Rowlett High School	Davis, William	Teacher Science Coach	18 years/ 2 years with GISD	Resignation/Other Texas School	5/31/2024
Sachse High School	Gross, Joshua	Teacher/Business Education Coach	10 years with GISD	Resignation/Other	5/31/2024
Sachse High School	Sloan, Kerry	Teacher/English	3 years/1 year with GISD	Resignation/Moving out of State	5/31/2024
Schrade Middle School	Montgomery, Stephanie	Teacher/Choir Director	12 years/3 years with GISD	Resignation/Other Texas School	5/31/2024
Schrade Middle School	Tillman, Aj	Teacher/English 7th & 8th Gr.	1 year with GISD	Resignation/Relocation	5/31/2024
Schrade Middle School	Jones, Zettel	Teacher/Math 6th Gr.	1 year with GISD	Resignation/Other	5/31/2024
Schrade Middle School	Wimberley, Justin	Teacher/Art 6th Gr.	1 year with GISD	Resignation/Career Change	5/31/2024
Schrade Middle School	Gebhardt, Eric	Teacher/Art	10 years with GISD	Resignation/Professional Development	5/31/2024
Sellers Middle School	Russell, Madison	Teacher/Business Education	6 years/2 years with GISD	Resignation/Career Change	5/31/2024
Sellers Middle School	Pearson, Dalton	Teacher/Social Studies 7th & 8th Gr.	2 years with GISD	Resignation/Other Texas School	5/31/2024
Sellers Middle School	Newman, Braeden	Teacher/Social Studies 7th & 8th Gr.	2 years with GISD	Resignation/Career Change	5/31/2024
Sellers Middle School	Rodriguez, Jorge	Teacher/ESL	0 years with GISD	Resignation/Personal	5/31/2024
Sewell Elementary School	Empey, Julianne	Teacher/1st Gr.	2 years with GISD	Resignation/Personal	5/31/2024
Sewell Elementary School	George, Mary	Teacher/4th Gr.	14 years/9 years with GISD	Resignation/Relocation	5/31/2024
Shorehaven Elementary School	Jimenez, Sandra Judith	Teacher/Pre K Dual Language	18 years with GISD	Retirement/TRS	8/30/2024
Shugart Elementary School	Briones, Leslie	Teacher/Bilingual 1st Gr.	1 year with GISD	Resignation/Moving out of State	5/31/2024
Shugart Elementary School	De La Cruz Vega, Imelda	Teacher/Bilingual 5th Gr.	1 years with GISD	Expiration Employment Authorization	5/24/2024
South Garland High School	Dinglem Stephanie	Teacher/English	19 years/17 years with GISD	Resignation/Career Change	5/31/2024
South Garland High School	Ballinger Rodriguez, Sarah	Instructional Coach Title I	5 years/1 year with GISD	Resignation/Other Texas School	6/25/2024
South Garland High School	Davis, Andrew	Teacher/Credit Recovery Coach	16 years/1 year with GISD	Resignation/Relocation	5/31/2024
South Garland High School	Hunt, David	Teacher/Social Studies	7 years with GISD	Resignation/Relocation	5/31/2024
South Garland High School	Jimenez, Armando	Teacher/Social Studies Coach	8 years with GISD	Resignation/Other Texas School	5/31/2024
South Garland High School	Cabrera, Teri	Teacher/English	4 years with GISD	Resignation/Personal	5/31/2024
Southgate Elementary School	Perez, Mario	Teacher/Bilingual 1st Gr.	21 years with GISD	Retirement/TRS	5/31/2024
Spring Creek Elementary School	Gonzales, Jessica	Teacher/4th Gr.	8 years/5 years with GISD	Resignation/Other Texas School	5/31/2024
Spring Creek Elementary School	Arroyave, Stephanie	Teacher/1st Gr.	1 year with GISD	Resignation/Other Texas School	5/31/2024
Spring Creek Elementary School	Stricklin, Paige	Assistant Principal	14 years with GISD	Resignation/Career Change	6/25/2024
Stephens Elemetary School	Rhinehart, Amanda	Teacher/5th Grade	8 years/6 years with GISD	Resignation/Career Change	5/31/2024
Stephens Elemetary School	Cullinane, Brenna	Teacher/1st Gr.	6 years/5 years with GISD	Resignation/Other Texas School	5/31/2024
Student Support & Specialized Services	Mouser, Kimbra	Teacher/Dyslexia	26 years/23 years with GISD	Retirement/TRS	5/31/2024
Student Support & Specialized Services	Graves, Constance	Teacher/Dyslexia	11 years/2 years with GISD	Resignation/Other	5/31/2024
Toler Elementary School	Stanley, Joseph	Teacher/SPED CBSE IDEA B	3 years with GISD	Resignation/Professional Development	5/31/2024
Toler Elementary School	Wright, Kimberly	Teacher/SPED ALE	10 years/2 years with GISD	Resignation/Professional Development	6/18/2024
Watson Technology Center for Math & Science	Martin, Barry	Teacher/Music	6 years with GISD	Resignation/Other Texas School	5/31/2024
Watson Technology Center for Math & Science	Jones, Marissa	Teacher/Resident TCLAS	0 years with GISD	End of Assignment	5/31/2024
Webb Middle School	Gaines, Richelle	Teacher/Math 7th & 8th Gr.	10 years/1 year with GISD	Resignation/Career Change	5/31/2024
Webb Middle School	Weir, Dustin -Kirk	Teacher/Social Studies 7th & 8th Gr.	11 years/9 years with GISD	Resignation/Health Reasons	5/31/2024
Webb Middle School	Genwright, Brandon	Teacher/Business Education Coach	1 year with GISD	Resignation/Relocation	5/31/2024
Webb Middle School	Walker, Jeff	Teacher/SPED ALE	7 years with GISD	Resignation/Other Texas School	5/31/2024
Webb Middle School	Serna, Stephanie	Teacher/Math 7th & 8th Gr.	5 years/4 years with GISD	Resignation/Other Texas School	5/31/2024

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Resolution Allowing Compensation to Staff Members for Time Missed Due to District Closure Due to Inclement Weather

Consent Agenda

Executive Summary:

On May 28-29, 2024, Garland ISD staff were notified not to report to their job assignments due to inclement weather that caused power outages and the need to evaluate facilities. Safety precautions, driven by the power outages affecting school and district operations, led Garland ISD to close all facilities. This resolution requests full compensation for all employees who were unable to work during the closure of facilities.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Resolution Allowing Compensation to Staff Members for Time Missed Due to District Closure Due to Inclement Weather.

Financial Impact and Funding Source:

N/A

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, HEREBY DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF DISTRICT FUNDS DUE TO DISTRICT CLOSURE DUE TO INCLEMENT WEATHER

WHEREAS, the District recognizes the value and benefit of encouraging its employees to be models for students in the District;

WHEREAS, the District maintains the safety of all students and staff as a top priority of the District;

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Garland Independent School District ("Garland ISD" or "District") for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, Garland ISD was notified that due to inclement weather, a lack of power, and the need to evaluate all district facilities for safety;

WHEREAS, the Board acknowledges that during an emergency closing, employees of Garland ISD were instructed not to report to work;

WHEREAS, the Board finds that a need exists to address wage payments for employees who are idled;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen; and

WHEREAS, as to non-exempt employees who are called on to work during an emergency closure, the Board further concludes that payment of these employees at a premium rate, time and one-half, as provided by this resolution, serves of essential staff;

NOW, THEREFORE, BE IT RESOLVED:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.

2. The Board of Trustees of Garland Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

3. The authority granted by this resolution to continue wage payments to idled employees and to pay premium rate of time and a half to nonexempt employees who provided emergency-related services is effective for the emergency closure on May 28 and May 29, 2024, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.

4. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Garland ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Garland ISD Board further ratifies, approves and confirms such written notice and posting thereof.

5. This Resolution shall take effect immediately upon its passage, and is retroactive to the dates that the District closed due to inclement weather on May 28 and May 29, 2024.

PASSED AND ADOPTED this 25th day of June 2024.

By:

_____

Robert Sellers, Jr., President
Board of Trustees

ATTEST By:

_____

Larry H. Glick, Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Ratification of the FY24 Tax Refund Resolution

Consent Agenda

Executive Summary:

The attached listing identifies the property tax refunds in excess of $500.00 processed during the 2023-2024 school year.

See Attached List

These refunds, totaling $757,782.76 will be presented to the Finance, Facilities and Operations Committee for review on June 11, 2024 and submitted to the Board for approval at the June 25, 2024 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Ratification of the FY24 Tax Refund Resolution.

Financial Impact and Funding Source:

N/A

P.O. Box 461407
Garland, TX
75046-1407
www.garlandisd.net

Garland Independent School District
Department of Taxation

Street Address
901 West State Street
Garland, TX
75040

Phone
972-494-8570

FAX
972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: FY24 Tax Refund Ratification Resolution

The attached listing identifies the property tax refunds in excess of $500.00 processed during the 2023-2024 school year. Under section 31.11 of the Texas Property Tax Code, if the Assessor/Collector determines that a refund is due to a Taxpayer the Board must also approve.

Should the board approve, attached is the resolution to authorize and approve the 2023-2024 refunds.

GISD REFUNDS
FY24 (Jul 23 - Jun 24)

Account	Name	Amount	Reason	Refund Ck#	Refund Date
135450	Lindsay Waddleton	$ 2,200.00	Overpayment	60000129	7/17/23
136395	Levi Martinez	$ 4,774.87	Duplicate	60000130	7/17/23
145050	Ghada Bahnasawy	$ 3,489.48	Duplicate	60000132	7/17/23
145050	Ghada Bahnasawy	$ 539.35	Overpayment/Supp	60000127	7/17/23
8484	Mary Ann McDaniel	$ 813.71	Overpayment	60001065	8/15/23
190242	QuangThanh Le	$ 8,725.19	Overpayment	60001071	8/15/23
108276	Tiana Ware	$ 3,353.33	Duplicate	60002112	9/14/23
74466	United Triangle LLC & King Classic LLC	$ 7,175.71	Duplicate	60004323	10/26/23
204936	Clarence Baldwin	$ 800.00	Overpayment	60005166	11/15/23
161562	Juan Jaramillo	$ 611.49	Overpayment	60005167	11/15/23
49155	Cherryhill Residential	$ 750.09	Overpayment	60006688	12/13/23
246108	5500 Rowlett LLC	$ 664.92	Overpayment	60006691	12/13/23
315468	Nagy Khalil	$ 4,212.80	Duplicate	60007233	1/10/24
Multiple	Wells Fargo	$ 8,425.60	Duplicate	Multiple	1/12/24
209562	Lereta	$ 1,835.80	Duplicate	60007244	1/10/24
Multiple	Lereta	$ 30,840.30	Duplicate	Multiple	1/12/24
45669	John Houghton	$ 2,214.84	Overpayment	60007234	1/10/24
Multiple	Lereta (Accumatch)	$ 5,225.73	Duplicate	Multiple	1/12/24
Multiple	CoreLogic	$ 466,046.41	Duplicate	Multiple	1/12/24
95757	Florence Ibukun	$ 1,719.19	Duplicate	60007253	1/10/24
54552	James Armentrout	$ 1,147.99	Duplicate	60007237	1/10/24
366120	4400 Bass Pro Dr. LLC	$ 12,638.40	Duplicate	60007250	1/10/24
393309	Wilbowriverset LLC	$ 758.30	Duplicate	60007238	1/10/24
393489	Wilbowriverset LLC	$ 758.30	Duplicate	60007239	1/10/24
393708	Wilbowriverset LLC	$ 758.30	Duplicate	60007240	1/10/24
186747	Kenneth Bradford	$ 1,592.78	Erroneous	60007243	1/10/24
119709	Maggie Turnbow	$ 2,011.85	Erroneous	60009853	2/19/24
349062	Binh Lam	$ 3,214.67	Duplicate	60009855	2/19/24
31722	Donald Frenette	$ 3,154.65	Overpayment	60009823	2/19/24
26712	EAS SLJ Partners LTD	$ 900.00	Overpayment	60009850	2/19/24
17424	Helen Ho	$ 1,328.11	Duplicate	60009839	2/19/24
29097	Lemay John Horiuchi	$ 3,395.73	Duplicate	60009812	2/19/24
141495	Alpha Investment	$ 3,652.16	Overpayment	60009857	2/19/24
237561	Springfield JV	$ 2,822.15	Duplicate	60009820	2/19/24
90771	Timothy Luk	$ 3,906.32	Duplicate	60009847	2/19/24
396042	Junaid Muhammad	$ 2,492.82	Duplicate	60009824	2/19/24
236874	Texas Fuel Solutions Inc.	$ 5,266.00	Duplicate	60009819	2/19/24
394233	Mattamy Texas LLC	$ 789.90	Duplicate	60009811	2/19/24
389343	Windsor Homes Cumberland	$ 825.71	Duplicate	60009880	2/19/24
389337	Windsor Homes Cumberland	$ 825.71	Duplicate	60009879	2/19/24
393351	Brightland Homes LTD	$ 758.30	Duplicate	60009862	2/19/24
393282	Brightland Homes LTD	$ 758.30	Duplicate	60009860	2/19/24
395103	Ashton Dallas Residential	$ 587.16	Duplicate	60009813	2/19/24
172707	Flores Esperanza	$ 2,874.70	Duplicate	60009864	2/19/24
179547	Mercer Aid Propco LLC	$ 23,656.35	Duplicate	60009870	2/19/24
397263	The Maintenance Team LLC	$ 545.31	Duplicate	60009827	2/19/24
390198	McGuyer Land Holdings LLC	$ 1,579.80	Duplicate	60009825	2/19/24
390315	McGuyer Land Holdings LLC	$ 1,579.80	Duplicate	60009826	2/19/24
366063	Garland Housing Finance	$ 500.00	Overpayment	60009841	2/19/24
52737	Est of William & Kathryn Martin	$ 1,629.93	Duplicate	60011267	3/20/2024
334878	The Dias Family Trust	$ 13,586.28	Duplicate	60011312	3/20/2024

GISD REFUNDS
FY24 (Jul 23 - Jun 24)

Account	Name	Amount	Reason	Refund Ck#	Refund Date
134754	Larkin Street Homes LLC	$ 1,987.92	Duplicate	60011313	3/20/2024
247980	EYM Diner of DFW	$ 659.94	Duplicate	60011311	3/20/2024
159543	Fidel & Martha Bocanegra	$ 1,016.40	Duplicate	60011315	3/20/2024
395109	Ashton Dallas Residential	$ 842.56	Duplicate	60011305	3/20/2024
395106	Ashton Dallas Residential	$ 842.56	Duplicate	60011304	3/20/2024
326295	JN Land LLC	$ 1,421.82	Duplicate	60011268	3/20/2024
52269	Shrddha Inc	$ 7,099.62	Duplicate	60011266	3/20/2024
233847	Michael Wheeler	$ 2,667.15	Overpayment	60011309	3/20/2024
219093	Henry Le & Jennifer Nguyen	$ 1,721.96	Overpayment	60011262	3/20/2024
Multiple	SIT Payment	$ 56,942.32	Duplicate	Multiple	3/20/2024
230388	Ahmed Alikhan	$ 6,338.00	Duplicate	60011306	3/20/2024
253617	Michael Gliddon	$ 571.71	Overpayment	60012800	4/12/2024
144681	Larry & Kay Ascough	$ 507.76	Overpayment	60012808	4/12/2024
684	Charlie Denison	$ 725.70	Overpayment	60012798	4/12/2024
24936	Whit Whitworth	$ 2,365.10	Overpayment	60012802	4/12/2024
157599	Jerry Ellsworth	$ 2,330.66	Overpayment	60012804	4/12/2024
362793	1101 Colonel Dr. LLC	$ 3,041.33	Overpayment	60014200	5/15/2024
247722	Lonestar Forklift 2017 USA Inc	$ 7,247.90	Overpayment	Pending	Mid-Jun
257418	Wingstop Restaurants Inc.	$ 1,198.95	Overpayment	Pending	Mid-Jun
354456	Winstop Beverages III Inc.	$ 1,631.52	Overpayment	Pending	Mid-Jun
122790	Renate Schulmeistrat	$ 1,312.29	Overpayment	Pending	Mid-Jun
34113	Febe Castillo	$ 595.00	Overpayment	Pending	Mid-Jun
TOTAL REFUNDED		**$ 757,782.76**			

Resolution

WHEREAS, the Assessor/Collector for the Garland Independent School District has determined that a refund is due to a Taxpayer as the result of an erroneous or overpayment of district property taxes in accordance with Section 31.11, Texas Property Tax Code; and

WHEREAS, Section 31.12, Texas Property Tax Code states if a refund of tax provided by Section 31.11 is not paid on or before the 60th day after the date of liability for the refund, interest at a rate of one percent per each month accrues to the amount of the tax to be refunded to Owner or Taxpayer; and

WHEREAS, the Tax Assessor/Collector has determined, issued and reported all refunds in excess of $500.00 to the Garland Independent School District Board of Trustee as an information item monthly to ensure the district is not subjected to the accrual of interest as required under Section 31.12 of the Texas Property Tax Code; and

NOW THEREFORE BE IT RESOLVED by the Garland Independent School District Board of Trustees that property tax refunds in excess of $500.00 for overpayments or erroneous payments processed by the Tax Office during the 2023-2024 school year have been authorized and approved.

PASSED AND ADOPTED this 25th day of June 2024.

_____
President
Board of Trustees

ATTEST:

_____
Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of the Proposed Budgets for the General Fund, Student Nutrition Services Fund and Debt Services Fund for the 2024-2025 School Year

Consent Agenda

Executive Summary:

This item shows the proposed budgets for the General Fund, Student Nutrition Services Fund and Debt Services Fund for the 2024-2025 school year.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 11, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the proposed budgets for the General Fund, Student Nutrition Services Fund and Debt Services Fund for the 2024-2025 school year.

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

Garland ISD
2024-25 Proposed Budget
June 25, 2024

	General Fund 199	Student Nutrition Services Fund 240	Debt Service Fund 599
REVENUES:			
57 Local Revenue	$ 203,109,814	$ 4,035,000	$ 111,192,335
58 State Revenue	300,269,000	170,000	15,663,404
59 Federal Revenue	8,000,000	32,295,000	471,994
Total Revenues	$ 511,378,814	$ 36,500,000	$ 127,327,733
EXPENDITURES:			
11 Instruction	$ 330,753,160	$ -	$ -
12 Instructional Resources and Media Services	8,927,007		
13 Curriculum Development and Instructional Staff Development	15,880,744		
21 Instructional Leadership	8,796,003		
23 School Leadership	43,019,345		
31 Guidance, Counseling and Evaluation	30,449,846		
32 Social Work Services	529,846		
33 Health Services	9,382,205		
34 Student Transportation	20,503,466		
35 Food Services	300,000	45,268,500	
36 Extracurricular Activities	13,825,742		
41 General Administration [1 2]	21,154,065		
51 Facilities Maintenance and Operations	62,838,021		
52 Security and Monitoring Services	13,615,980		
53 Data Processing Services	16,516,283		
61 Community Services	1,930,834		
71 Debt Service - Principal on Long-Term Debt	751,097		54,420,000
72 Debt Service - Interest on Long-Term Debt			58,581,267
73 Bond Issuance Cost and Fees			1,000,000
81 Facilities Acquisition and Construction			
95 Juvenile Justice Program	36,000		
99 Other Intergovernmental Charges	1,080,067		
Total Expenditures	$ 600,289,711	$ 45,268,500	$ 114,001,267
Excess (Deficiency) Revenues Over (Under) Expenditures	$ (88,910,897)	$ (8,768,500)	$ 13,326,466
Other Financing Sources (Uses)	$ -	$ -	$ -
Net Change in Fund Balance	$ (88,910,897)	$ (8,768,500)	$ 13,326,466

1 Includes 6491 - Statutorily Required Public Notice - Required Posting $116,137
2 Includes 6214 - Statutorily Required Public Notice - Lobbying $3,500

The compensatory budget meets the statutory requirements in the official budget.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Darrell Dodds, Chief Financial Officer
Rhonda Rountree, Cash Manager

Subject: Consider Approval of Independent Sources of Instruction for the Training of Investment Officers

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): Other Revenues: Investments, the Board shall annually approve the independent sources of instruction for investment officers for the District. Attached is the list that will be presented to the Finance, Facilities and Operations Committee for review on June 11, 2024 and submitted to the Board for approval at the June 25, 2024 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Independent Sources of Instruction for the Training of Investment Officers.

Financial Impact and Funding Source:

N/A

Annual Review
Training of Investment Officers and the Independent Sources of Instruction

Board Policy CDA (Legal) requires the district's investment officers to attend investment training sessions. The training sessions must include education in investment controls, security risks, strategy risks, market risk, and compliance with the Government Code, Chapter 2256.008.

The Board approves the following as independent sources of instruction relating to investment responsibilities for the investment officers of the district:

Association for Financial Professionals

Association of Public Treasurers

Bank of America/Merrill Lynch

Dun and Bradstreet

Education Service Centers

Government Treasurers' Organization of Texas

Hilltop Securities

Houston Treasury Management Association

JP Morgan/Chase

North Central Texas Council of Governments

PFM Asset Management LLC

Sympro/Emphasys Software

Texas Association for Financial Professionals

Texas Association of School Boards (TASB)

Texas Association of School Business Officials (TASBO)

Texas Class/Public Trust Advisors

Texpo (regional conference of AFP)

University of North Texas/Center for Public Management

Wells Fargo

_____ _____

Board President Board Secretary

Date: June 25, 2024

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Darrell Dodds, Chief Financial Officer
Rhonda Rountree, Cash Manager

Subject: Consider Approval of Qualified Investment Brokers

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): Other Revenues: Investments, the Board shall review, revise, and adopt a list of brokers qualified to do business with the District. Attached is the list that will be presented to the Finance, Facilities and Operations Committee for review on June 11, 2024 and submitted to the Board for approval at the June 25, 2024 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Qualified Investment Brokers.

Financial Impact and Funding Source:

N/A

Annual Review
Qualified Brokers

In compliance with Board Policy CDA (Legal), the Board authorizes the following list of qualified brokers to engage in investment transactions with the District. The qualified brokers are:

Bank of America/Merrill Lynch

First Public/Lone Star

Great Pacific Securities

Hilltop Securities, Inc.

Ladenburg Thalmann & Co.

Mischler Financial Group

PFM Asset Management LLC

Robert W. Baird & Co.

SAMCO Capital Markets

Stifel Nicolaus

Texas CLASS

Texas Range/Texas Term

TexPool

TexSTAR

UBS Financial

Wells Fargo

_____ _____

Board President Board Secretary

Date: June 25, 2024

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Darrell Dodds, Chief Financial Officer
Rhonda Rountree, Cash Manager

Subject: Review the Investment Policy and Investment Strategy and adopt a written instrument stating review of same and recording any changes made to either the investment policy or investment strategies.

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): *Other Revenues: Investments,* the Board shall review the investment policy and investment strategy at least annually and adopt a written instrument stating that it has been reviewed. The written instrument so adopted (as shown) shall record any changes made to either the investment policy or investment strategy. Also, shown is a copy of Board Policy CDA (Local), the District's investment policy. This information will be presented to the Finance, Facilities and Operations Committee for review on June 11, 2024 and submitted to the Board for approval at the June 25, 2024 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to Review the Investment Policy and Investment Strategy and adopt a written instrument stating review of same and recording any changes made to either the investment policy or investment strategies.

Financial Impact and Funding Source:

N/A

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

Approved Investment Instruments

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

Safekeeping and Custody

The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).

Soliciting Bids for CDs

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Annual Review
Investment Policy and Strategy

In compliance with Board Policy CDA (Legal), the Board has completed the annual review of the investment policy and investment strategies of the District. Changes made to either the investment policy or the investment strategies are noted below.

_____ _____

Board President Board Secretary

Date: June 25, 2024

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Rhonda Rountree, Cash Manager

Subject: Consider Approval of Resolution Designating Investment Officers for the District

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): *Other Revenues: Investments*, the Board shall adopt a written instrument that designates the Chief Financial Officer and the Cash Manager as investment officers for the District. Shown are copies of Board Policy CDA (Legal) and the Certificate of Secretary designating the investment officers.

This information will be presented to the Finance, Facilities and Operations Committee for review on June 11, 2024 and submitted to the Board for approval at the June 25, 2024 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Resolution Designating Investment Officers for the District.

Financial Impact and Funding Source:

N/A

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds — "Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.

Investment Pool — "Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.

Pooled Fund Group — "Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.

Separately Invested Asset — "Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group.

Gov't Code 2256.002(1), (6), (9), (12)

Pledged Revenue — "Pledged revenue" means money pledged to the payment of or as security for:

1. Bonds or other indebtedness issued by a district;
2. Obligations under a lease, installment sale, or other agreement of a district; or
3. Certificates of participation in a debt or obligation described by item 1 or 2.

Gov't Code 2256.0208(a)

Joint Account — "Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.

Repurchase Agreement — "Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.

Gov't Code 2256.011(b)

Hedging

"Hedging" means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

"Eligible entity" means a political subdivision that has:

1. A principal amount of at least $250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

"Eligible project" has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov't Code 2256.0207(a)

Corporate Bond

"Corporate bond" means a senior secured debt obligation issued by a domestic business entity and rated not lower than "AA-" or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov't Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

4. Methods to monitor the market price of investments acquired with public funds;

5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and

6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;

2. Preservation and safety of principal;

3. Liquidity;

4. Marketability of the investment if the need arises to liquidate the investment before maturity;

5. Diversification of the investment portfolio; and

6. Yield.

Gov't Code 2256.005(d)

Investment Officer

A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training

Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial

Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing

The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns $5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of $2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
    a. Beginning market value for the reporting period;
    b. Ending market value for the period; and
    c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district. *Gov't Code 2256.025*

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. Gov't Code 2256.005(j)

Investment Management Firm

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of Governmental Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and

8. Interest-bearing banking deposits other than those described at item 7 above if:

   a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;

   b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;

   c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and

   d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

Unauthorized Obligations

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;

2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;

3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of Deposit and Share Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;

2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or

3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;

2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;

3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and

4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

2. A loan allows for termination at any time;

3. A loan is secured by:

   a. Pledged securities described at Obligations of Governmental Entities, above;

   b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or

   c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);

4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and

5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;

2. Will be, in accordance with its terms, liquidated in full at maturity;

3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and

4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
    a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
    b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);

2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or

3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed Investment Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;

2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and

3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;

2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;

3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and

5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or

2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;

2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and

3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated “AA-” or the equivalent at the time the release is issued; or

2. Changes the rating on the corporate bonds to a rating lower than “AA-” or the equivalent.

Gov’t Code 2256.0204

Hedging Transactions

The board of an eligible entity (as defined above) shall establish the entity’s policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity’s general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

Sellers of Investments

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
    a. Is dependent on an analysis of the makeup of the district's entire portfolio;

b. Requires an interpretation of subjective investment standards; or

c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

Electronic Funds Transfer

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

Certificate of Secretary
For the
Garland Independent School District

The undersigned hereby certifies as the duly elected and acting Secretary of the Garland Independent School District, that the following is a true and correct copy of a resolution adopted by the School Board of the Garland Independent School District to be effective on the 25th day of June 2024 and that said resolution has not been rescinded, modified or changed:

Resolved, that the Chief Financial Officer and the Cash Manager are hereby authorized as Investment Officers for the District and empowered for and in the name of the District to do any of the following:

From time to time, change operational processing within the depository contract:

Sign by facsimile signature, checks or drafts against any account of the District, which, if by facsimile, may be relied upon, regardless of by who or what means the same may have been imprinted on said instruments, as valid, effective, conclusive and binding for all purposes upon the District as if the same had in fact been manually executed for and on behalf of the District;

Negotiate and conclude any contract or agreement which they may deem necessary, proper, or convenient for establishing and maintaining adequate banking functions.

Authorize and initiate wire transfer of funds from District accounts, and appoint and designate in writing any Officer, agent or employee of the District to authorize and initiate wire transfer of funds from District account.

In Witness Whereof, the undersigned has executed this Certificate of Secretary as of the _____ day of _____, and caused to be affixed hereto the seal of said District.

_____

Board Secretary
June 25, 2024

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services

Subject: Consider Approval of Special Education Camera Resolution

Action Item

Executive Summary:
Texas Education Code 29.022 requires districts to conduct video and audio surveillance in certain special education classrooms or settings upon request. The statute is intended to protect students who, because of a disability, may not be able to report mistreatment by other students or staff. Texas Association of School Boards (TASB) has provided guidance to school districts on this statute. Information on activating cameras of self-contained classrooms for the 2024-2025 school year in the form of a resolution has been submitted for Board consideration. This resolution will include a request for the Board to have these cameras activated for the 2024-2025 school year, as cameras are deactivated every summer.

Administrative Recommendations:
Approve Resolution

Recommended Motion for Action Items:
Approve Resolution

Financial Impact and Funding Source:
N/A

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT TO CONDUCT VIDEO AND AUDIO SURVEILLANCE IN SELF-CONTAINED CLASSROOMS

WHEREAS, in order to promote student safety in special education self-contained classrooms, the Garland Independent School District seeks to enable video and audio surveillance in existing classrooms where cameras have already been placed;

WHEREAS, Texas Education Code 29.022, provides that a Board of Trustees may request cameras for self-contained classrooms or special education settings at multiple campuses. As of this date, there are 332 cameras currently installed at various campuses within the District.

WHEREAS, there should not be a significant cost associated with this resolution, as this resolution will allow existing cameras in self-contained classrooms to be activated on the first day of instruction of the 2024-2025 school year. The camera surveillance will remain activated until the last day of instruction for the 2024-2025 school year.

NOW, THEREFORE, BE IT RESOLVED:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.

2. The Board of Trustees of Garland Independent School District commits to promoting student safety in special education self-contained classrooms;

3. This Resolution shall take effect immediately upon its passage to illustrate Garland Independent School District's commitment to student safety;

4. All cameras currently located in special education self-contained classrooms will be activated on the first day of the 2024-2025 school year and remain activated until the last day of instruction of the 2024-2025 school year.

PASSED AND ADOPTED this 25th day of June, 2024.

By: _____

Robert Selders Jr, President

ATTEST:

By: _____

Larry Glick, Secretary

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Babetta Hemphill, Executive Director of Student Services & School Choice

Subject: Attendance Waivers for Low Attendance and Missed School Days

Action Item

Executive Summary:

Under Texas Education Code (TEC) §7.056, Waivers and Exemptions,

(a) Except as provided by Subsection (e), a school district may apply to the commissioner for a waiver of a requirement, restriction, or prohibition imposed by this code or rule of the board or commissioner.

Due to the widely anticipated total solar eclipse experienced in North Texas, attendance was low throughout the District on April 8, 2024. The attendance rate for the day was 74.44% compared to our overall attendance rate of 93% for the previous school year. We recommend that the Commissioner waive the low attendance for the day. Additionally, Naaman Forest High School was closed before the funding period on April 15, 2024, due to a power outage affecting the campus and surrounding area. We must request a missed school day waiver to account for the lost day of instruction. On May 28, 2024, the North Texas region experienced severe weather resulting in widespread power outages, flooding, and dangerous conditions 2.5 days of school were missed. We request a waiver for the full day missed on May 29th and the half-day on May 30, 2024.

Administrative Recommendations:

The Administration recommends approval of the waiver request.

Recommended Motion for Action Items:

Move to approve the attendance waiver requests.

Financial Impact and Funding Source:

Reduces the negative impact of low attendance on our average daily attendance rate.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 NFHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Naaman Forest High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
NAAMAN FOREST PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Naaman Forest Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 4843 Naaman Forest Blvd., Garland TX 75040, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Naaman Forest Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 GHS ECHS Inter Local

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Garland High School Early College High School (ECHS) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
GARLAND EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Garland Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 310 S. Garland Ave., Garland TX 75040, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Garland Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Juniper Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 Dual Credit Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Agreement Between Dallas College and Garland Independent School District Concerning Dual Credit (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

AGREEMENT BETWEEN

DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
CONCERNING DUAL CREDIT

This Agreement ("Agreement") is made and entered into by and between Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas independent school district, on behalf of Garland High School, Lakeview Centennial High School, Naaman Forest High School, North Garland High School, Rowlett High School, Sachse High School, South Garland High School, and Gilbreath-Reed Career and Technical Center ("High School"). The School District, High School, and College may hereafter be individually referred to as "Party" and collectively as "Parties." The Parties enter into this Agreement pursuant to the following terms and conditions:

PURPOSE

The purpose of this Agreement is to provide High School students with the opportunity to earn both college and high school credit while enrolled in high school (each a "Student" and collectively, the "Students"). Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses").

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The Agreement contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership

with Texas Schools (2024-25);

B. Attachment B: Course List(s); and B1-Additional Courses, if needed post signing;
C. Attachment C: Payment of Services;
D. Attachment D: Technology Support Addendum;
E. Attachment E: Dallas College Dual Credit Tuition and Fee Guidelines;
F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislative Session, 2019) ("HB 3650"), the College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the Texas Higher Education Coordinating Board ("THECB") and the Texas Education Agency ("TEA").

Goal 1 - Collaborative Outreach Efforts and Benefits

A. College and High School dual credit and advising staff provide dual credit information sessions at middle schools, high schools, colleges and at community events.
B. College Outreach Teams are present throughout the metroplex and provide students and families with information about Dallas College and educational opportunities. The College Outreach Teams also help students make connections with college intake staff.
C. College and High School provide online dual credit information for the public. Information includes dual credit college contact information, dates and deadlines, dual credit state and local requirements, how to enroll in the dual credit program, endorsement connections for guided pathways, and dual credit comments from students and parents.
D. College Outreach, Marketing Offices, and Dual Credit Departments provide dual credit cost savings information to the public. Information includes the benefit of no tuition cost for Dual Credit Courses to Dual Credit Students attending public high schools within Texas as well as home schools and private high schools within Dallas County. And, for dual credit Students attending private high schools and homeschools outside of Dallas County and schools outside of Texas, such Students will benefit by paying the dual credit tuition rate outlined by THECB. To receive the aforementioned tuition rates, Students must be attending a high school in a school district that has executed a dual credit agreement with Dallas College.

Goal 2 - Student Transition to and Acceleration Through Postsecondary Education

A. Students attend college orientation sessions which include information about college degree and certificate options, student support services, and extra-curricular activities.
B. College tours are provided to students.
C. College and High School Career Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.
D. College provides an online resource tool to help students find a career and related guided pathways. The pathways will help Students identify and select approved Dual Credit Courses that are listed within this Agreement, Attachment B.
E. Students may take approved Dual Credit Courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are made available within the

college's online catalog.

F. College shall provide students with information regarding the requirements of filing a degree plan with the college and consulting with an academic advisor.

G. Students are advised and encouraged to successfully complete Dual Credit Courses that apply toward their selected pathway, certificate, industry certification, and/or degree plan.

H. College and High School provide high school and college degree completion information to Students. The College Transfer Services office provides information regarding the transfer of college credit courses from Dallas College to other colleges and universities. The College Transfer Services also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

Goal 3 - Academic and College Readiness Advising and Support Services

A. Students are provided academic and college readiness advising with access to student support services.

B. College provides Students with career information, degree and certificate options, and academic advising.

C. College provides Students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other College support services include the College Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and High School.

Goal 4 - Course Quality and Rigor to Ensure Student Success in Subsequent Courses

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Course/program rigor should be comparable to that of other offerings and clearly at the collegiate level as required by Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC")

D. Content of course will be college-level and Dual Credit Students will demonstrate eligibility to enroll in the Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

E. The Dual Credit Courses must demonstrate the same quality and rigor as College courses.

F. The College shall ensure that a Dual Credit Course and the College course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

G. Dual Credit students must maintain satisfactory academic performance in the dual credit program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each academic year of enrollment in the dual credit program.

H. Academic policies applicable to courses taught at the College shall also apply to Dual Credit Courses.

4. **Scope of Agreement:** The Parties agree as follows:

A. **Governance:** The Dallas College Dual Credit program shall be governed by state and federal laws and regulations, as well as the School District Policies and Dallas College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College ("Dallas College Policies"). In the event of a conflict between the School District Policies and the Dallas College Policies, the Dallas College Policies shall control.

B. **Location of Class:** The College may offer Dual Credit Courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held on a School District's campus. Dual Credit Courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding of Credit and Continued Enrollment:** The College will award college credit for lower division courses which are allowed by the THECB. The College warrants and represents that the courses offered under this Agreement have been evaluated and approved through the official College curriculum approval process in accordance with THECB requirements and the TEA requirements for high school graduation, and that the Dual Credit Courses are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

Dual Credit students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in Dual Credit Courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcripted upon a student's completion of the performance required in the course.

E. **Description of Service:** Texas Senate Bill 1091 (85th Legislative Session, 2017) states Dual Credit Courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under Texas Higher Education Coordinating Board Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services

under this Agreement are limited exclusively to Dual Credit for a tuition scholarship for approved Dual Credit Courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). The College shall provide the courses listed on Attachment B for the dual credit Students. All students wishing to participate in the Dual Credit program by taking a course(s) described in Attachment B must:

(a). Complete College application for admission to the College;
(b). Clearly establish their residency classification;
(c). Complete the electronic dual credit packet, which includes the high school enrollment form;
(d). Provide a current high school transcript of school subjects completed;
(e). Provide required documentation for meningitis vaccination if attending classes on a Dallas College campus;
(f). Complete all other documentation required by the College;
(g). Satisfy Texas Success Initiative ("TSI") requirements, including the College pre-assessment activity ("PAA"), or otherwise qualify for a TSI exemption, exception, or waiver. Students may take the College TSI Assessment test at the College's Testing Center; and
(h). Demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). Each Dual Credit Course offered under this Agreement must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the Students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades. Copies of all major examinations may be submitted at the end of the semester to the appropriate division dean at the College.

(5). Approved Dual Credit Courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that Students must have successfully completed to take certain college courses. Dual Credit Courses provide Students college level instruction along with college level expectations within the classroom.

(6). College courses may utilize free and/or low-cost open education resources (OER)

in Dual Credit Courses in accordance with HB3650.

(7). Students are advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the Student earned a cumulative total of 15 or more semester hours of course credit for Dual Credit Courses; or if the Student begins the Student's first semester or term at the College with 15 or more semester credit hours of course credit for Dual Credit Courses. The courses for which the Student is registered shall be consistent with the Student's degree plan. The Student may not obtain an official transcript from the College until the Student has filed a degree plan with the College.

(8). In accordance with THECB regulations, the composition of a dual credit class may be comprised of Dual Credit Students only or of Dual Credit Students and non-Dual Credit College students. Exceptions for a mixed class that combines non-Dual Credit Students and Dual Credit Students may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School involved is otherwise unable to offer such a course.

(b). If the High School credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit Course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College and High School shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit Courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the High School, it shall be the obligation of High School to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the SACSCOC, and Dallas College. In the event the College determines that a Dual Credit Course(s) taught by a High School employee(s) fails in any respect to meet any required standard, the College will provide High School with notice of such failure and the High School shall promptly undertake to remedy such deficiency. In the event the High School fails to promptly remedy such deficiency, College may take all appropriate actions, up to and including, termination of this Agreement.

(10). A College supervisor will review the major examinations in each Dual Credit Course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). High School shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment A. If the THECB and Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

(13). Students are allowed to attend approved Dual Credit Course(s) at any Dallas College location when a specific course(s) is not available at the high school's Dallas College campus partner. When attending other colleges and universities, students will need to research and know which courses will transfer. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have completed TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of students in online Dual Credit Courses provided under this Agreement is allowable but may be reviewed on a case-by-case basis by College staff member. The Student may also consult with the appropriate High School counselor. The ultimate decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within the scope of the effective date of this Agreement, the applicable Academic Semester, the course list included in Attachment B may be revised, without prior written approval of the Dallas College Board of Trustees (the "Board"), only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include; and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. All courses listed within Attachments B are approved for dual credit by the THECB.

(16). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, in its sole discretion, refuse to admit a student with a record of disciplinary problems into the College's Dual Credit program.

(17). High School and College understand and acknowledge that Dallas College, as a post-secondary institution of higher education under Texas law is subject to those provisions of Texas law (Tex. Gov't Code 441.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of Dallas College property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of Dallas College property where the concealed carry of handguns is permissible. High School agrees to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the Dallas College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. **Joint Planning:** The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timelines. The College and School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward completion of a college credential.

G. **Responsibilities of the School District:** The School District shall have the following duties:

(1) Provide the College with:

(a). all student admission documentation, including an annual updated High School transcript, and

(2) Provide a contact person who will fulfill the duties of a Dual Credit Coordinator including:

(a). Assisting students with obtaining ("TSI") exemption or waiver records;
(b). Assisting students in completing all required admissions documents.
(c). Assisting with student orientation;
(d). Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners.
(e). Serving as liaison with students, parents, High School personnel and

College personnel, and

(f). Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

(3) Adhere to:

(a). Policies of the School District;
(b). Dallas College Policies

H. Responsibilities of College: The College shall:

(1) Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2) Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3) Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the dual credit program.

(4) Ensure that course guidelines are followed.

(5) Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(6) College will provide academic support and guidance to include academic advisement and career services to help Students align degree/certificate with future career, work plans or transfer plans to universities.

(7) Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(8) College will inform High School of changes to a course name and/or course number as required by the THECB as soon as practicable.

(9) Pay salaries of College instructors who teach dual credit courses at the High School.

I. **Instruction of Courses:** Dual Credit Courses will be taught by College faculty or qualified High School instructors who meet the same criteria for teaching college courses as College faculty. College will select the instructors of Dual Credit Courses. College and High School shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

J. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

K. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1) College will approve instructors of Dual Credit Courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2) Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3) Faculty provided by the School District shall teach high school courses and, when feasible, STAAR EOC tested Dual Credit Courses.

(4) College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5) Develop ongoing opportunities for joint training among credentialed dual credit and College Faculty throughout the academic year.

(6) Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence

over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

L. Scholarship, Tuition, Textbooks, and School Supplies/Materials:

(1) Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2) The High School will be responsible for the costs of books, materials, access codes, required course supplies, equipment and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3) Learning materials and classroom textbooks shall be selected by College faculty. Learning materials will be made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit Courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

M. Payment of Services: During the Term of this Agreement, the College may commence provision of Dual Credit Courses during an academic term that do not coincide with the beginning date of this Agreement. This is because some portions of the Dual Credit Courses are or may be taught utilizing high school teachers. Dallas College agrees to pay for such Dual Credit instructional services for the Dual Credit Courses contemplated by this Agreement, in accordance with Attachment C.

The following chart represents a breakdown of monies that the College is authorized to spend for the educational services that it is providing under this Agreement. Monies that Dallas College pays for Dual Credit instructional services shall not exceed the following dollar amounts.

AUTHORIZED EXPENDITURES NOT TO EXCEED:

Location	Description	Amount
All Campuses	During Initial Term Beginning: 2024-2025	$430,000
All Campuses	During Remaining Renewal Terms Ending: 2026-2027	$860,000
All Campuses	Three-Year Grand Total	$1,290,000

College's performance of its duties under this Agreement is specifically contingent upon the appropriation and allotment of adequate funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by the Board.

N. Limitations of Authority:

(1). Neither Party has authority to act for or on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied.

(2). Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement. Changes to this Agreement are subject to the approval of each Party's respective legal counsel.

(3). Neither Party may incur any debt, obligation expense, or liability of any kind against the other without the other's expressed written approval.

(4). Neither Party shall have control over the other Party's employees, agents or representatives with respect to hours, times, or terms of employment.

(5). Under no circumstances shall either Party be deemed an employee of the other.

5. **Assignment:** Neither Party may assign their interest in this Agreement without the written permission of the other Party.

6. **Responsibility:** To the extent permitted under Texas law and without waiving any immunities or defenses, including governmental immunity, each Party to this Agreement agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this Agreement or any of its activities or from any act or omission of any employee or invitee of the Parties involved. The provisions in this section are solely for the benefit of the Parties to this Agreement and are not intended to create or grant any rights, contractually or otherwise to any third party.

7. **Compliance:** Each Party represents and warrants to the other that it will comply with all applicable state and federal laws, rules, or regulations ("Applicable Laws") that relate to their respective obligations under the Agreement. Applicable laws include, but are not limited to:

   A. **Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g ("FERPA").** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

   B. **Title IX of the Education Amendments of 1972 20 U.S.C.§§1681-1688 ("Title IX").** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation on the basis of any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation on the basis of any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

   C. **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

D. **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

8. **Governing Law/Venue:** This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts of Dallas County, Texas in any action arising out of or relating to this Agreement. The Parties waive any objection they might have to jurisdiction or venue of such forums or that the forum is inconvenient and agree not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

9. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

10. **Right of Termination:** This Agreement may be terminated upon:

A. Mutual written consent of the Parties;
B. Written notice by College or High School to the other Party at least ninety-days prior to the date of termination. Termination under this sub-section will occur on the day after the end of the semester in which the ninety-day period expires; or
C. Material breach of this Agreement. A material breach of this Agreement includes, but is not limited to, a violation of Dallas College Policies, a misrepresentation or false statement by one of the Parties, or non-performance of a Party's duties.

In the event that a Party believes that another Party has materially breached this Agreement, the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, Students enrolled in classes under this Agreement will be allowed to finish their coursework without penalty.

If a Party is compensated under this Agreement, all compensation under this Agreement shall be prorated to the date of termination.

11. **Miscellaneous Provisions:**

A. The Parties warrant and represent that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statues, rules and regulations.
B. Transportation to and from College is responsibility of High School and/or Student.
C. College and High School will collaborate to provide Health Center services to Students.

D. The Parties may execute a Data Sharing Agreement to allow Parties to provide the applicable data and information about Students who are concurrently or formerly enrolled in both education institutions.

E. Technology requests specific to Dual Credit environments on Dallas College properties are to be coordinated through the School District central technology departments, then the School District Technology CIO forwards approved request to Dallas College Chief Technology Officer ("CTO"). The Dallas College CTO will then work with the School District and College IT and Facilities staff to determine scope and cost of the request and provide that information to College Provost for funding and approval.

12. **Notices:** All notices and communications under this Agreement shall be mailed or delivered to the respective Parties by depositing same in the United States mail at the address shown below, unless and until either Party is otherwise notified in writing by the other Party, at the following addresses:

Dallas College

To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, Texas 75215-1816
Tel: 214-378-1733
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District

To: Ricardo Lopez, Ed.D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042
Email: rlopez23@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

13. **Nondiscrimination:** The Parties to this Agreement shall not discriminate in this Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

14. **Parol Evidence and Status of Agreement:** This Agreement represents the entire Agreement of the Parties and there are no representations, inducements, promises, agreements, arrangements, or undertakings, oral or written, between the Parties to this Agreement other than those set forth in this Agreement and duly executed in writing.

15. **Signatory Clause:** The individuals executing this Agreement on behalf of the Dallas College and the School District acknowledge that they are duly authorized to execute this Agreement. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement and the Attachments hereto. This Agreement shall not become effective until executed by each Party. Therefore, the Parties to this Agreement shall begin their respective duties only after the last Party has signed and dated this Agreement.

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in Section 2 of this Agreement.

Dallas College

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. Date
Provost & Vice Chancellor of Workforce Education

Garland Independent School District

By: _____

Ricardo Lopez, Ed. D. Date
Superintendent

Approved as to form

By: _____

School District Legal Counsel (if needed) Date

Attachment A

DALLAS COLLEGE GUIDELINES FOR DUAL CREDIT COURSES OFFERED IN PARTNERSHIP WITH TEXAS SCHOOLS

2024-2025 Academic Year

The following guidelines reflect current Texas Higher Education Coordinating Board ("THECB") rules and regulations (Chapter 4, Subchapters D and G) and Dallas College policies and procedures. THECB rules and Dallas College policies and procedures are always subject to change with the new changes taking precedence. While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor do they apply to Career Pathway Program Articulated Agreements.

These guidelines address course credit where instruction is provided to high school students for the immediate award of both high school diploma and college certificate and associate degree credit. These guidelines also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness ("STAAR") test(s) or other state-designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment 2.0 ("TSIA2") test(s).

Guidelines for Dual Credit Courses

1. Texas public colleges and universities are eligible to enter into agreements with Texas schools to offer dual credit courses. Any College/University that participates in the creation of a dual credit program shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner must be approved by the governing board or other designated authority of each party prior to the offering of courses. The agreement must also address the following:

   A. Student eligibility requirements
      a. The student must be enrolled in a Texas high school.
      b. A student enrolled in dual credit may enroll in more than one dual credit course per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.
      c. The student must complete a pre-assessment activity ("PAA") and practice test prior to taking the official Texas Success Initiative Assessment 2.0 (TSIA2) battery of tests.
      d. All high school students who are interested may initially take both component areas of the college's Texas Success Initiative Assessment 2.0 (TSIA2), at no cost and re-test once within each of the two component areas at no cost for enrollment in dual credit and are not eligible by other means. For additional testing, student or high school will pay for re-test costs.

e. The high school and the College shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.

f. After the assessment, the high school, using guidelines established by the College shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.

g. A student must meet the College prerequisites determined for the enrolled course.

h. A student may demonstrate that they are TSI exempt for college readiness and dual credit eligibility by achieving the following minimum passing standards under the provisions of the TSIA relating to College Ready and Adult Basic Education Standards on relevant section(s) of the TSIA OR other appropriate state-approved test scores (see below SAT, ACT, STAAR score requirements for TSIA). TSIA score requirements can be altered by the THECB with currently approved scores being used for eligibility and course placement purposes:

(1) TSIA2 Assessment Scores:

- College Level Ready for Reading and Writing
    i. TSIA2.ELAR - 945 or higher AND TSIA2.ES - 5 or higher
    ii. TSIA2.ELAR 910-944 AND TISA2.DELA 5 or higher AND TSIA2.ES - 5 or higher
- College Level Ready for MATH
    i. TSIA2.MA - 950 or higher
    ii. TSIA2.MA – 910-949 AND TSIA2.DM 6

(2) TSIA Assessment Scores (prior to January 2021):

- College Level Ready for Reading
    i. Score of 351
- College Level Ready for Writing
    i. Score of 340 AND Essay Score 4-8
    ii. Score of 310-340 AND ABE 4-6 AND Essay 5
- College Level Ready for MATH
    i. Score of 350

(3) SAT Scores:

- A minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for the ELAR section of the TSIA2 Assessment.
- A minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSIA2 Assessment. There is no combined score.

(4) ACT Scores:

- (Administered prior to February 15, 2023)

i. A student with a composite score of 23 with a minimum of 19 on the English test shall be exempt for the ELAR section.
ii. A student with a composite score of 23 and a minimum score of 19 on the math test shall be exempt from the math section.

- (Administered on or after February 15, 2023)
  i. A combined score of 40 on the English and Reading (E+R) tests shall be exempt for both reading and writing or ELAR sections of the TSI Assessment.
  ii. A score of 22 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.
  iii. There is no composite score.

(5) STAAR EOC Scores:

- A Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC
- A Level 2 final recommended score of 4000 or higher on the English III STARR Combined Writing and Reading.

i. A student is eligible to enroll in dual credit courses with the following scores. <u>Such scores will not make the student TSI exempt and are subject to change:</u>

(1) ACT Scores:

- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.
- By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(2) PSAT/NMSQT Scores:

- By achieving a minimum score of 460 on the evidence-based reading and writing (EBRW) test for ELAR eligibility.
- By achieving a minimum score of 510 on the mathematics test for math eligibility.

(3) STAAR EOC Scores:

- A Level 2 final recommended score of 4000 or higher on the English II STARR Combined Writing and Reading for ELAR eligibility.
- By achieving a Level, 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC **and** passing grade with a C or better in the Algebra II course for math eligibility.

j. The student is eligible to enroll in workforce education dual credit courses contained in a Level-One Certificate program, or a program leading to a credential of less than a Level-One Certificate and shall not be required to provide demonstration of college readiness

or dual credit enrollment eligibility. If the student takes dual credit course(s) that are outside of the allowances outlined above, then:

(1) The student will not be eligible for a TSI level-one certificate waiver; and

(2) The student will be required to take the TSIA unless the student presents qualifying scores to make the student exempt from TSI requirements or eligible for dual credit enrollment.

k. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program by meeting the TSI exemption or dual credit eligibility scores listed above.

l. Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the College's Educational Partnerships Sr. Manager, Manager, or their Success Coach. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

m. Score requirements can be altered by the THECB or Dallas College with the currently approved scores being used for eligibility and course placement purposes.

n. The student must meet all admissions criteria of the College. In addition, students may be withdrawn from pre-registered course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the College designed to increase the potential for success.

o. Dual credit eligibility and academic standing are reviewed for continued participation in dual credit courses. Dual credit students must maintain satisfactory academic performance at the high school; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each subsequent academic year of enrollment. A student who earns a grade of D or F in a dual credit course may not be eligible for future dual credit courses or may have restrictions placed on their enrollment in the Dual Credit Program. Students who earn a grade of W, D and/or F in a dual credit course of may not be eligible for future financial aid or may have limited financial aid options beyond high school.

(1) The College may provide the student with written conditions designed to increase the potential for success.

(2) It is important for students to maintain a good academic standing as grades could impact a student's admission when transferring into four-year colleges/universities.

p. Student must file a degree plan with the College.

q. The College may impose additional requirements for enrollment in courses for dual credit that do not conflict with THECB dual credit requirements.

B. Students must discuss with their College Success Coach and High School Counselor if they wish to withdraw from their college course(s). Students who decide to withdraw must submit the required withdrawal form to Educational Partnerships and High School Counselor by the published deadline. Failure to submit the required withdrawal form could result in the student receiving a grade of F. If a student needs to repeat a course they have failed, they must repeat that course and receive a grade of D or higher before any additional courses can be repeated for high school and college graduation (some courses may require a grade of C or above for degree applicability). Students will need to repeat failed course(s) before being registered for additional dual credit courses.

C. Under Section 51.907 of the Texas Education Code, an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education. This law applies to students who enroll in a public institution of higher education as first-time freshman in fall 2007 or later. All college-level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception. Dual Credit Students are currently exempt from this code.

D. Dual Credit Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt, they should take care when selecting additional courses to be transferred toward a Baccalaureate degree. Texas law allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits. State limits are:

   a. For students entering Fall 2006 and thereafter who attempt 30 semester credit hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

E. Academic freedom is practiced at all Dallas College campuses and locations and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

F. Dallas College has established a system of policies, including the student code of conduct, which governs student behavior and provides guidelines for the educational environment of Dallas College and its programs. Dual Credit Students are subject to the same Dallas College policies, procedures, rules, regulations, and guidelines as other Dallas College students. Students enrolled in a dual credit program must agree to comply with the Student Code of Conduct and all other applicable Dallas College policies, procedures, rules, regulations, and guidelines, as well as those of their high school. Violations of Dallas College policies, procedures, rules, regulations, or guidelines shall be addressed in accordance with established Dallas College grievance and complaint procedures, if applicable, and/or the student code of conduct.

a. For matters alleging sexual misconduct involving a dual credit student, the high school and College shall work cooperatively to investigate and provide a prompt and equitable resolution. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person based on actual, expressed, or perceived gender identity.

b. Sexual misconduct involving High School students and/or College faculty or students shall be addressed by both the High School and the College. The High School shall promptly report to the College administration any complaints of sexual misconduct made by or against a student, employee, or guest of the College to the extent such a complaint relates to the dual credit agreement between the parties. The College shall report in writing such disciplinary problems to the High School Administration. The College may, at its sole discretion, refuse to admit students with a history of disciplinary problems. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person based on actual, expressed, or perceived gender identity.

G. Under Section 51.9192 of the Education Code and Section 21.613 of the Texas Administrative Code, students attending classes on a Dallas College campus must present proof of immunization for bacterial meningitis or present documentation of an appropriate exemption. The meningococcal conjugate vaccine (MenACWY) and meningococcal polysaccharide vaccine (MPSV4) are state approved for this requirement.

H. Faculty Qualifications:

a. The approval procedures used by the College to select faculty for dual credit programs must be the same as those used for faculty who teach other courses at the College.

b. Faculty teaching dual credit classes will meet all expectations for adjunct instructors including attending orientations, faculty meetings, and staff development activities.

c. The faculty supervision and evaluation for dual credit will be the same as that for adjunct instructors at the College. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

I. Course Curriculum, Instruction, and Grading:

a. Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.

b. The College shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

c. Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.

d. High school students who enroll in concurrent (non-dual credit) course(s) will pay tuition for the course(s).

J. Location of Dual Credit Classes:

a. Dual credit courses offered to high school students may be taught on the college campus or the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the College shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.

b. ECHS/P-TECH students and staff at the College location will be supported by the College infrastructure with the College being responsible for the cost of software, equipment, installation, and maintenance on the College campus. ECHS/P-TECH students and staff at the high school campus will be supported by the high school campus with ISD/high school being responsible for cost of software, equipment, installation, and maintenance.

c. The College will serve as consultants to ensure delivery and compliance with college policy requirements for ISD IT staff regarding internet services and CIPA compliance.

d. Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

e. The College must comply with SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) requirements and processes.

K. Composition of Dual Credit Classes:

a. Dual Credit courses must be taught on the College and/or the high school campus.

b. Dual credit classes may be composed of dual credit students only or of dual and college credit students. Combined classes, which would include high school credit-only students, as well as dual credit students, are allowed as provided within THECB rules and outlined in the service agreement.

L. Student Services:

a. High school students in dual credit courses will be given access to the College library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.

b. High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.

c. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations

for students with disabilities enrolled in Dual Credit courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

d. If a student is enrolled simultaneously in College and in high school in a dual credit program, the two schools may share information regarding the student, in accordance with FERPA.

e. All other services provided to regular Dallas College students will also be provided to high school students enrolled in dual credit courses in accordance with applicable law and Dallas College policies.

M. Eligible Courses:

a. Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB. Course name and number are subject to change.

b. Dual credit classes must demonstrate the same quality and rigor to classes on the College campus.

c. Textbooks, textbook access codes, required course supplies/instructional tools and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the College.

d. The syllabus will contain all elements common to the syllabi for the same course as taught at the college.

e. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the College campus.

f. Colleges will not receive formula funding from the state for PHED 1164 dual credit course and the College will not scholarship this course for students who are not in an ECHS/P-TECH program. Texas law does restrict institutions of higher education from enrolling dual credit students in PHED 1164. Non-ECHS/P-TECH students will need to make payment when registered for PHED 1164 as it is not covered by the dual credit scholarship.

N. Transcription of Credit. Transcription of dual credit courses on a college transcript should be handled exactly as it is for other college-level courses. Prior to the start of each academic year, college and High School/ISD administration shall confirm that approved college courses are aligned to appropriate high school course and PEIMS code.

O. Evaluation and Accountability. The High School/ISD and the College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the dual credit program. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state-designated

instrument(s)) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).

P. Funding:

a. State funding for high school and college will be available to the public school district and Dallas College based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.

b. The College may claim funding for all high school students receiving college credit.

Q. By written agreement with various high schools, the College is authorized to offer dual credit enrollment classes to high school students as permitted by Chapter 130 of the Texas Education Code.

R. A tuition scholarship will be awarded to high school students enrolled in dual credit courses. The scholarship structure is determined by the high school location and type.

a. Texas Public High Schools; Dallas County Home Schools; and Dallas County Private High Schools – A signed Dual Credit Agreement between the college and the school district, charter school, private school, or home school must be on file for students to receive a tuition scholarship for dual credit courses. Tuition scholarships and THECB dual credit tuition rates are not available to high school students enrolled in concurrent college courses where only college credit is awarded.

b. Out-of-Dallas-County Home Schools and Private High Schools - A signed Dual Credit Agreement between the college and the private school or home school located outside of Dallas County and within the state of Texas must be on file for students to receive the dual credit tuition rate outlined by THECB. Parent is responsible for tuition in full unless high school offers to sponsor/scholarship student tuition. Educational institutions file Form 1098-T for each student they enroll and for whom a reportable transaction is made for dual credit courses, including online dual credit courses and repeated dual credit courses. To the extent dual credit courses are to be offered outside of Dallas County and within the State of Texas and involve additional costs for specialized equipment or supplies, the written dual credit agreement shall specify the additional course costs associated with same. THECB dual credit tuition rates are not provided for out-of-county home school or private high school students enrolled in concurrent college courses where only college credit is awarded.

c. Students may take no more dual credit courses than permitted by the TEA course graduation guidelines. Students who have met all high school graduation requirements are not eligible for dual credit courses.

d. The College may charge the school district for the cost of textbooks, textbook access codes, required course supplies and the cost of additional Dallas College personnel to assist in labs/classrooms.

S. For the purposes of dual credit, the high school or the College may charge the other any expenses associated with the use of facilities.

T. As rules and regulations are subject to change, please refer to the Dallas College web catalog at https://www1.dcccd.edu/catalog/cattoc.cfm?loc=econ for updated general and academic information for your needs.

Revised March 2024 ……Dallas College/Educational Partnerships June 2021/KF

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ARTS 1301	Art Appreciation	3	Core	3500110	66470S	ART1APP DC S	1	All
GARLAND H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615S	BCIM 1 DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	BIO I DC SCI MAJORS	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	BUSI 1301	Business Principles	3	THECB Approved	13011200	8D105B	Principles Bus Mrkt Fin DC B	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	DRAM 2366	Film Appreciation	3	Core	3250800	66562B	Film II DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3221800	10510A	1 IND ENG DC A	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3221800	10510B	1 IND ENG DC B	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10509S	1 ENGLISH LIT 4 EARLY CLG DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	TEXAS GOVT II DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCalculus DC A	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCalculus DC B	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
GARLAND H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2412	Pre-Calculus Math	4	Core	3102500	21636A	2 AB Calc DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
GARLAND H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
GARLAND H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC SUM	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	POFI 1301	BIM	3	WECM	13011400	8D125B	Business Comp Info Mgt I DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	POFI 1301	BIM	3	WECM	13011400	8D615A	Bus Comp Info Mgt I DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	POFT 1321	Business Math	3	WECM	13018000	8F305B	Financial Math DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	4 INTRO SOCIOLOGY DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
GARLAND H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACCT 2301	Prin of Financial Accounting	3	THECB Approved	13016700	8F635A	CCM Accounting 2 H DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACCT 2302	Prin of Managerial Accounting	3	THECB Approved	13016700	8F635B	CCM Accounting 2 H DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F205A	Accounting I DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACNT 1311	Intro. to Comp. Accounting.	3	WECM	13016600	8F205B	Accounting I DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ACNT 1311	Intro. to Comp. Accounting.	3	WECM	13016300	8F215S	Banking & Financial Serv DC S	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BCIS 1305	Business Computer Applications	3	THECB Approved	13011400	8D615B	Bus Comp Info Mgt I DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BCIS 1305	Business Computer Applications	3	THECB Approved	13011400	8D615S	BCIM 1 DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	D8D61S	BCIM 1 DC Sum S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	BIO I DC SCI MAJORS	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	3 BIO I DC NON SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	3 BIO II DC NON SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BUSI 1301	Business Principles	3	THECB Approved	13011200	8D105B	Principles Bus Mrkt Fin DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BUSI 2301	Business Law	3	THECB Approved	13011700	8D235B	Business Law DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	BUSI 2305	Business Statistics	3	THECB Approved	13018000	8F305B	Financial Math DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEM 1405	Introductory Chemistry I	4	Core	3060300	33225S	3 CHEM I DC NON SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEM 1407	Introductory Chemistry II	4	Core	3060310	33226S	3 CHEM II DC NON SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEM 1411	General Chemistry I	4	Core	3060300	33227S	CHEM I DC SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CHEM 1412	General Chemistry II	4	Core	3060310	33228S	CHEM II DC SCI MAJOR	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CJSA 1348	Ethics in Criminal Justice	3	WECM	13029700	8L675A	CCM Correctional Services DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CJSA 1393	Spc Tpcs in Crim Just Studies.	3	WECM	13029400	8L635A	Law Enforcement 2 DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CJSA 2334	Contempory Issues in Crim Justice	3	WECM	13029400	8L635B	Law Enforcement 2 DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CMDR 1312	Intro to Cross-Cult Dispute	3	WECM	13029700	8L675B	CCM Correct Services DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CRIJ 1301	Introduction to Criminal Justi	3	Core	13029200	8L105A	PrinLaw DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CRIJ 1306	Court Systems and Practices	3	THECB Approved	13029300	8L615A	CCM Law Enforcement I DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CRIJ 1307	Crime in America	3	Core	13029200	8L105B	PrinLaw DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	CRIJ 1310	Fundamentals of Criminal Law	3	THECB Approved	13029300	8L615B	CCM Law Enforcement I DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	DRAM 1310	Theater Appreciation	3	Core	3250100	66525S	Theatre 1A DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	DRAM 2361	History of Theater I	3	Core	3250100	66536S	Theatre 1B DC S	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	2 Economics DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ECON 2302	Principles of Microeconomics	3	Core	3310301	42419S	Microeconomics DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EDUC 1301	Intro to the Teaching Professi	3	THECB Approved	13014400	8E335B	InstructionalPracticeFTI1 DC B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	EDUC 2301	Intro to Spec Populations	3	THECB Approved	13014500	8E465B	Practicum Educ&Train FTI2 DC B	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3221800	10510A	1 IND ENG DC A	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3221800	10510B	1 IND ENG DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10509S	1 ENGLISH LIT 4 EARLY CLG DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	HIST 2321	World Civilizations I	3	Core	3340400	42132A	Wrld Hist DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	HIST 2322	World Civilizations II	3	Core	3340400	42132B	Wrld Hist DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	HUMA 1315	Fine Arts Appreciation	3	Core	3500110	66267S	Humanities (ArtAppreciation)DC	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1301	Legal Research and Writing	3	WECM	N1303014	8L645B	CCM Legal Research WritingDC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1311	Introduction to Law	3	WECM	13029200	8L605A	CCM Principles Law DCA	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1313	Intro. to Paralegal Studies	3	WECM	13029200	8L605B	CCM Principles Law DCB	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1317	Law Office Technology	3	WECM	N1303014	8L645A	CCM Legal Research WritingDC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1345	Civil Litigation	3	WECM	N1303016	8L655A	CCM ADV LGL SKILLS & PROF DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1351	Contracts	3	WECM	13030100	8L709A	CCMPracLawDC AA	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1353	Wills, Trusts and Probate Adm.	3	WECM	13029600	8L625B	CCM Court Sys Paralegal DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 1355	Family Law	3	WECM	N1303016	8L655B	CCM ADV LGL SKILLS & PROF DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	LGLA 1359	Immigration Law	3	WECM	13018300	D8G65A	POLSCI1 SUM A DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 2303	Torts and Personal Injury Law	3	WECM	13030100	8L705B	CCM Practicum Law Lab DC B	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 2309	Real Property	3	WECM	13029600	8L625A	CCM Court Sys Paralegal DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 2311	Business Organizations	3	WECM	13030100	8L709B	CCMPracLawDC BB	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	LGLA 2313	Criminal Law and Procedures	3	WECM	13030100	8L705A	CCM Practicum Law Lab DC A	0.5	EC
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCal DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCal DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 1324	Math for Bus & Soc Sci	3	Core	13018000	8F305A	Financial Math DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 2412	Pre-Calculus Math	4	Core	3102500	21636A	AB Calc DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MATH 2413	Calculus I	4	Core	3102500	21636B	AB Calc DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	POFI 1301	BIM	3	WECM	13011400	8D125B	Business Comp Info Mgt I DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	INTRO SOCIOLOGY DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPAN 1411	Beginning Spanish I	4	Foreign Language	3440300	77448A	SpanIIIPreAPDCA	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPAN 1412	Beginning Spanish II	4	Foreign Language	3440300	77448B	SpanIIIPreAPDCB	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPAN 2311	Intermediate Spanish I	3	Foreign Language	3440400	77449A	Spanish IV DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPAN 2312	Intermediate Spanish II	3	Foreign Language	3440400	77449B	Spanish IV DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	SPCH 1321	Business Profess Communication	3	Core	13009900	8C115S	Professional Communications DC	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225B	Human Growth & DevelopmentDC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
LAKEVIEW CENTENNIAL H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARTS 1301	Art Appreciation	3	Core	3500110	66470S	ART1APP DC S	1	All
N GARLAND H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARTV 1303	Basic Animation	3	WECM	3580500	8C725B	MST DigArtAn H DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ARTV 1351	Digital Video	3	WECM	13009950	8C715B	MST DIGITAL AUDIO TECH 1 DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615A	Bus Comp Info Mgt I DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	D8D61S	BCIM 1 DC Sum S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	BIO I DC SCI MAJORS	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	3 BIO I DC NON SCI MAJOR	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	3 BIO II DC NON SCI MAJOR	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 2401	Anatomy and Physiology I	4	Core	13020600	8H335A	ANATOMY AND PHYSIOLOGY DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 2402	Anatomy and Physiology II	4	Core	13020600	8H335B	ANATOMY AND PHYSIOLOGY DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2311	Technical and Business Writing	3	TCCN	3221100	10154S	TECH WR DC S	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GEOL 1401	Earth Sci for Non-Sci Major I	4	Core	3060300	33433S	4 EARTH SCIENCES DC NONSM S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GEOL 1402	Earth Sci for Non-Sci Major II	4	Core	3060310	33434S	4 EARTH SCIENCES 2 DC NONSM S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GEOL 1405	Environmental Science	4	Core	3020000	33432S	ENVIRONMENTAL SYSTEMS DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 2321	World Civilizations I	3	Core	3340400	42132A	4 Wrld Hist DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 2322	World Civilizations II	3	Core	3340400	42132B	4 Wrld His tDC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 1204	Basic Health Profession Skills	2	WECM	13020500	8H405A	Practicum Health Sc LAB 6 DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 1204	Basic Health Profession Skills	2	WECM	13020500	8H735A	MST Practicum HS LAB 6 H DC A	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 2201	Pathophysiology	2	WECM	13020800	8H775B	MST Pathophysiology H DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 2210	Basic Health Prof Skills II	2	WECM	13020500	8H405B	Practicum Health Sc LAB 6 DC B	1	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 2210	Basic Health Prof Skills II	2	WECM	13020500	8H735B	MST Practicum HS LAB 6 H DC B	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	HPRS 2231	General Health Prof Management	2	WECM	13020400	8H325B	Health Science Theory DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	IMED 1316	Web Design I.	3	WECM	3580820	8K775B	MST Web Design DC H B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	IMED 2311	Portfolio Development	3	WECM	3580900	8K785B	MST Ind Tech App H DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 1191	St Sys/Ntwk/Lan/Wan Mgt/Mgr.	1	WECM	13028000	8K429B	PRACT1 DC BB	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 1314	CCNA 1: Intro to Networks	3	WECM	N1302803	8K735A	Internetnworking Tech DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 1344	CCNA2:Switch Route & Wireless	3	WECM	N1302803	8K735B	Internetnetworking Tech I DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 2320	CCNA 3: Entrprise Ntwkg, Secu	3	WECM	N1302804	8K745A	Internetworking Tech II DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 2341	CCNA Security	3	WECM	12701510	8K765A	MST PROBS2 DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITCC 2343	Network Security	3	WECM	N1302804	8K745B	Internetnetworking Tech IIDC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1191	Spc Tpc/Cmptr.Info Science,gen	1	WECM	3580850	8O145B	Foundations of Cybersecty DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1305	Intro to PC Operating Systems	3	WECM	3580200	8O115A	COMPUTER SCIENCE I DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1316	Linux Install/Configuration	3	WECM	12701510	8K765B	MST PROBS2 DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1405	Intro to PC Operating Systems	4	WECM	3580200	8O115S	COMPUTER SCIENCE I DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1425	Personal Computer Hardware	4	WECM	13027300	8K715A	Computer Maintenance DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1425	Personal Computer Hardware	4	WECM	13027300	8K715S	MST COMPUTER MAINTENANCE DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSE 1370	Intro Python Programming	3	WECM	3580140	8O055B	FNDMTLS COMP SCI DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSE 1370	Intro Python Programming	3	WECM	3580200	8O115B	COMPUTER SCIENCE I DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	13028000	8K425B	PRACIT1 DC B	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1342	Info Tech Security	3	WECM	13028000	8K425A	PRACIT1 DC A	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1391	St Info Tech Security	3	WECM	13028000	8K429A	PRACT1 DC AA	0.5	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 2300	Operating System Security	3	WECM	12701500	8K755S	MST PBR CISCO 3 DC S	1	EC
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCal DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCal DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
N GARLAND H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1342	Elementary Statistical Methods	3	Core	3102530	21918S	STATISTICS DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2305	Discrete Mathematics	3	THECB Approved	3102520	21641S	AMS Discrete Math Prob Solv DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2412	Pre-Calculus Math	4	Core	3102500	21636A	AB Calc DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2413	Calculus I	4	Core	3102500	21636B	AB Calc DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2414	Calculus II	4	Core	3102500	21645S	AMS Calculus II DC S	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2415	Calculus III	4	THECB Approved	N1110018	21642S	2 AMS Calculus III DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2418	Linear Algebra	4	THECB Approved	3102501	21643S	2 AMS Ind Stu Linear Alg DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 2420	Differential Equations	4	THECB Approved	3102502	21644S	2 AMS Differential Equation DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
N GARLAND H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
N GARLAND H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PHYS 1405	Elementary Physics I	4	Core	3050000	33319S	PHYS I DC NON SCI MAJOR	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PHYS 1407	Elementary Physics II	4	Core	3060320	33330S	PHYSICS II DC NONSCI MAJOR S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	POFT 1321	Business Math	3	WECM	13018000	8F305B	Financial Math DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	4 INTRO SOCIOLOGY DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	SPAN 1411	Beginning Spanish I	4	Foreign Language	3440300	77448A	SpanIII H DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	SPAN 1412	Beginning Spanish II	4	Foreign Language	3440300	77448B	SpanIII H DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
N GARLAND H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225A	Human Growth & DevelopmentDC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225B	Human Growth & DevelopmentDC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
N GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

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HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACCT 2301	Prin of Financial Accounting	3	THECB Approved	13016600	8F205B	Accounting I DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F205A	Accounting I DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F535A	GBL Accounting 2 H DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F535B	GBL Accounting 2 H DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ARCE 1303	Arch Mat/Methods of Construct	3	WECM	13004220	8B155B	Principles Construction DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615B	Bus Comp Info Mgt I DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	D8D61S	BCIM 1 DC Sum S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	BIO I DC SCI MAJORS	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	BIO I DC NON SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	BIO II DC NON SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1191	Spc Tps-Bkng & Finc Sup Srvs.	1	WECM	13012200	8D419A	Practicum Business Mgt DC BA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1280	COOP-Banking & Financial Svcs	2	WECM	13012200	8D415B	Prac Business Mgt DC AB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1340	Money and Financial Markets	3	WECM	13016200	8F105A	Money Matters DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1353	Mortgage Lending	3	WECM	N1301120	8N309A	FUNDRE1 DC AA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1358	Secondary Market	3	WECM	13012200	8D415A	Prac Business Mgt DC AA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1359	Loan Servicing	3	WECM	13016500	8F415A	INSURANCE OPERATIONS DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1370	Loan Closing: Shipng/Warehous	3	Local	13016500	8F415B	INSURANCE OPERATIONS DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 1391	St Banking/Financial Support.	3	WECM	13012200	8D419B	Practicum Business Mgt DC BB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BNKG 2372	Loan Underwriting	3	WECM	N1301120	8N309B	FUNDRE1 DC BB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BUSG 1303	Principles of Finance	3	WECM	13011200	8D105B	Principles Bus Mrkt Fin DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BUSI 1301	Business Principles	3	THECB Approved	13011200	8D105A	Principles Bus Mrkt Fin DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	BUSI 1307	Personal Finance	3	THECB Approved	13016200	8F105B	Money Matters DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEM 1405	Introductory Chemistry I	4	Core	3060300	33225S	CHEM I DC NON SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEM 1407	Introductory Chemistry II	4	Core	3060310	33226S	CHEM II DC NON SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEM 1411	General Chemistry I	4	Core	3060300	33227S	3 CHEM I DC SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CHEM 1412	General Chemistry II	4	Core	3060310	33228S	3 CHEM II DC SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CNBT 1300	Residential Blueprint Reading	3	WECM	13005100	8B235A	CONSTRUCTION TECH DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CNBT 1302	Mechanical,plumb/Elect. Sys I	3	WECM	13005100	8B245A	CONSTRUCTION TCH DC AA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	CNBT 2281	Coop Ed Construction Engineer	2	WECM	13005250	8B465B	Practicum Construction Tch DCB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	DRAM 1310	Theater Appreciation	3	Core	3250100	66525S	Theatre 1A DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	DRAM 2361	History of Theater I	3	Core	3250100	66536S	Theatre 1B DC S	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EDUC 1301	Intro to the Teaching Professi	3	THECB Approved	13014400	8E335B	InstructionalPracticeFTI1 DC B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	EDUC 2301	Intro to Spec Populations	3	THECB Approved	13014500	8E465B	Practicum Educ&Train FTI2 DC B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1311	Basic Electrical Theory	3	WECM	13005100	8B245B	CONSTRUCTION TECH DC BB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1321	Intro Electrical Safety/Tools	3	WECM	13005100	8B235B	CONSTRUCTION TECH DC B	0.5	EC

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1325	National Electrical Code I	3	WECM	13005200	8B429A	Construction Tech DC 2 A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1329	Residential Wiring	3	WECM	13005200	8B429B	Construction Tech DC 2 B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1345	Commercial Wiring	3	WECM	13005200	8B425A	Construction Tech DC 2 A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELPT 1370	Electrical Blueprint Reading	3	WECM	13005200	8B425B	Construction Tech DC 2 B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ELTN 1343	Electrical Troubleshooting	3	WECM	13005600	8B215S	Electrical Tech 1 DC S	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3221800	10510A	1 IND ENG DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3221800	10510B	1 IND ENG DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENVR 1401	Environmental Science I	4	Core	3020000	33427S	ENV SCI I DC	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	ENVR 1402	Environmental Science II	4	Core	3060320	33430S	ENV SCI II DC	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GEOL 1405	Environmental Science	4	Core	3020000	33432S	ENVIRONMENTAL SYSTEMS DC	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HAMG 1321	Intro to Hospitality Industry	3	WECM	13022200	8I105A	PRINCIPLES OF HOSPITALITY DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HART 1401	Basic Electricity for HVAC	4	WECM	13005250	8B465A	Practicum Construction Tch DCA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HART 1407	Refrigeration Principles	4	WECM	13005250	8B469A	Practicum Construction Tch DCA	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HART 1441	Residential Air Conditioning	4	WECM	13005250	8B469B	Practicum Construction Tch DCB	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	HPRS 2231	General Health Prof Management	2	WECM	13020400	8H325B	Health Science Theory DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	IBUS 1354	International Marketing Mgmt.	3	WECM	13034800	8N555A	GBL Prac Marketing I Ex DC H A	1	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCal DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCal DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 1324	Math for Bus & Soc Sci	3	Core	13018000	8F305A	Financial Math DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 1342	Elementary Statistical Methods	3	Core	3102530	21918S	STATISTICS DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	MATH 1342	Elementary Statistical Methods	3	Core	3102530	D2191S	STATISTICS DC S SUM	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 2412	Pre-Calculus Math	4	Core	3102500	21636A	AB Calc DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MATH 2413	Calculus I	4	Core	3102500	21636B	AB Calc DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	13034800	8N555B	GBL Prac Marketing I Ex DC H B	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	OSHT 1307	Construction Site Safety	3	WECM	13004220	8B155A	Principles Construction DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHYS 1401	College Physics I	4	Core	3050000	33325S	PHYS I DC SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHYS 1402	College Physics II	4	Core	3060320	33326S	PHYSICS II DC SCIENCE MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHYS 1405	Elementary Physics I	4	Core	3050000	33319S	PHYS I DC NON SCI MAJOR	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PHYS 1407	Elementary Physics II	4	Core	3060320	33330S	PHYSICS II DC NONSCI MAJOR S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	POFI 1301	BIM	3	WECM	13011400	8D615S	BCIM 1 DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	RELE 1301	Principles of Real Estate I	3	WECM	N1301120	8N305A	FUNDRE 1 DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	RELE 1324	Loan Origination/Quality Cntrl	3	WECM	N1301120	8N305B	FUNDRE 1 DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	INTRO SOCIOLOGY DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	TRVM 1300	Intro to Travel and Tourism	3	WECM	13022500	8I235A	TRAVEL TOURISM MGTMT DC A	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	TRVM 1391	Special Topics in Travel and Tour	3	WECM	13022500	8I235B	TRAVEL TOURISM MGTMT DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	TRVM 2301	Intro to Conv/Mtg Management	3	WECM	13022200	8I105B	PRINCIPLES OF HOSPITALITY DC B	0.5	EC
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
NAAMAN FOREST H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
ROWLETT H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARTV 1303	Basic Animation	3	WECM	13008300	8C215A	Animation I DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARTV 1341	3-D Animation I	3	WECM	13009970	8C345B	Video Game Design DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARTV 1345	3-D Modeling and Rendering I	3	WECM	3580510	8C375A	3D MODELING AND ANIMATION DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARTV 2345	3-D Modeling and Rendering II	3	WECM	3580510	8C375B	3D MODELING AND ANIMATION DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ARTV 2355	Character Rigging & Animation	3	WECM	13008300	8C215B	Animation I DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615S	BCIM 1 DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	BIOL 1322	Nutrition and Diet Therapy	3	Core	13023000	8I455S	Food Science DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	3 BIO I DC NON SCI MAJOR	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	3 BIO II DC NON SCI MAJOR	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	CHEM 1405	Introductory Chemistry I	4	Core	3060300	33225S	3 CHEM I DC NON SCI MAJOR	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	CHEM 1407	Introductory Chemistry II	4	Core	3060310	33226S	3 CHEM II DC NON SCI MAJOR	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	DRAM 1310	Theater Appreciation	3	Core	3250100	66525S	Theatre 1A DC S	1	All
ROWLETT H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	DRAM 2361	History of Theater I	3	Core	3250100	66536S	Theatre 1B DC S	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	DRAM 2361	History of Theater I	3	Core	3250200	66545A	Theatre II History DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EDUC 1301	Intro to the Teaching Professi	3	THECB Approved	13014400	8E335B	InstructionalPracticeFTI1 DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	EDUC 2301	Intro to Spec Populations	3	THECB Approved	13014500	8E465B	Practicum Educ&Train FTI2 DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3221800	10510A	1 IND ENG DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3221800	10510B	1 IND ENG DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 2311	Technical and Business Writing	3	TCCN	3221100	10154S	TECH WR DC S	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1302	Interact Storyboarding	3	WECM	13008410	8C415A	Animation II Lab DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	3580380	8C365A	GamePrgDesign DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	GAME 1303	Intro to Game Dsgn/Development	3	WECM	3580380	D8C36A	Game Programming Des DC Sum A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	3580380	8C365B	GamePrgDesign DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	GAME 1304	Level Design	3	WECM	3580380	D8C36B	Game Programming Des DC Sum B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1371	Motion Capture	3	WECM	N1300994	8C395A	Video Game Program DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1372	Visual Effects Video Games I	3	WECM	N1300994	8C395B	Video Game Program DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 2308	Portfolio Game Development	3	WECM	3580500	8C265S	Digital Art Animation DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 2332	Project Development I	3	WECM	13009970	8C345A	Video Game Design DC A	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

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HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 2334	Project Development II	3	WECM	13008450	8C425A	PRAC ANIMATION 1 DC A	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 2359	Game/Simulation Group Project	3	WECM	13008450	8C425B	PRAC ANIMATION 1 DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 2387	Internship-Animation/Graphics	3	WECM	13008410	8C415B	Animation II Lab DC B	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	HIST 2321	World Civilizations I	3	Core	3340400	42132A	4 WrldHist DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	HIST 2322	World Civilizations II	3	Core	3340400	42132B	4 WrldHist DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	HUMA 1315	Fine Arts Appreciation	3	Core	3500110	66267S	Humanities (ArtAppreciation)DC	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	IMED 1416	Web Design I.	4	WECM	3580810	8K115S	Web Communications DC S	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	INEW 1340	ASP.NET Programming	3	WECM	3580820	8K315B	TAWEBDN DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	INEW 2332	Comp Software Project	3	WECM	3580350	8O305B	COMP SCI III DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	INEW 2338	Adv Java Programming	3	WECM	N1302812	8O135B	COMP SCI PRIN DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	N1302803	8K735A	IntnwkTchI DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8KX45A	Networking 1 DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSC 1191	Spc Tpc/Cmptr.Info Science,gen	1	WECM	3580850	8O145B	Foundations of Cybersecty DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSC 1305	Intro to PC Operating Systems	3	WECM	3580200	8O115A	COMPUTER SCIENCE I DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSC 1305	Intro to PC Operating Systems	3	WECM	3580200	8O115S	COMPUTER SCIENCE I DC S	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSC 1401	Introduction to Computers	4	WECM	13027200	8K105S	PRINCIPLES INFO TECH DC S	1	EC
ROWLETT H S	HS/College	HS/College	Summer/May	ITSC 1401	Introduction to Computers	4	WECM	13027200	D8K05S	PRINT DC SUM	1	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1301	Web Design Tools	3	WECM	3580820	8K315A	TAWEBDN DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1303	Intro to MySQL	3	WECM	3580140	8O055A	FNDMTLS COMP SCI DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1329	Programming Logic and Design	3	WECM	3580140	8O055B	FNDMTLS COMP SCI DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1330	Intro to C# Programming	3	WECM	N1302812	8O135A	AP COMP SCI PRIN DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1330	Intro to C# Programming	3	WECM	N1302812	8O215A	INTRO C# PROG APPS DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1350	System Analysis and Design	3	WECM	13027400	8KX45B	Networking 1 DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1350	System Analysis and Design	3	WECM	3580350	8O305A	COMP SCI III DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1370	Intro Python Programming	3	WECM	3580200	8O115B	COMPUTER SCIENCE I DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 1429	Programming Logic and Design	4	WECM	13027300	8K605B	COMPUTER PROGRAMMING 1 DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 2317	Java Programming	3	WECM	3580300	8O155A	TACS2 DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 2338	C# Database Dev with ADO.NET	3	WECM	3580300	8O155B	TACS2 DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSE 2353	Advanced C# Programming	3	WECM	N1302812	8O215B	INTRO C# PROG APPS DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSW 1407	Intro to Database	4	WECM	13027300	8K605A	COMPUTER PROGRAMMING 1 DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Summer/May	ITSW 1407	Intro to Database	4	WECM	13027300	D8K60A	COMPUTER PROGRAMMING1 DC SUM A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	N1302803	8K735B	IntnwkTchI DC B	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	3580850	8O145A	Foundations of Cybersecty DC A	0.5	EC
ROWLETT H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3102500	21238S	2 IND STUD COLLEG ALGEBRA DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCal DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCal DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
ROWLETT H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
ROWLETT H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
ROWLETT H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PHIL 1301	Introduction to Philosophy	3	Core	3380002	42327S	SPECIAL TOPICS in SS PHLO DC S	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PHYS 1405	Elementary Physics I	4	Core	3050000	33319S	3 PHYS I DC NON SCI MAJOR	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	INTRO SOCIOLOGY DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
ROWLETT H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225B	Human Growth & DevelopmentDC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
ROWLETT H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

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HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F205B	Accounting I DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ARTS 1301	Art Appreciation	3	Core	3500110	66470S	ART1APP DC S	1	All
S GARLAND H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1305	Intro to Automotive Tech	3	WECM	13039600	8P205A	Automobile Technology DC 1A	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1307	Automotive Electrical Sys	3	WECM	13039600	8P205B	Automobile Technology DC 1B	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1310	Automotive Brake Systems	3	WECM	13039700	8P305A	Automobile Technology DC 2A	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1316	Auto Suspension/Steering Syst	3	WECM	13039700	8P305B	Automobile Technology DC 2B	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1319	Automotive Engine Repair	3	WECM	13040000	8P255B	SMENTEC1 DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1345	Auto Climate Control Systems	3	WECM	13040000	8P255A	SMENTEC1 DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 1391	Special Topics in Auto/Mech/Tech	3	WECM	13039750	8P135A	Collision Basic DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2311	Automotive Electronic Controls	3	WECM	13039550	8P145B	AUTOMOTIVE BASICS DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2313	Auto Drive Train and Axles	3	WECM	13040455	8P379A	PRACTRS1 DC A	0.75	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2317	Auto Engine Perform Analysis I	3	WECM	13039300	8P265B	EPTSYS DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2321	Auto Elect Diag and Repair	3	WECM	13039550	8P145A	AUTOMOTIVE BASICS DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2325	Auto Automatic Tranmis/Transax	3	WECM	13039300	8P265A	EPTSYS DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2334	Auto Engine Performc Analys II	3	WECM	13040455	8P379B	PRACTRS1 DC B	0.75	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2380	Coop Ed: Auto/Auto Mech Tech	3	WECM	13040455	8P375A	PRAC TRANSP AUTO TECH DC A	0.75	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	AUMT 2381	Coop Ed Auto/Auto Mchn/Tech	3	WECM	13040455	8P375B	PRAC TRANSP AUTO TECH DC B	0.75	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615S	BCIM 1 DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1322	Nutrition and Diet Therapy	3	Core	13023000	8I455S	Food Science DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	BIO I DC SCI MAJORS	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	BIO I DC NON SCI MAJOR	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	BIO II DC NON SCI MAJOR	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1403	DC Circuits	4	WECM	13036800	8O255A	AC/DC Electronics DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1405	Ac Circuits	4	WECM	13036800	8O255B	AC/DC Electronics DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1407	Fundamentals of Electronics	4	WECM	13037400	8O429A	Practicum STEM Lab DC BA	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1425	Digital Fundamentals	4	WECM	13037600	8O375A	Digital Electronics DC 1 A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1425	Digital Fundamentals	4	WECM	13036900	8O405A	Solid State Electronics DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1441	Solid State Circuits	4	WECM	12701500	8O415S	PBR Mechatronics DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	CETT 1449	Digital Systems	4	WECM	13033000	8M475B	PRACTICUM MANUF FABRIC DC B	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	DRAM 1310	Theater Appreciation	3	Core	3250100	66525S	Theatre 1A DC S	1	All
S GARLAND H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EDUC 1301	Intro to the Teaching Professi	3	THECB Approved	13014400	8E335B	InstructionalPracticeFTI1 DC B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EDUC 2301	Intro to Spec Populations	3	THECB Approved	13014500	8E465B	Practicum Educ&Train FTI2 DC B	1	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
S GARLAND H S	HS/College	HS/College	Fall/Spring	EECT 1104	Electronic Soldering	1	WECM	13032900	8M145B	MANENGT1 DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	EECT 1104	Electronic Soldering	1	WECM	13032900	8M145S	MANENGT1 DC S	1	EC
S GARLAND H S	HS/College	HS/College	Summer/May	EECT 1104	Electronic Soldering	1	WECM	13032900	D8M45B	MAN ENG TECH 1 SUM DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	EECT 1191	Sp Topic Elec:elec/Comm Engin.	1	WECM	12701410	8O265B	APMATHTP DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	EECT 1191	Sp Topic Elec:elec/Comm Engin.	1	WECM	13037400	8O429B	PrSTEM LabDC BB	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ELMT 1405	Basic Fluid Power	4	WECM	13037200	8O345A	SRD MECH PRINCIPLES DC A	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ELPT 1455	Electronic Applications	4	WECM	13036900	8O405B	Solid State Electronics DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ELPT 2419	Programmable Logic Controller	4	WECM	N1303689	8M315S	PROLGCNT1 DC S	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ELPT 2455	Program Logic Controllers II	4	WECM	13037400	8O425B	Practicum STEM Lab DC AB	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENVR 1401	Environmental Science I	4	Core	3020000	33427S	ENV SCI I DC	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	ENVR 1402	Environmental Science II	4	Core	3060320	33430S	ENV SCI II DC	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	U S Govt DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3102500	21238S	IND STUD COLLLEG ALGEBRA DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	2 PreCal DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	2 PreCal DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
S GARLAND H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1350	Math Teacher I (Fund Math I)	3	Core	3102501	21639A	2 INSTMTH2 DC A	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MATH 1351	Math Teacher II (Fund Math II	3	THECB Approved	3102501	21639B	2 INSTMTH2 DC B	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	MFGT 1404	Automated Manufacturing	4	WECM	13033000	8M475A	PRACTICUM MANUF FABRIC DC A	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	MFGT 1404	Automated Manufacturing	4	WECM	13037400	8O425A	Practicum STEM Lab DC AA	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	MFGT 1406	Mechanical Principles	4	WECM	13037200	8O345B	SRD MECH PRINCIPLES DC B	0.5	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
S GARLAND H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	PHYS 1405	Elementary Physics I	4	Core	3050000	33319S	PHYS I DC NON SCI MAJOR	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	POFI 1301	BIM	3	WECM	13011400	8D125B	Business Comp Info Mgt I DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	INTRO SOCIOLOGY DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	SPAN 1411	Beginning Spanish I	4	Foreign Language	3440300	77448A	SpanIIIPreAPDCA	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	SPAN 1412	Beginning Spanish II	4	Foreign Language	3440300	77448B	SpanIIIPreAPDCB	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
S GARLAND H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225B	Human Growth & DevelopmentDC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	WLDG 1307	Intro to Wldg Using Multi Proc	3	WECM	13032300	8M235A	WELDING I DC A	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	WLDG 1417	Intro to Layout and Fabrication	4	WECM	13032400	8M335B	WELDING II B	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	WLDG 1428	Intro Shielded Metal Arc Weld	4	WECM	13032300	8M235B	WELDING I DC B	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	WLDG 1430	Intro to Gas Metal Arc Welding	4	WECM	13032400	8M335A	WELDING II A	1	EC
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
S GARLAND H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
SACHSE H S	HS/College	HS/College	Fall/Spring	ACNT 1303	Introduction to Accounting I	3	WECM	13016600	8F905S	Accounting I DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ACNT 1304	Introduction to Accounting II	3	WECM	13016700	8F915S	Accounting II DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARCH 1303	Architectural Design I	3	THECB Approved	13004800	8B915A	Practicum Architect Lab DC 1 A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARCH 1304	Architectural Design II	3	THECB Approved	13004800	8B915B	Practicum Architect Lab DC 1 B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARCH 1307	Architectural Graphics I	3	THECB Approved	13004700	8B905A	Architectural Design II DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARCH 1308	Architectural Graphics II	3	THECB Approved	13004700	8B905B	Architectural Design II DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	CHEF 1301	Basic Food Preparation	3	WECM	13022650	8I915A	Advanced Culinary Arts DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	CHEF 1305	Sanitation and Safety	3	WECM	13022600	8I905B	Culinary Arts DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	EMSP 1164	Practicum-EMT (EMT Paramedic)	1	WECM	N1303015	8H976S	EMT CLINICAL DC S	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	EMSP 1391	Spt in Emergency Med Tech.	3	WECM	N1303015	8H975B	Emergency Med Tech DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	EMSP 1501	Emergency Medical Technician	5	WECM	N1303015	8H975A	Emergency Med Tech DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRS 1313	Firefighter Certification III	3	WECM	13030100	8L925B	Practicum FireFighter DC 1 B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRS 1401	Firefighter Certification I	4	WECM	13029900	8L905B	Fire Fighter DC 1 B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRS 1507	Firefighter Certification II	5	WECM	13030000	8L915B	Fire Fighter DC 2 B	1.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRT 1301	Fundamental of Fire Protection	3	WECM	13029900	8L905A	Fire Fighter DC 1 A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRT 1315	Hazardous Materials I	3	WECM	13030000	8L919S	FireFighterDC2S	0.75	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRT 1319	Firefighter Health & Safety	3	WECM	13030100	8L925A	Practicum FireFighter DC 1 A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FIRT 2380	Coop Ed Fire Prot Safety Tech	3	WECM	13030000	8L915A	FireFighter DC 2 A	0.75	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FSHD 1308	Fashion Trends	3	WECM	13009410	8C935A	Fashion Design LAB 2 DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FSHN 1313	Basic Color Theory/Application	3	WECM	13009410	8C935B	Fashion Design LAB 2 DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	FSHN 2307	Fashion Advertising	3	WECM	13009500	8C945A	PRACTICUM IN FASH DES I DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ITNW 1325	Fund of Networking Tech	3	WECM	13027400	8K935S	Networking 1 DC S	1	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ITNW 1354	Implemt & Support Servers	3	WECM	3580855	8O985S	Cybersecurity Capstone DC S	1	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ITSC 1325	Personal Computer Hardware	3	WECM	13027300	8K907S	Computer Maintenance DC S	1	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ITSY 1300	Fund of Information Security	3	WECM	12701500	8O995S	PBR Cybersecurity DC S	1	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	MRKG 1301	Customer Relationship Mgmt	3	WECM	13034700	8N975A	Advanced Marketing DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MRKG 1302	Principles of Retailing	3	WECM	N1303420	8N965S	RETAIL MANAGEMENT DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MRKG 1311	Principles of Marketing	3	WECM	N1303424	8N935S	MARKETING DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	PSTR 1301	Fundamentals of Baking	3	WECM	13022650	8I916A	Advanced Culinary Pastry DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1302	Digital Imaging I	3	WECM	13008800	8C205B	Graphic Design I DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1305	Basic Graphic Design	3	WECM	13008200	8C105B	Principles of Arts AV Com DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1309	Basic Illustration	3	WECM	13008900	8C865B	Grapic Design LAB 2 DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1313	Digital Publishing I	3	WECM	13009000	8C305A	Practicum GraphicDesign DC 1 A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1317	Design Communication I	3	WECM	13009000	8C309A	Practicum GraphicDesign DC 1 A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1353	Computer Illustration	3	WECM	13008800	8C205A	Graphic Design I DC A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1359	Visual Design for New Media	3	WECM	3580400	8C275B	DIGITAL DESIGN MEDIA PROD DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 1359	Visual Design for New Media	3	WECM	N1303425	8N329A	PRACENTR DC BA	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2305	Digital Imaging II	3	WECM	3580400	8C275A	DIGITAL DESIGN MEDIA PROD DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2305	Digital Imaging II	3	WECM	N1303425	8N325A	PRACENTR DC AA	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2313	Digital Publishing II	3	WECM	13009000	8C305B	Practicum GraphicDesign DC 1 B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2317	Typographic Design	3	WECM	13008900	8C865A	Graphic Design LAB 2 DC A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2335	Portfolio Dev for Graphic Design	3	WECM	13009000	8C309B	Practicum GraphicDesign DC 1 B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTC 2340	Computer Illustration II	3	WECM	N1303425	8N329B	PRACENTR DC BB	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTS 1301	Art Appreciation	3	Core	3500110	66470S	ART1APP DC S	1	All
SACHSE H S	HS/College	HS/College	Summer/May	ARTS 1301	Art Appreciation	3	Core	3500110	D6470S	ART1APP DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTS 1311	Design I	3	WECM	13008200	8C105A	Principles of Arts AV Com DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTS 1316	Drawing I	3	Core	3501300	66420S	DRAWING II DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTV 1303	Basic Animation	3	WECM	13009950	8C245A	DIGITAL AUDIO TECH 1 DC A	0.5	EC
SACHSE H S	HS/College	HS/College	Summer/May	ARTV 1303	Basic Animation	3	WECM	13009950	D8C45A	DIGITAL AUDIO TECH 1 DC A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTV 1351	Digital Video	3	WECM	13009950	8C245B	DIGITAL AUDIO TECH 1 DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	ARTV 1351	Digital Video	3	WECM	13008500	8C255S	AVPROD1 DC S	1	EC
SACHSE H S	HS/College	HS/College	Summer/May	ARTV 1351	Digital Video	3	WECM	13009950	D8C45B	DIGITAL AUDIO TECH 1 DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	BCIS 1405	Business Computer Applications	4	THECB Approved	13011400	8D615S	BCIM 1 DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BIOL 1322	Nutrition and Diet Therapy	3	Core	13023000	8I455S	Food Science DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BIOL 1406	Biology for Science Majors I	4	Core	3060300	33125S	3 BIO I DC SCI MAJORS	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BIOL 1407	Biology for Science Majors II	4	Core	3060310	33126S	BIO II DC SCI MAJORS	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BIOL 1408	Biol for Non-Science Majors I	4	Core	3060300	33121S	BIO I DC NON SCI MAJOR	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BIOL 1409	Biol for Non-Science Majors II	4	Core	3060310	33130S	BIO II DC NON SCI MAJOR	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	BUSI 1301	Business Principles	3	THECB Approved	13011200	8D105A	Principles Bus Mrkt Fin DC A	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	BUSI 1301	Business Principles	3	THECB Approved	13011200	D8D05A	Principles BusMrktFin DC SUM A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	CHEM 1405	Introductory Chemistry I	4	Core	3060300	33225S	3 CHEM I DC NON SCI MAJOR	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	CHEM 1407	Introductory Chemistry II	4	Core	3060310	33226S	3 CHEM II DC NON SCI MAJOR	1	All
SACHSE H S	HS/College	HS/College	Summer/May	DRAM 1310	Theater Appreciation	3	Core	3250100	D6525S	Theatre I DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ECON 2301	Principles of Macroeconomics	3	Core	3310300	42409S	4 Economics DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	ECON 2301	Principles of Macroeconomics	3	Core	3310300	D2414S	Economics DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	A2721S	MAPS DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	EDUC 1300	Learning Framework	3	THECB Approved	N1130021	D2723S	MAPS DC	0.5	All

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Attachment B 2024-25

HS Campus	Location	Faculty	Term	Dallas College Course Number	Dallas College Course Name	College Credit	CORE,Category, Component Area	PEIMS Number	GISD Course Number	GISD Course Name	HS Credit	Early College (EC), All
SACHSE H S	HS/College	HS/College	Fall/Spring	EDUC 1301	Intro to the Teaching Professi	3	THECB Approved	13014400	8E335B	InstructionalPracticeFTI1 DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	EDUC 2301	Intro to Spec Populations	3	THECB Approved	13014500	8E465B	Practicum Educ&Train FTI2 DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ENGL 1301	Composition I	3	Core	3220300	10505A	Eng III LangDCA	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	ENGL 1301	Composition I	3	Core	3220300	D0126A	Eng III DC Composition A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ENGL 1302	Composition II	3	Core	3220300	10505B	Eng III LangDCB	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	ENGL 1302	Composition II	3	Core	3220300	D0126B	Eng III DC Composition B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10506A	Eng IV Lit DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ENGL 2332	World Literature I	3	Core	3220400	10509S	1 ENGLISH LIT 4 EARLY CLG DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	ENGL 2333	World Literature II	3	Core	3220400	10506B	Eng IV Lit DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GOVT 2305	Federal Government	3	Core	3330100	42222S	4 U S Govt DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	GOVT 2305	Federal Government	3	Core	3330100	D2220S	US GOVT DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GOVT 2306	Texas Government	3	Core	3380032	42221S	4 TEXAS GOVT II DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	GOVT 2306	Texas Government	3	Core	3380032	D2221S	TEXAS GOVT DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	HIST 1301	United States History I	3	Core	3340100	42107A	US History DC A	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	HIST 1301	United States History I	3	Core	3340100	D2106A	US History DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	HIST 1302	United States History II	3	Core	3340100	42107B	US History DC B	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	HIST 1302	United States History II	3	Core	3340100	D2106B	US History DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	HPRS 2231	General Health Prof Management	2	WECM	13020400	8H325B	Health Science Theory DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	IMED 1301	Introduction to Digital Media	3	WECM	13027800	8C265A	Digital Art and Animation DC A	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	IMED 1316	Web Design I.	3	WECM	3580810	8K115S	Web Communications DC S	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	IMED 1359	Writing for Digital Media	3	WECM	13027800	8C265B	Digital Art and Animation DC B	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	IMED 2311	Portfolio Development	3	WECM	N1303425	8N325B	PRACENTR DC AB	0.5	EC
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3102500	21238S	IND STUD COLLLEG ALGEBRA DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1314	College Algebra	3	Core	3101100	21637A	PreCal DC A	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	MATH 1314	College Algebra	3	Core	3101100	D1637A	PreCalculus DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1316	Plane Trigonometry	3	Core	3101100	21637B	PreCal DC B	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	MATH 1316	Plane Trigonometry	3	Core	3101100	D1637B	PreCalculus DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	21503S	AdvQuanReasDC S	1	All
SACHSE H S	HS/College	HS/College	Summer/May	MATH 1332	Contem Math (Quantita Reason)	3	Core	3102510	D2153S	AdvQuanReasDC Sum S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1350	Math Teacher I (Fund Math I)	3	Core	3102501	21639A	INSTMTH2 DC A	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 1351	Math Teacher II (Fund Math II	3	THECB Approved	3102501	21639B	INSTMTH2 DC B	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 2305	Discrete Mathematics	3	THECB Approved	3102520	21651S	DISCRETE MATH PROB SOLV DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 2412	Pre-Calculus Math	4	Core	3102500	21636A	AB Calc DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MATH 2415	Calculus III	4	THECB Approved	N1110018	21652S	CALCULUS III DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	MUSI 1306	Music Appreciation	3	Core	3155600	66269S	MusicStudies Music Appr 1 DCS	1	All
SACHSE H S	HS/College	HS/College	Summer/May	MUSI 1306	Music Appreciation	3	Core	3155600	D6268S	MUSIC APPR DC	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	54217S	Lifetime Fitness Dual Credit S	1	All
SACHSE H S	HS/College	HS/College	Summer/May	PHED 1164	Intro to Phy Fitness and Well	1	Core	PES00051	D5417S	PEFOUND DC S	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	PHED 1304	Personal/Community Health	3	Core	3810100	54116S	Health I DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	PHED 1304	Personal/Community Health	3	Core	3810100	D4116S	Health DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	PHIL 1301	Introduction to Philosophy	3	Core	3380002	42327S	SPECIAL TOPICS in SS PHLO DC S	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	PSYC 2301	General Psychology	3	Core	3350100	42323S	Psychology DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	PSYC 2301	General Psychology	3	Core	3350100	D2324S	Psychology DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	SOCI 1301	Introduction to Sociology	3	Core	3370100	42325S	INTRO SOCIOLOGY DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	SOCI 1301	Introduction to Sociology	3	Core	3370100	D2325S	Sociology DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	10311S	SPEECH COMM DC	0.5	All
SACHSE H S	HS/College	HS/College	Summer/May	SPCH 1311	Introduction to Speech Communi	3	Core	3241400	D0311S	Speech Comm DC	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	TECA 1354	Child Growth and Development	3	Core	13014300	8E225B	Human Growth & DevelopmentDC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1300994	8C991S	Video Game Prog DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1300995	8C994A	Adv Video Game Prog DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1300995	8C994B	Adv Video Game Prog DC B	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1303	Intro to Game Dsgn/Development	3	WECM	N1303425	8C997S	Pract. In Entrepreneurship DC S	1	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1304	Level Design	3	WECM	N1303425	8C997A	Pract. In Entrepreneurship DC A	0.5	All
SACHSE H S	HS/College	HS/College	Fall/Spring	GAME 1336	Intro 3D Game Modeling	3	WECM	N1303425	8C997B	Pract. In Entrepreneurship DC B	0.5	All

Payment of Services:

1. For courses taught at a High School facility utilizing High School teachers who are qualified by Dallas College using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards to teach college level courses, Dallas College shall pay as follows:
   - **a. A minimum class size of 15 students per section is required for Garland Independent School District to receive payment from the College. Compensation will be paid at $1,000 per section. There is no pro-rating for classes with less than 15 students and no payment will be made for classes with less than 15 students. A typical credit course can vary from 1 to 5 credit hours depending upon the course requirements.**
   - **b.** Actual attendance is based on the census date for state reporting, which is the College's 12th class day for 16-week and 10-week classes. For an 8-week session, the census date and certification of attendance is based on the 6th class day. For 5-week sessions, the census date and certification of attendance is based on the 4th class day.
   - **c.** In the event that a high school teacher has to be replaced by a Dallas College instructor during the course of the semester, compensation for the section(s) may not be provided.
   - **d.** College will provide payment at the end of the semester(s) or academic year. The total compensation that College pays Garland Independent School District under this Agreement with College shall not exceed $430,000 for the Initial Term. Provided, further, that the total compensation paid by the college under the Initial Term and any Renewal Terms, if any, in the aggregate, shall not exceed the sum of $1,290,000.

2. College's performance of its duties under this Agreement is specifically contingent upon receipt of adequate funding from the State of Texas and its funding sources.

Attachment D

Technology Support Addendum
2024-2025

All technology contractual agreements and requests specific to ECHS & P-TECH environments on Dallas College properties are to be coordinated through the ISD central technology departments and delivered to **College ISD Digital Engagement and Technology Support**. The following terms of collaborative responsibilities supersede other existing technology contractual agreements associated with all College locations.

Technology Support Responsibilities of College to ECHS & P-TECH programs at College Locations:

1) College Network Infrastructure Services, Risk Assessment and College Campus IT Services will be responsible for the evaluation of ISD technology requests specific to ECHS environments at College locations prior to the approval for modifications and/or installations to ensure the integrity of the network infrastructure, information security and service quality.
2) To ensure compatibility with College environment, College shall provide the ISD with information that meets the required minimum standards for instructional technology.
3) Complying with College Standards for technology setup, College shall provide ECHS and P-TECH students access to College network. College shall provide ECHS and P-TECH faculty access to College network, instructor station computers, and AV system in all College classrooms and laboratories utilized for ECHS and P-Tech courses.
4) College shall provide ECHS & P-TECH students access to applications and software required by college-level dual credit courses.
5) College shall be responsible for the cost, repair, storage and maintenance of College's technology property, equipment, and infrastructures placed or installed in College buildings and utilized by ECHS & P-TECH students, faculty and staff.
6) Included in the ECHS Facilities Fees, College shall be responsible for the following approved services during the period of this agreement:
    - The installation of approved data cable and drops, up to 25 units annually, for approved ISD equipment connecting to College network;
    - Approved existing numbers and locations of College telephones and up to 10 units for each new ECHS physically located at College locations.
7) In designated ECHS & P-TECH administrative areas, College will be responsible for providing the approved usage of College network and operational functions of the core network equipment and backbone systems based on College Standards.
8) When requesting generic technical support of the College's Help Desk, College shall provide ECHS administrators/staff/faculty reasonable time lengths of service based on the availability of College IT personnel.
9) With prior approval, College is responsible for providing the ISD escorted access to College system or security areas for maintaining operational functions of ISD devices/equipment and network infrastructure.

10) College shall provide ECHS and ISD the unified process for technology support requests with:
    - College ISD Digital Engagement and Technology Support as the main contact point,
    - assigned specific time lengths for completing each project request, and
    - designated personnel providing services where possible.

Technology Support Responsibilities of the ISD to ECHS & P-TECH Environments at College Locations:

1) ISD, ECHS & P-TECH faculty and staff shall comply with the following College policies:
    - College Standards for technology setup in all College classrooms and laboratories and the requirements of classroom restoration to the original setup at close of day.
    - College Computer Use Policy and Regulations and the possible outcome of removed access to College network infrastructure due to compliance failure.
2) The ISD shall be responsible for providing portable instructional devices to ECHS and P-TECH faculty and students in College classrooms, if needed. ECHS and P-TECH faculty and staff shall be responsible for the storage and maintenance of ISD technical devices.
3) Prior to scheduling a technical modification/installation at College locations, ISD central technology departments shall comply with College official request protocol to obtain a written approval from College.
4) With prior written approval, the ISD will be allowed to install the ISD network in designated ECHS & P-TECH administrative areas contracting with College identified /Panduit-certified vendors. The ISD shall be responsible for the cost of installing ISD networking equipment.
5) If damage to College's existing system and equipment occurs caused by modifications or installations described above, ISD and vendors will be responsible for the cost and repairs or replacements.
6) To ensure federal requirements are met for information security, ISD shall accept College's risk assessment requirements in regard to the installation/modification of technical hardware and software, and provide a standard naming convention for identification of ISD-issued computing devices connecting to College network infrastructure via wired or wireless networks.
7) For the safety of all students, ISD technical staff and vendors shall comply with College official check-in protocol with the designated College staff at Campus Police College IT, Facilities, or other offices before carrying out duties at College locations.
8) For obtaining access to IDF/MDF closets at College locations, the ISD shall provide College ISD Digital Engagement and Technology Support a minimum of 24-hour notification to acquire approval and escorted access.
9) ECHS & P-TECH administrators and staff shall follow College's process for technology support requests.
10) The ISD is responsible for the maintenance and providing the vendors required information to maintain operational functions of the ISD devices/equipment and network infrastructure at College locations.

Attachment E

DALLAS COLLEGE DUAL CREDIT TUITION AND FEE GUIDELINES

2024-2025 Academic Year

The following guidelines reflect current Dallas College policies and procedures in alignment with Texas Higher Education Coordinating Board ("THECB") guidelines relating to dual credit tuition and fees.

Guidelines for Dual Credit Tuition

1. Dallas College partners with public and private schools to provide dual credit instructional opportunities to students. Dallas College is also a THECB Financial Aid for Swift Transfer (FAST) Program participant.
2. These partnerships support the Dallas College mission to transform lives and communities through higher education by providing students with early access to a quality postsecondary education. As such, Dallas College has created a tuition and dual credit scholarship structure that minimizes tuition and instructional material costs as barriers to student participation.
3. The dual credit tuition and scholarship structure is determined by the high school location and type. The payment terms for each program type are outlined in the chart below:

High School Type and Location	Tuition Cost Per Credit Hour
ISD In-County	Scholarship Provided
ISD Out-of-County	Scholarship Provided
ISD Out-of-State	$55 (or rate set by THECB)
Charter In-County	Scholarship Provided
Charter Out-of-County	Scholarship Provided
Charter Out-of-State	$55 (or rate set by THECB)
Private In-County	Scholarship Provided
Private Out-of-County	$55 (or rate set by THECB)
Private Out-of-State	$55 (or rate set by THECB)
Homeschool In-County	Scholarship Provided
Homeschool Out-of-County	$55 (or rate set by THECB)
Homeschool Out-of-State	$55 (or rate set by THECB)

Attachment F

DALLAS COLLEGE GUIDELINES FOR DUAL CREDIT LEARNING MATERIALS RELATED TO COURSES OFFERED IN PARTNERSHIP WITH TEXAS SCHOOLS

2024-2025 Academic Year

The following guidelines reflect current Dallas College policies and procedures in alignment with Texas Higher Education Coordinating Board ("THECB") guidelines relating to dual credit including learning materials: (Financial Aid for Swift Transfer (FAST) Program passed under House Bill (HB) 8).

Guidelines for Course Materials for Dual Credit Students

1. Dallas College partners with public and private schools to provide dual credit instructional opportunities to students.
2. As part of this partnership, it is essential that students have access to quality education and instructional materials. As such, dual credit students will be provided access to instructional materials as part of their participation in dual credit programming. This ensures students have consistent access to materials at the start of the academic term.
    A. The dual credit partnership will require School Districts or High Schools partner in supporting instructional material costs for dual credit students participating in dual credit programming through their high schools. Dallas College will continue to sponsor tuition scholarships in alignment with the Dallas College Guidelines for Learning Materials (Attachment F).

Instructional Materials Financial Terms

1. Dallas College will provision dual credit students all learning materials at the start of each academic term. College learning materials shall be determined and made available prior to the start of classes.
2. The college will invoice dual credit partners (School District or High School) directly for Instructional Materials at a rate of $20.00 per credit hour for all students enrolled from their institution.
    a. All student enrollments are subject to the instructional materials fees. This includes initial and subsequent enrollments in college courses.
3. Dual credit partners may elect to directly bill students who are not FAST eligible for the course material fees. This is subject to the partners' discretion and subject to alignment with the Financial Aid for Swift Transfer (FAST) Program passed under House Bill (HB) 8).
4. Texas Public School Partners Only:
    a. Dallas College will receive a FAST eligibility participant list during each academic term. This list will be shared with the School District or High School upon receipt from the THECB and prior to the close of the academic term in which the student is currently enrolled.

i. Students who are identified by the THECB as FAST-eligible students may not be charged for instructional materials.
ii. Students on the FAST-eligible lists may not be billed by the School District, High School, or College for their instructional materials. Any direct billing processes initiated by the partner must exclude FAST-eligible students.

Instructional Material Invoice Guidelines

1. Dallas College will directly invoice all dual credit partners for student learning materials.
    a. Invoice will include a roster of students enrolled post-census date of the applicable billing term.
    b. All invoicing will be completed semesterly following the completion of the final fall, spring, or summer census date.
2. Partners will be provided 45 days from the invoice date to submit payment to Dallas College.
3. Invoicing will be done at the district level or high school level if not a part of a school district.

Attachment G

DALLAS COLLEGE GUIDELINES FOR CREDENTIALED INSTRUCTORS RELATED TO COURSES OFFERED IN PARTNERSHIP WITH TEXAS SCHOOLS

2024-2025 Academic Year

The following guidelines reflect current Dallas College policies and procedures in alignment with Texas Higher Education Coordinating Board ("THECB") guidelines relating to credentialed instructors. High school employees who serve as credentialed instructors must comply with Dallas College academic and instructional standards.

Guidelines for Credentialed Instructors

When teaching Dallas College courses for dual credit at high schools, Dual Credit instructors must align with all academic standards of the college. Credentialed Instructors are responsible for the academic integrity of course curriculum delivered at the high schools while instructing dual credit courses.

Semesterly Instructional Expectations

1. Credentialed instructors must meet all critical semesterly activities in alignment with Dallas College instructional policies.
    A. Course Syllabus/Curriculum Vitae: A course syllabus must be created using the Dallas College template and uploaded to the appropriate Dallas College site prior to the start of class within the established timelines.
    B. Course materials will be adopted by the Dallas College Academic school based on the preferred learning material determined by the college faculty and school academic administration. The credentialed instructor may work with the academic school to identify, update, or change adopted learning materials. Credentialed Instructors must engage the academic chair and/or dean who will provide specific information on the process and timelines for each academic term. Course adoptions must be done in advance of the academic term in which they will be utilized. All course adoptions are subject to approval by the academic school of administration.
    C. Course Certification: Courses must be confirmed and certified in compliance with the established Dallas College timelines.
    D. Progress Reports: Credentialed instructors must submit student progress grades and final grades in compliance with the established Dallas College timelines.
    E. Grade Reporting: Assignment grading must be recorded and available in the Dallas College eCampus platform. Final grades must be submitted in compliance with the established Dallas College timelines.

   i. All instructional due dates are provided to credentialed instructors directly via email by their respective academic school. Instructional due dates may also be found on the Dallas College Faculty One Stop SharePoint site.

2. Credentialed instructors must be familiar with the contents of handbooks, instructional resource guides, pertinent federal and local policies, and other items of information which are distributed for faculty use, including the Dallas College code of conduct, FERPA, and other academic resources provided for instructional purposes.
3. Credentialed instructors must ensure completion of annual professional development in alignment with college standards. This includes completion of Title IX, FERPA, and Cybersecurity training. The credentialed instructor may complete training as part of the high school requirements and provide confirmation to Dallas College to meet this requirement. Credentialed instructors are also provided access to the college web-based versions of these training courses as an alternative should the high school not require and/or offer annual training in these areas.

Communication and System Access

1. Credentialed instructors will be provided a secure login to access Dallas College networks and systems which align with instructional needs. This includes access to reporting systems, the college SharePoint site, and collegiate academic resources for professional development.
2. Credentialed instructors will be provided a secure Dallas College email which must be used for official student and collegiate communication.
   a. This email must be checked regularly as the college will use this address to related important instructional and academic information to credentialed instructors.

Academic and Instructional Support

1. Credentialed instructors are a part of the Academic School which aligns with their discipline. The collegiate instructor provided will be subject to academic oversight by the appropriate academic discipline.
2. Credentialed instructors are expected to respond to and engage with the Academic School which aligns with their course discipline. They will need to communicate with Academic Deans, Chairs, and Educational Partnerships staff regarding their curricular expectations and student academic progress.
3. Credentialed instructors will have access to faculty development resources which include in-person coaching, access to the Center for Teaching and Learning, and online professional development activities.
4. Credentialed instructors will be expected to participate in classroom observations. These activities will generally take place annually; however, the college reserves the right to add additional coaching as needed to ensure academic alignment with college curriculum standards.

Participation Terms

High school teachers who serve as credentialed instructors must be employed within school districts and/or high schools with which Dallas College has an active dual credit agreement. Eligibility for credentialing must align with Dallas College faculty credentialing academic standards. If approved, assignment of a credentialed instructor to a college dual credit course must be coordinated by the designated independent school district or high school.

Participation as credentialed instructors is subject to termination and may be ended at the discretion of the high school or college. Failure to comply with academic standards may result in termination of the credentialed instructor approved standing.

Credentialed instructors are not Dallas College employees. Participation as a credentialed instructor is not an offer of employment and does not provide any preferential status for future hiring practices. Dallas College shall not provide any financial compensation directly to credential instructors for instructional services rendered. All credentialed instructors will be required to agree to these standards annually to be eligible for credentialed instruction service during the designated academic year.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 EMT Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Agreement Between Dallas College and Garland Independent School District Concerning EMT Dual Credit (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
CONCERNING EMT DUAL CREDIT

This Agreement ("Agreement") is made and entered into by and between Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("ISD"), a Texas political subdivision of secondary education, on behalf of Gilbreath-Reed Career and Technical Center ("High School"). The ISD, High School, and College may hereafter be individually referred to as "Party" and collectively as "Parties." The Parties enter into this Agreement pursuant to the following terms and conditions in order to provide eligible High School students (each a "Student" and collectively the "Students") with the lower division college courses ("Courses" or "Dual Credit Courses") enumerated herein:

1. Attachments to this Agreement: The Agreement contains the following attachments that are incorporated herein by this reference:

- **A.** Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
- **B.** Attachment B: Course List(s);
- **C.** Attachment C: Payment of Services;
- **D.** Attachment D: Technology Support Addendum;
- **E.** Attachment E: Dual Credit Tuition and Fee Guidelines;
- **F.** Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
- **G.** Attachment G: Dallas College Credentialed Instructor Guidelines.

2. Term: Subject to prior termination of this Agreement as provided in Section 8, the initial term of this Agreement shall be in full force and effect for a period of twelve (12) months. This Agreement begins on August 1, 2024 and ends on July 31, 2025 (the "Initial Term"). Upon mutual written agreement and at least 60 days before the end of the Initial Term, the Parties may renew this Agreement for up to two, one-year terms (each a

"Renewal Term").

3. Statewide Goals for Dual Credit: Pursuant to Texas House Bill 3650 (86TH Legislative Session, 2019) the College and the ISD set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the Texas Higher Education Coordinating Board (hereinafter the "THECB") and the Texas Education Agency (hereinafter the "TEA").

Goal 1 - Collaborative Outreach Efforts and Benefits

A. College and High School dual credit and advising staff provide dual credit information sessions at middle schools, high schools, colleges and at community events.
B. College Outreach Teams are present throughout the metroplex and provide students and families with information about Dallas College and educational opportunities. The College Outreach Teams also help students make connections with college intake staff.
C. College and High School provide online dual credit information for the public. Information includes dual credit college contact information, dates and deadlines, dual credit state and local requirements, how to enroll in the dual credit program, endorsement connections for guided pathways, and dual credit comments from students and parents.
D. College Outreach, Marketing Offices, and Dual Credit Departments provide dual credit cost savings information to the public. Information includes the benefit of no tuition cost for dual credit courses to dual credit students attending high schools within Dallas County as well as for educationally disadvantaged students attending Texas public high schools outside of Dallas County. And, for all other dual credit students attending high schools outside of Dallas County, such students will benefit by paying the Dual Credit tuition rate for their dual credit courses. To receive the no or reduced cost tuition, the dual credit students must be attending a high school in an independent school district that has executed a dual credit agreement with Dallas College.

Goal 2 - Student Transition to and Acceleration Through Postsecondary Education

A. Students attend college orientation sessions which include information about college degree and certificate options, student support services, and extra-curricular activities.
B. College tours are made available to students.
C. College and High School provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.
D. College provides an online resource tool to help students find a career and related guided pathways. The pathways will help students identify and select

approved dual credit courses that are listed within this Agreement, Attachment B.

E. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are made available within the college's online catalog.
F. College shall provide students with information regarding the requirements of filing a degree plan with the college and consulting with an academic advisor.
G. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate, industry certification, and/or degree plan.
H. College and High School provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from Dallas College to other colleges and universities. The College Transfer Services also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

Goal 3 - Academic and College Readiness Advising and Support Services

A. Students are provided academic and college readiness advising with access to student support services
B. College provides students with career information, degree and certificate options, and academic advising.
C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising and career workshops. Other College support services include the College Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and High School.

Goal 4 - Course Quality and Rigor to Ensure Student Success in Subsequent Courses

A. As required by the THECB, the quality and rigor of Dual Credit courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.
B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.
C. Course/program rigor should be comparable to that of other offerings and clearly at the collegiate level as required by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
D. Content of courses will be college-level and students will demonstrate eligibility

to enroll in dual credit courses as outlined within Attachment A, Dual Credit Guidelines.

4. <u>Scope of Agreement and Limitations of Authority:</u> The Parties agree to the scope of this Agreement as follows:

1. **<u>Purpose:</u>** The purpose of this Agreement is to provide a system under which an eligible high school student enrolls in state approved college course(s) and receives course credit for the course(s) from both the college and high school. Dual Credit enrollment structures education, training, and career exploration to enable students to build academic and technical skills, acquire industry credentials, enter a profession, and advance in higher education. College and High School will approve Students who are qualified to enroll in course enumerated in this Agreement. Courses enumerated under this Agreement (see Attachment B) will be offered at both the College and the High School. Faculty from the College and the High School will conduct these courses. The College is approved by the THECB and the Texas Department of State Health Service ("TXDSHS") to offer the Emergency Medical Technician ("EMT") Program ("Program"). The ISD and High School desire to provide its secondary students the opportunity to obtain education and training towards an emergency medical technician certification through the College. All courses included in the emergency medical technician certificate program will be offered at the High School and will be consistent with requirements for Students' certificate completion with the timelines established in this Agreement. The courses in this Program will be offered for dual credit to the Students.

   Under this Agreement, qualified Students, as defined under Section 18(B) of this Agreement, are eligible to enroll in classes described in this Section for the College's Emergency Medical Services – Emergency Medical Technician Basic. This Level 1 Certificate combines classroom teaching with supervised clinical and field experience for Students seeking certification as an Emergency Medical Technician – Basic with the TXDSHS. These courses will allow Students to meet their clinical contact requirements. In the aggregate, these courses are referred to as the Program and include:

   a. Emergency Medical Services Program ("EMSP") 1501, Classroom, Lecture, and Lab. This course prepares Students for certification as an EMT. Students must successfully complete this course before progressing to the next two courses, listed below.
   b. EMSP 1391, LEC/LAB, Special Topics in Emergency medical technology/technician. Topics in this course address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent

to the technology or occupation and relevant to the professional development of the Student. In particular, this course will cover Expanded Scope of Practice, Hazardous Material ("HazMat") awareness and management, Weapons of Mass Destruction ("WMD") events, the national Incident Command System ("ICS"), and Multi Casualty Incident ("MCI") management. This course may be repeated if topics and learning outcomes vary. Consistent with Program requirements, Students enroll in this EMSP 1391 and EMSP 1164 simultaneously.

c. EMSP 1164 – Emergency Medical Technology/Technician, EXT-Practicum. This course is the clinical portion of the Program. This is a health-related work-based learning experience that enables Students to apply specialized occupational theory, skills, and concepts. In this course, Students will complete their clinical/ internships at both of the following:

    i. Fire stations where Students participate in internship shifts with EMS professionals in mobile units from various municipalities. Students participate alongside EMTs and/or Paramedics and perform the latest medical practices and procedures and proper application of life support equipment in a variety of medical emergencies; and
    ii. Hospitals. Students in coordination with the EMT High School Coordinator actively participate alongside hospital personnel performing the latest medical practices and procedures and proper application of life support equipment.
    iii. The College schedules Students for participation in their clinicals/internships.

d. EMSP 1305 – Emergency Care Attendant. The course covers the knowledge and skills for basic emergency medical care. Emphasis is on requirements of national and state accrediting agencies. Preparation for certification as an Emergency Care Attendant (ECA)/Emergency Medical Responder (EMR).

    i. Students who do not successfully complete EMSP 1501 can be enrolled into EMSP 1305 Emergency Care Attendant in lieu of EMSP 1164. This course does not have a clinical component. EMSP 1305 will not be used to substitute any requirements for the Basic Firefighter Level I Certificate.

e. After Students successfully complete these courses:

    i. The College shall verify to the ISD that Students have met these requirements; and
    ii. EMT Students will be eligible to take the National Registry of EMT ("NREMT") exam for the EMT basic level.

5. Governance:

A. The EMT Basic Certificate Program under this Agreement shall be:

1) Conducted in a manner consistent with SACSCOC, the TXDSHS and Dallas College policies; and
2) Subject to the ISD, state, and federal policies and requirements for EMT programs, the High School administrator will work with the College EMS administrator regarding the instruction, curriculum and philosophy of the Program.

B. EMT-Basic curriculum and instruction will be provided by the College. The appropriate staff from the Parties to this Agreement, will participate in meetings, as necessary, regarding the Program under this Agreement, classroom and clinical issues consistent with TXDSHS, Department of Transportation, SACSCOC and other accrediting bodies.

C. Student evaluation of instruction for the educational services under this Agreement will be conducted by ISD and results thereof will be shared with the College.

D. The College-EMS Clinical Coordinator will establish Student clinical affiliations in the ISD service areas. These agreements will be fully executed before Students participate in clinicals. The Parties to these agreements are Dallas College, on behalf of the College and hospitals and the appropriate contracted City Fire Departments ("Fire Departments"). Contract originals will be retained by the College with copies in the office of the High School Administrator and ISD Administrator.

6. Faculty and Staff:

A. Under this Agreement, the College may provide its employees to serve in the following capacities. They may be the same person, as the College reasonably determines:

1) College – EMS Full Time and Adjunct Faculty;
2) College – EMS Clinical Coordinator
3) College – EMS Program Director.

B. College shall administer criminal background checks on College faculty and staff working directly with Students as required by law. Upon

reasonable request, the College shall provide documentation evidencing compliance with this provision to the ISD within ten (10) business days.

C. Faculty for lectures, skills, and clinical courses will be arranged by the College-EMS Department Chair.

D. The ISD shall work with the College in securing any substitute instructors, as necessary, to provide educational services under this Agreement. The ISD shall be responsible for compensating any substitute instructor that it provides for the educational services under this Agreement.

7. Termination: Either Party may terminate this Agreement upon 60 calendar days written notice to the other Party effective at the end of the then current semester unless the Parties agree otherwise in writing. Termination of this Agreement shall be in compliance with the guidelines of the TXDSHS. This Agreement may also be terminated if a material breach occurs. A material breach of this Agreement includes but is not limited to a violation of the policies and rules of Dallas College, a misrepresentation or false statement in this Agreement by one of the Parties, or non-performance of the Party's duties under this Agreement. In the event of a material breach, the non-breaching party shall provide the breaching Party with written notice specifying in reasonable detail the nature of such material breach. The Party alleged to be in breach shall have 30 calendar days from the date of receipt of such notice to cure the breach. Failure to cure the breach will result in termination of this Agreement. If this Agreement is terminated during an academic term, Students will be allowed to finish their coursework under this Agreement. In the event this Agreement is terminated while Students are actively participating, Students shall not be penalized, and shall be allowed to complete the required TXDSHS mandated portions of the Program (EMSP 1501 and EMSP 1164) regardless of the reason for termination of this Agreement.

8. Program Management:

A. The Program under this Agreement will be limited to no fewer than 8 and no more than 24 Students unless mutually agreed upon. If fewer than 8 Students participate in this Program, the Parties shall mutually determine whether to cancel or proceed with this Program. Such determination shall not be unreasonably delayed by either Party.

B. Lab/skill classes (load) will be split into several sections of no more than 8 Students each to maintain a 1:8 faculty to student ratio at High School on scheduled lab/skill dates.

C. The Program will be managed by the College. All paperwork required for TXDSHS and NREMT will be filed by the College. This will include student

information relating to Students who will be sitting for the NREMT examination.

D. The College-EMS High School Lead Faculty responsibilities include all of the following:

1) Preparing class schedule for each course: EMSP 1501, EMSP 1391 and EMSP 1164, as well as EMSP 1305 when needed;
2) Prepare lesson plans for courses under this Agreement and provide it to High School;
3) Responsible for creating, distributing and executing all quizzes and tests;
4) Grading and recording weekly grades in compliance with the College and ISD policies for the following:
   a. Quizzes and exams;
   b. Current event papers;
   c. Research papers, clinical case studies, ambulance case studies; and
   d. Preparation and reporting of grades for the following increments: three-week, nine-week and semester grading periods.
5) Ensure, as reasonably practicable, that all facilities and equipment used under this Agreement are consistent with standards established by the College EMSP Department. The College-EMS High School Lead Faculty shall maintain all equipment and order all supplies needed for courses. The ISD shall pay for all required equipment and supplies;
6) In cooperation with the EMS Program Clinical Coordinator, schedule Students at each of the hospitals, clinical sites, ambulance providers, non-fire ambulance providers, and City Fire Departments;
7) Take class attendance and verify attendance with ISD;
8) In cooperation with the EMS Program Director, complete and submit all paperwork needed for TXDSHS and NREMT;
9) Schedule guest speakers and other EMS related activities.
10) Coordinating the instruction for the delivery of the EMT Basic Program including:

    a. Daily classes;
    b. Skills classes;
    c. Clinical sites during after-school hours;
    d. Clinical sites for evenings and weekends; and
    e. Ambulance internships for fall and/or spring.

11) Maintaining files on Students to include forms, waivers, immunizations, etc.
12) Communicate with the ISD any Student issues; and
13) Other duties as reasonably assigned.

E. Curriculum/Syllabi: The course syllabi will be provided by the College to High School for review approximately one month prior to the first day of class. Any changes to the syllabi, classes, clinical rotations will be negotiated between the ISD and College-EMS High School Lead Faculty in cooperation with the EMS Program Director.

F. Grades: Course grades will be submitted by program faculty according to the Dallas College grading periods. Course grades will be shared with the ISD according to the Data Sharing Agreement titled Data Use and Sharing Agreement Between Dallas College and Garland Independent School District executed on October 3, 2023.

G. Prior to clinical rotation, High School will be responsible for ensuring that each student has completed or obtained the following:

1) Insurance: The ISD shall:
   a. At its own expense, obtain and maintain Professional Liability and General Liability coverage for the ISD and its students with an insurance carrier authorized to do business in the State of Texas in the amounts of not less than $1,000,000 per occurrence and $3,000,000 aggregate. The College shall be named as an additional insured on a primary insurance basis under insurance coverage for any claims made against the College relating to or arising out of services rendered by the ISD or its students under this Agreement.

   b. Furnish the College with certificates of such insurance prior to the first day of enrollment and prior to the commencement of each term of this Agreement. Upon request of the College, ISD shall furnish proof of insurance or a certificate of insurance. The ISD shall immediately notify the College of any change in coverage or cancellation of insurance.

2) Student social security numbers;

3) Purchase and enroll each student in the Castle Branch and SurScan system for document storage, tracking, follow up, and execution of criminal background, and drug testing; and

4) Immunizations. These immunizations include:

   a. Measles, mumps and rubella;
   b. Hepatitis B Series;
   c. Tetanus/Diphtheria;
   d. Varicella;

e. Tuberculosis and/or a Chest x-ray;
f. Meningitis;
g. Seasonal flu;
h. Titers test; and
i. Compliance with COVID vaccination as required by the clinical facilities.

9. Facilities: Except for the clinicals, the ISD will provide all facilities relating to the educational services under this Agreement. The College has entered into clinical affiliation agreements with hospitals, other medical facilities and City Fire Departments, ambulance providers, and non-fire ambulance providers for Students to participate in their clinicals.

10. Books and Supplemental Materials: Selection and adoption of the Program textbooks, syllabi, uniforms, and course outlines, applicable to the courses when taught at the High School will be determined the College. The ISD shall have the following responsibilities with respect to books and supplemental materials.

A. The ISD will order and furnish all textbooks and supplemental materials, including SurScan, Castle Branch, EMS Testing, and Platinum Patent software access, required for classes under this Agreement. As reasonably practicable, the ISD shall ensure that students will be furnished with all textbooks required for the educational services under this Agreement by the 1st class date.

B. The ISD will provide a venue for Students to purchase uniforms, supplies and supplemental materials.

C. The ISD will provide funds to cover all examination fees, related to the educational courses under this Agreement. This includes the NREMT exam and DSHS certification fees.

11. Registration and Enrollment Management: The High School will be responsible for student recruitment and advertising. Both the High School and the College will participate in student admissions and enrollment for all students who are qualified, as specified in Section 18(B)(1)(2) of this Agreement. The High School will provide the College with a roster of students and the College will determine which students are qualified and then enroll them into the Program under this Agreement. Parties to this Agreement shall work collaboratively in good faith to agree upon the dates that attach to the academic calendar for courses within this Program.

A. The following minimum criteria are required for the student to enroll:

1) Must have completed the College admission application and dual credit verification forms and must meet all EMS Program requirements.
2) Must clear a criminal background check prior to enrolling in any EMS course.
3) Must clear a drug screen 30 days prior to attending any clinical experience.
4) Must provide a copy of a state-issued photo ID prior to enrolling in any EMS course.
5) Must provide documentation of current BCLS (CPR) certification by the American Heart Association or American Red Cross prior to enrolling in any EMS course.
6) Must provide documentation of medical insurance prior to enrolling in any EMS course.
7) Must provide documentation of a clear physical prior to enrolling in any EMS course.
8) Must provide shot record documentation that includes the immunizations defined in section 8 (G)(4)
9) An ISD student must be qualified as defined in Section 18 (B)(1)(2) to enroll in the College dual credit program and enroll in EMSP 1501. All EMSP Classes have a 70% grade average requirement for continued participation as well as a 70% grade requirement as the final grade of each course. Students must achieve the minimum grades required in EMSP 1501 to advance to EMSP 1164 and EMSP 1391. Students not meeting this benchmark will be registered for EMSP 1305 as the alternative pathway (EMR). Students must achieve a minimum of 70% final grade in each of the EMSP courses to receive a certificate of completion for eligibility to sit for the NREMT basic examination.

B. Class Schedules: Students will attend classes at High School consistent with the current ISD academic calendar. During EMSP 1164 the Students will attend orientation and clinical at area local hospitals and City Fire Departments, non-fire ambulance agencies, and other ambulance providers. All transportation to and from hospitals, clinical sites, is the sole responsibility of the student.

C. Registration: The Parties shall register students according to the following procedures:

1) College applications will be received, processed and retained by the College. Applications for admissions and dual credit enrollment forms need to be submitted in cooperation with the Educational Partnerships enrollment process.
2) Decisions about whether to carry or cancel a class will be made by the

College upon consultation with High School. Communication regarding when to cancel course(s) will be handled by the College-EMS High School Campus Lead Faculty and the High School Director assigned to the EMS Program, in consultation with the College-EMS Program Director. The College will be responsible for entering class cancellation per the College cancellation policy.

3) Course section numbers will need to have the College designed numbers, i.e., course number and identification, as required by, and in consultation with Dallas College Curriculum Management Office. Student drops will be processed in a manner consistent with ISD and the College drop policy, as applicable. A Student may be dropped for academic or behavior issues at the discretion of the College. The College also has the discretion to drop a Student from clinical based upon program requirements.
4) The following will be retained by the College and subject to transmittal for audit purpose:
    a. Student applications;
    b. Student drops; and
    c. Grade changes.

12. Confidentiality: Any educational records ("Records") shared by the Parties relating to services under this Agreement may contain information protected or made confidential by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g ("FERPA"). If Records are subject to FERPA:

A. The ISD designates the College as an ISD official with a legitimate educational interest in the Records; and
B. The College designates the ISD as a Dallas College official with a legitimate educational interest in the Records.

The Parties represent, warrant, and agree that they will hold Records in strict confidence and will not use or disclose Records except as:

A. Permitted or required by this Agreement;
B. Required by law, including without limitations, FERPA; or
C. Otherwise authorized by the originating Party in writing.

13. Certificate Awarded: Students will be awarded a Dallas College EMT Basic Certificate upon successful completion of all courses and successfully completing all required exams that attach to courses. This **does not** refer the TXDSHS certification to practice EMS. Courses under this Agreement serve to prepare a Student to sit for the NREMT. Successful completion of EMSP 1501 and EMSP 1164, at a minimum, is required for students to receive the TXDSHS/NREMT mandated course completion

certificate.

14. Conduct:

A. Students shall adhere to the following:

1) Dallas College Student Code of Conduct;
2) The ISD Student Code of Conduct;
3) EMT policies and procedures at the hospital and municipality where ride-alongs are conducted; and
4) Policy and procedures of any hospitals where Students perform clinicals.

B. The College may refuse to admit Students with disciplinary problems.

15. Safety and Security: If any Student, faculty, or staff, including the College faculty or staff, should experience an accident or sudden illness while on the premises of the ISD, the response to such incidents will be based upon the ISD's regulations, guidelines, and procedures, the ISD is solely responsible for the safety and security of its Students while on ISD premises.

16. Media and Public Relations: Media and public relations regarding the Program will be managed mutually between the College and the ISD. The ultimate decision in matters involving media and public relations regarding the EMS Program rests with the College.

17. Conditions of Service:

A. The Dallas College Dual Credit program falls under the Texas Higher Education Coordinating Rule 19 TAC §§ 4.81 – 4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this Agreement are limited exclusively to Dual Credit for a tuition scholarship for approved dual Credit courses. By written Agreement, students attending high schools in Dallas County, who are enrolled in courses for which they receive joint credit under the Texas Education Code shall not pay tuition. Scholarship is not provided for high school students enrolled in college courses where only college credit is awarded.

Under this Agreement, qualified students are defined as: All students wishing to participate in the Dual Credit program for the courses in this Agreement must fill out applications for admission to the College, clearly establish their residency classification,

complete the high school student Enrollment Form, provide a current high school transcript of school subjects completed, provide required documentation for all vaccinations which are required prior to participating in clinicals, and complete all other documentation required by the College including but not limited to the items defined in Section 11(A).

B. Each course under this Agreement must be taught using a Dallas College Common Learning syllabus as an outline. Course Objectives, Competencies, and Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the Students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grade. Copies of all major examinations will be submitted for review by the Program and Medical Directors as expressed in TXDSHS Regulations.

C. The College will review the major examinations in each course in order to document the requirement that skills and concepts contained in the course syllabi are being taught and tested. If a Student is enrolled simultaneously in college and high school pursuant to this Agreement, Parties to this Agreement may share information regarding the Student in compliance with 34 CPF § 99.34(b).

D. A Student shall be required to comply with all requirements prescribed by applicable law or the College policies for continued enrollment in dual credit courses in a following semester.

18. **Responsibilities of ISD:** The ISD shall:

A. Provide the College with all student admission documentation;

B. Provide the College with a contact person who will fulfill the duties of a Dual Credit EMS High School Campus Coordinator. This position coordinates classes and monitors student progress. The coordinator will utilize their knowledge of learning theories and learning styles to maximize learner success and ensure overall effectiveness of the program. The coordinator will utilize their knowledge of the Texas Department of State Health Services program requirements to track experiential and clinical program requirements. This position resides in Dallas ISD; however, the Coordinator must adhere to program requirements as outlined by Dallas College including reporting to the designated TXDSHS EMS Program Director.

1) Coordinator Knowledge, Skills, and Abilities:
    a. Ability to communicate in a classroom setting;
    b. Must be well organized, able to handle multiple projects concurrently, and be detailed oriented;

c. Must be able to work well with students, co-workers, partners, and staff of all levels;
d. Ability to effectively communicate both orally and in writing; and
e. Knowledge of basic office software and instructional programs.

2) Coordinator Essential Duties/Tasks:
   a. Assist Students in completing all required admissions documents;
   b. Assist with Student orientation;
   c. Deliver to the College in a timely manner all required paperwork including Student transcripts, test scores and enrollment documents;
   d. Serve as liaison with Students, parents, High School personnel and the College personnel;
   e. Facilitate the operation of the Dual Credit program to ensure the smooth and timely operation of the process;
   f. Provide positive reinforcement and motivational incentives;
   g. Monitor and maintain records of learner performance and attendance;
   h. Schedule and coordinate student field delivery courses, boot-camps, or other similar events with industry partners;
   i. Assist with schools and/or other special schools/activities as assigned;
   j. Serve as a secondary contact for TDSHS (primary contact is Dallas College);
   k. Maintain a clean and neat appearance;
   l. Submit class reports, and travel documentation in a timely manner;
   m. Submit monthly reports and all associated documentation on time; and
   n. Attend all called meetings unless excused by supervisor.

3) Additional Preferred Qualifications:
   a. Meet the Dallas College credentialing requirements to teach Emergency Medical Technician courses
      i. Individuals meeting this qualification would also be tasked with teaching the course content for applicable courses in alignment with the Dallas College Guidelines for Credentialed Instructors

C. Provide the:

1) Classroom facilities appropriate for delivery of the educational services under this Agreement; and
2) The materials and supplies necessary for the courses under this Agreement.

19. Responsibilities of the College: The College shall:

- **A.** Provide faculty, when needed, in addition to the EMS faculty, to monitor the instruction of all courses to assure the quality and uniformity of instruction in accordance with the standards established by the State of Texas, the SACSCOC, and Dallas College. The College will designate staff personnel to monitor and assure adherence to these standards;
- **B.** Provide mandatory orientations and staff development regarding high school policies involved with this dual credit partnership; and
- **C.** Conduct a faculty evaluation in a manner consistent with the College faculty performance evaluation process.

20. Instructional Quality: The ISD will provide or engage qualified personnel to instructional services and coordination activities contemplated by this Agreement. The ISD will ensure that all instructors that they provide meet or exceed SACSCOC standards and requirements for delivery of the services provided, state requirements, and policies of Dallas College and shall undertake to ensure that ISD and any person acting by or on behalf of the ISD in connection with the delivery of the instructional services know, understands and adheres to all such applicable policies, requirements and standards

21. Compliance: Each Party represents and warrants to the other that it will comply with all applicable state and federal laws, rules or regulations ("Applicable Laws") that relate to their respective obligations under the Agreement. Applicable laws include, but are not limited to:

A. **Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g.** College and High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. Neither College nor High School may disclose information contained in Student records received from the other Party to a third Party without prior written consent from the Student or the Student's parent/legal guardian. College and High school must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

B. **Title IX of the Education Amendments of 1972 20 U.S.C.§§1681-1688 ("Title IX").** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful

discrimination or retaliation on the basis of any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation on the basis of any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the ISD's own investigation of complaints related to its employees and students.

C. **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. Due to the physical requirements of the occupation, EMS Program accommodations are limited.

D. **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

22. Limitations of Authority:

A. Neither Party has authority to act for or on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied. No joint enterprise liability is intended to be created by this Agreement. The Parties enter into this Agreement as independent contractors and neither Party's agents, employees, and representatives shall be considered employees, agents, or representatives of the other Party.

B. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written Amendment to this Agreement. Changes to this Agreement are subject to the approval of each Party's respective legal counsel.

C. Neither Party may incur any debt, obligation expense, or liability of any kind against the other without the other's express written approval.

D. Neither Party to this Agreement shall be deemed to have waived its Sovereign or Governmental Immunities by the approval and execution of this Agreement, nor by the performance of any obligations created by this Agreement.

23. Miscellaneous Provisions:

A. The ISD shall adhere to:

1) Policies in the Dallas College Board of Trustees ("College Board") Policies and Administrative Procedures Manual, as applicable; and
2) Dallas College Guidelines for Dual Credit Courses which are incorporated into this Agreement by reference as Attachment A. If the Texas Higher Education Coordinating Board adopts new guidelines during the term of this Agreement, those new guidelines shall prevail. The College will promptly provide ISD with a copy of any new or revised Guidelines.

B. Any Dallas College employees and/or agents on any ISD campus or facility shall strictly comply with the policies and procedures adopted by the ISD Board of Trustees ("ISD Board").

C. Parties to this Agreement shall adhere to the following sections of the Texas Administrative Code regarding Emergency Medical Services. If the Texas Legislature adopts new guidelines during the term of this Agreement, those new guidelines shall prevail. The relevant sections of the Texas Administrative Code are:

1) Title 25, part 1, Chapter 157, subchapter A, rule § 157.2;
2) Title 25, part 1, Chapter 157, subchapter C, rule § 157.32; and
3) Title 25, part 1, Chapter 157, subchapter D, rule § 157.43

D. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statues, rules and regulations.

24. Assignment: Neither Party may assign their interest in this Agreement without

the written permission of other Party.

25. Governing Law and Venue: This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts of Dallas County, Texas in any action arising out of or relating to this Agreement. The Parties waive any objection they might have to jurisdiction or venue of such forums or that the forum is inconvenient and agree not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

26. Waiver: The failure of any Party to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

27. Annual Review of this Agreement: The College School of Health Science Administrator and/or Designee, the ISD Administrator and/or Designee will review this Agreement on an annual basis.

28. Fiscal Funding Clause: Notwithstanding any provision contained herein to the contrary, the obligations of the Parties under this Agreement are expressly contingent upon the appropriation and allotment of adequate funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by the Dallas College Board and the ISD Board. The Parties shall make any payment required under this Agreement only from current revenue available to them.

29. Notices: All notices and communications under this Agreement shall be mailed or delivered to the respective Parties by depositing same in the United States mail at the address shown below, unless and until either Party is otherwise notified in writing by the other Party, at the following addresses:

Dallas College
Dr. Tiffany Kirksey
Vice Provost, Educational Partnerships
1601 Botham Jean Blvd
Dallas, Texas 75215-1816

Garland ISD
Dr. Ricardo Lopez

Superintendent
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

30. Force Majeure: Neither Party shall be deemed in violation of this Agreement if either prevented from performing any of the obligations hereunder by reason of, for or through strikes, stoppage of labor, riot, flood, storm, invasion, insurrection, accident, order of court, judge or civil authority, government regulations, an act of God, or any cause reasonably beyond the Party's control and not attributable to its neglect. Each Party shall make all reasonable efforts to mitigate the effects of any such event, and nothing herein shall relieve either Party from payment obligations for good or services already provided.

31. Nondiscrimination: Parties to this Agreement shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

32. Severability: In the event that any provision of this Agreement is late determined to be invalid, void, or unenforceable then the remaining items, provisions, covenants, and conditions of this Agreement shall remain in full force and effect, and shall in no way be affected, impaired, or invalidated.

33. Felony Convictions: Dallas College represents and warrants that Dallas College's agents or employees assigned to perform this Agreement have not and will not have been convicted of a felony offense, or that, if such a conviction has occurred or does occur, Dallas College will fully advise ISD as to the facts and circumstances surrounding the conviction.

34. Parol Evidence and Status of Agreement: This Agreement contains the entire Agreement between Dallas College and ISD and supersedes any prior understandings or oral or written Agreements between Dallas College and ISD on the matters contained herein. No modifications, alterations or waivers of any term, covenant, or condition of this Agreement or any attachments shall be valid unless in writing and executed by Dallas College and ISD.

35. Signatory Clause: The individuals executing this Agreement on behalf of the College and ISD acknowledge that they are duly authorized to execute this Agreement.

All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement and the Attachments hereto. This Agreement shall not become effective until executed by each Party. Therefore, the Parties to this Agreement shall begin their respective duties only after the last Party has signed and dated this Agreement.

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in Section 2 of this Agreement.

DALLAS COLLEGE

_____ _____

Dr. Shawnda Floyd, Ed.D., J.D. Date
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

_____ _____

Ricardo Lopez, Ed.D. Date
Superintendent

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 LCHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Lakeview Centennial High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
LAKEVIEW CENTENNIAL PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Lakeview Centennial Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 3505 Hayman Dr. Garland, TX 75043, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.

C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-11 on the Lakeview Centennial Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher

recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;

iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and

summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is

permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary

installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

   A. Policies of the School District and

   B. College Policies, as applicable.

   C. All applicable local, state, and federal laws and regulations, including, but not limited to:

   (1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

   (2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

   (3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior

written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section

102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College

To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District

To: Ricardo Lopez, Ed.D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed.D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 NGHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to North Garland High School Early College High School (ECHS) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
NORTH GARLAND EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of North Garland Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 2109 W. Buckingham Rd., Garland TX 75042, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the North Garland Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 NGHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to North Garland High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
NORTH GARLAND PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of North Garland Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 2109 W. Buckingham Rd., Garland TX 75042, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the North Garland Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 RHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Rowlett High School Early College High School (ECHS) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
ROWLETT EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Rowlett Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 4700 President George Bush Hwy., Rowlett TX 75088, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Rowlett Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 RHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Rowlett High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
ROWLETT PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Rowlett Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 4700 President George Bush Hwy., Rowlett TX 75088, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Rowlett Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 SGHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to South Garland High School Early College High School (ECHS) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SOUTH GARLAND EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of South Garland Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 600 Colonel Dr. Garland, TX 75043, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-11 on the South Garland Early College High School campus and as feasible on the Dallas College campus for grades 12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed.D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed.D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 SGHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to South Garland High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SOUTH GARLAND PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of South Garland Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 600 Colonel Dr. Garland, TX 75043, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-11 on the South Garland Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed.D.
Superintendent
Garland Independent School District
501 S. Jupiter

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed.D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 SHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Sachse High School Early College High School (ECHS) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SACHSE EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Sachse Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 3901 Miles Rd., Sachse TX 75048, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Sachse Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed. D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2024-2025 SHS P-TECH Interlocal Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Sachse High School Pathways in Technology Early College High School (P-TECH) (August 1, 2024 – July 31, 2025 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 25 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SACHSE PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

This Inter Local Agreement ("Agreement" or "ILA") is made and entered into by and between the Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas school district, on behalf of Sachse Pathways in Technology Early College High School ("High School"). The High School and College may hereafter be individually referred to as "Party" and collectively as "Parties."

WHEREAS, pursuant to the authority granted to them in Sections 29.551 – 29.557 of the Texas Education Code and Section 791.001 of the Texas Government Code, the Parties desire to enter into an Interlocal Agreement, to establish an Early College High School or Pathways in Technology Early College High School ("ECHS/P-TECH") so that School District students will have the opportunity to earn a high school diploma and a two-year Associate Degree upon graduation from the ECHS/P-TECH;

WHEREAS, the goals are to reduce dropout rates, attract, and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide the High School students with a seamless transition between high school and college;

WHEREAS, this Agreement will provide efficiencies and cost savings for the Parties, and will benefit the students and taxpayers of Dallas County;

WHEREAS, the ECHS/P-TECH will be located at 3901 Miles Rd., Sachse TX 75048, with no more than 500 students; and

NOW THEREFORE, for and in consideration of the recitals, agreements, and covenants set forth herein, the Parties agree as follows:

PURPOSE

The purpose of this Agreement is to create a framework for the Parties to establish an ECHS/P-TECH to provide a select population of students (each a "Student" and collectively, the "Students"), in accordance with the Texas Education Agency's designation application guidelines, with a unique educational opportunity to attend both high school and college in a special campus environment and to obtain a high school diploma and an Associate's Degree upon graduation from the ECHS/P-TECH. Students who meet the program requirements for the College's Dual Credit Program will be permitted to enroll in the Dual Credit Courses referenced in this Agreement. Course credit will be awarded through the School District for high school academic requirements and through the College for semester credit hours leading to a postsecondary degree or certificate (individually, a "Course" or "Dual Credit Course" and collectively, the "Courses" or "Dual Credit Courses"). The Parties intend that this Agreement serves as an Articulation Agreement, as that term is defined in Section 29.551 of the Texas Education Code.

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2024 and ending on July 31, 2025 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

2. **Attachments to this Agreement:** The ILA contains the following attachments that are incorporated herein by this reference:

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2024-25);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

3. **Guiding Principles**: The relationship between the College and the School District will function with the following principles:

   A. Establishment of a mutually beneficial partnership between College and the School District that allows a flexible and creative response to the mission, as well as the organizational, and fiscal needs of both institutions.
   B. Collaboration in planning, implementation, and continuous improvement of Early College High School and Pathways in Technology Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
   C. Provision of rigorous college readiness; compliance with Texas Higher Education Coordinating Board ("THECB") rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.

D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the ECHS/P-TECH Program successfully.

E. Location of the Early College High School/Pathways in Technology Early College High School for grades 9-10 on the Sachse Pathways in Technology Early College High School campus and as feasible on the Dallas College campus for grades 11-12.

F. Shared use of College and the School District facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.

G. Compliance with THECB rules relating to Dual Credit which are incorporated into this ILA by reference as Attachment A, in accordance with TEC section 29.908.

H. Collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

I. Collaborate to ensure compliance with all state and federal laws and regulations, and any state education regulatory agency requirements, applicable to performance under this Agreement, including without limitation, TEA Program Requirements.

4. **Statewide Goals for Dual Credit:** Pursuant to Texas House Bill 3650 (86th Legislature, 2019) and HB 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

   The College and the School District set forth the following goals for dual credit to align with statewide goals for dual credit programs in Texas, as prescribed by the THECB and the TEA.

Goal 1- Outreach Efforts:

A. College and School District shall provide online dual credit information to the public.

B. College and School District dual credit and advising staff shall provide dual credit information sessions at the School District's high schools, colleges and at community events.

C. College Dual Credit Office will collaborate with the ECHS/P-TECH or both the ECHS/P-TECH and the School District to assist with recruitment of students and to provide students and families with information about the College and educational opportunities.

D. The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Public Education Information Management System (PEIMS)), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

E. The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who

are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers and students of low socioeconomic status.)

F. The ECHS/P-TECH shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

G. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in E and F above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

Goal 2- Student Transition to and Acceleration Through Postsecondary Education:

A. College orientation sessions, along with dual credit and ECHS/P-TECH orientations, which include information about college degree and certificate options, student support services, and extra-curricular activities, will be provided.

B. College tours and activities will be provided to students throughout the academic year to prepare for the transition to the College.

C. College Career Services and the School District high school's Counseling Services Offices provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.

D. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are available within the College's online catalog.

E. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate and/or degree plan.

F. College shall provide students with information regarding the requirements of filing a degree plan with the College and consulting with an academic advisor.

G. College and the School District's high schools provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from the College to other colleges and universities. The College Transfer Services office also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

H. College and the School District shall develop a contingency plan for students off-track for success in the ECHS/P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS/P-TECH program.

I. The ECHS/P-TECH shall provide enrichment opportunities, including:

(1). A structured program of community service to promote community involvement.

(2). Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

(3). Providing college awareness to current and prospective students and families, including:

(a). Application assistance,
(b). Financial aid counseling, and
(c). College and career counseling.

Goal 3- Academic and College Readiness Advising and Support Services:

A. College and ECHS/P-TECH shall provide students with career information, degree and certificate options, and academic advising.

B. College and ECHS/P-TECH shall provide students with support services to include college success workshops, learning support and tutoring centers, academic advising, and career workshops.

C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising, and career workshops. Other college support services include the college Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and high school.

D. Designate an ECHS/P-TECH liaison to monitor and advise students on the transferability of all college credit offered and earned.

E. The ECHS/P-TECH shall support students in their course of study.

(1). The ECHS/P-TECH shall provide academic support to the students by personalizing the learning environment in the following ways:

(a). Developing individualized student plans for ongoing academic support,
(b). Providing tutoring and/or Saturday school for identified students in need of academic supports,
(c). Providing advisory and/or college readiness and support time built into the program of study for all students, and
(d). Establishing a mentorship program available to all students.

(2). The ECHS/P-TECH shall provide social and emotional support to the students as needed, including:

(a). connections to social services
(b). parent outreach and involvement opportunities

Goal 4- Course Quality and Rigor:

A. As required by the THECB, the quality and rigor of Dual Credit Courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by state and federal laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;
v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and

vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, Richland, online, or at an approved School District campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must apply to the core curriculum, career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program falls under THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and students will demonstrate eligibility to enroll in Dual Credit Courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Satisfy Texas Success Initiative (hereinafter the "TSI") requirements, including the pre-assessment activity ("PAA").
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and
(i). File an official degree plan with the College once 15 hours have been completed and complete courses in alignment with the degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy Texas Success Initiative requirements, or qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). College courses may utilize free and/or low-cost open education resources (OER) in Dual Credit Courses in accordance of HB3650.

(8). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(9). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.
(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(10). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(11). A College supervisor will review the major examinations in each Dual Credit course to document the requirement that skills and concepts contained in the course syllabi are being taught and tested.

(12). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class. Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(13). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(14). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as

concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(15). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(16). Within the scope of the Effective Date of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(17). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(18). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(19). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in

which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student. The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(3). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(4). Ensure that course guidelines are followed;

(5). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(6). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(7). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(8). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(9). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(10). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(11). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(12). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, STAAR EOC tested dual credit courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(3). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(4). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural, temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College’s building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District’s property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College’s property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term

of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning

date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. Media and Public Relations: Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, available through the College eConnect menu for employees. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating

the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. **Assignment:** Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. **Limitations of Authority:**

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. Miscellaneous Provisions:

A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

D. Transportation to and from college is responsibility of the School District and/or Student.

E. College and the School District will collaborate to provide services to students with disabilities.

F. College and the School District will collaborate to provide Health Center services to students.

G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215

214-378-1733
214-378-1810
tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Ricardo Lopez, Ed. D.
Superintendent
Garland Independent School District
501 S. Jupiter Rd.
Garland, Texas 75042

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. **Nondiscrimination:** Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. **Signatory Clause:** The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Ricardo Lopez, Ed.D. **Date**
Superintendent

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Nutrition Services Student Nutrition Services (SNS)

Subject: Consider Approval of Purchase of Disposable Products for Student Nutrition Services (SNS) (#9-25)

Consent Agenda

Executive Summary:

Disposable products for student meal service, preparation and cleaning. Reviewed and approved by Jennifer Miller, Director of Student Nutrition Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Disposable Products for Student Nutrition Services from the companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve contract#9-25 Disposable Products for Student Nutrition Services (SNS) as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Confidential
240- National School Breakfast and Lunch Program

BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

Exhibit "A"

Bid Rfq Num: 116569
Auction Title: 9-25 Disposable Products for Student Nutrition Services (SNS)

3PP -Poor product performance
8PS- Failed to provide product sample
8UM-Unit of Measure other than specified

***Confidential**

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
1	N	3PP	Aluminum foil, 18" x 500', heavy duty, .001 gauge, weight 10.7 lbs. per case. 1 roll/box.	400	RL	AR UNLIMITED LLC	17.00	6,800.00
	N	8PS				INFINITY SUPPLY AND SERVICE INCORPORATED	18.87	7,548.00
	N	3PP				*THE MASTERS DISTRIBUTION SYSTEMS		
	Y					DAXWELL	20.80	8,320.00
						*BRAUN BEEF CO INC		
						WEDGE SUPPLY INC	23.93	9,572.00
						ADVANCED BLENDING INC	24.18	9,672.00
						EMPIRE PAPER COMPANY	28.31	11,324.00
						POLLOCK PAPER DISTRIBUTORS	31.80	12,720.00
						GORDON FOOD SERVICE INC	41.19	16,476.00
						Complete Supply	27.66	11,064.00
	N	3PP				MANS Distribution	18.67	7,468.00
2	N	8PS	Polyester Film, 18" x 2000', clear, pkg. 1 roll/box.	400	RL	*BRAUN BEEF CO INC		
	N	8PS				WEDGE SUPPLY INC	12.39	4,956.00
	N	8PS				ADVANCED BLENDING INC	12.52	5,008.00
	Y					DAXWELL	13.65	5,460.00
						AR UNLIMITED LLC	15.00	6,000.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.02	6,408.00

The District solicited 567 suppliers and received 20 responses.

BID TABULATION

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*Confidential

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	18.17	7,268.00
						POLLOCK PAPER DISTRIBUTORS	18.26	7,304.00
						GORDON FOOD SERVICE INC	24.13	9,652.00
						Complete Supply	15.15	6,060.00
						MANS Distribution	16.19	6,472.00
3	N	8PS	Aprons, domestic made, 1 mil. White hot cast embossed polyethylene apron, 28" x 46" with extra long ties, , pkg. 5/100 boxes per cs.	500	BX	WEDGE SUPPLY INC	3.83	1,916.50
	N	8PS				GORDON FOOD SERVICE INC	22.55	11,275.00
	N	8PS				POLLOCK PAPER DISTRIBUTORS	44.31	22,155.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	59.00	29,500.00
						EMPIRE PAPER COMPANY	67.16	33,580.00
	N	3PP				Complete Supply	4.67	2,335.37
	N	8PS				Pyramid School Products	4.99	2,495.00
	N	8PS				MANS Distribution	36.55	18,275.00
4	Y		Bakery Pan Liners, Parchment, 16 1/2" x 24", Regular release, pkg. 1000/cs.	800	CS	ADVANCED BLENDING INC	37.99	30,392.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	43.97	35,176.00
						POLLOCK PAPER DISTRIBUTORS	44.19	35,352.00
						WEDGE SUPPLY INC	44.46	35,568.00
						EMPIRE PAPER COMPANY	55.13	44,104.00
						GORDON FOOD SERVICE INC	58.40	46,720.00
						Complete Supply	51.32	41,056.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MANS Distribution	44.89	35,912.00
5	Y-ALT		Bag, Grocery, brown, 1/6-57, 1/6 barrel, 500 ct./bale. Submit Sample	10	BL	INFINITY SUPPLY AND SERVICE INCORPORATED	48.77	487.70
						EMPIRE PAPER COMPANY	70.85	708.50
						POLLOCK PAPER DISTRIBUTORS	71.09	710.90
						WEDGE SUPPLY INC	72.18	721.80
						Complete Supply	55.20	552.00
	Y					MANS Distribution	48.25	482.50
6	Y-ALT		BAG, T-SHIRT, 1000/CS	1,000	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	14.49	14,490.00
						POLLOCK PAPER DISTRIBUTORS	19.15	19,150.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						BIOPLANET CORPORATION	20.00	20,000.00
						EMPIRE PAPER COMPANY	32.76	32,760.00
						DISPOSE N SAVE	33.84	33,840.00
						GORDON FOOD SERVICE INC	100.64	100,640.00
						WEDGE SUPPLY INC	116.79	116,790.00
						Complete Supply	16.96	16,960.61
	Y					MANS Distribution	14.35	14,350.00
7			Paper Sacks, white, 8 lb., 500/pk. (packed 4/500 per bale). Must purchase in bale quantity only. Note: 40 pk = 10 bales	100	PK	WEDGE SUPPLY INC	0.01	1.00
	y					POLLOCK PAPER DISTRIBUTORS	18.91	1,891.00
	Y-ALT					INFINITY SUPPLY AND SERVICE INCORPORATED	22.63	2,263.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	33.57	3,357.00
						Complete Supply	25.49	2,549.00
						MANS Distribution	22.87	2,287.00
8	Y		Bags, Sandwich, flip lock top, 6-1/2" X 7", domestic made, natural high molecular, high density polyethylene, .6 mil., clear, pkg. 2000/cs.	100	CS	WEDGE SUPPLY INC	6.77	677.00
						POLLOCK PAPER DISTRIBUTORS	7.66	766.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	8.39	839.00
						DISPOSE N SAVE	10.48	1,048.00
						EMPIRE PAPER COMPANY	12.43	1,243.00
						Complete Supply	15.73	1,573.00
						MANS Distribution	7.86	786.00
9	N	8PS	Bags, Sandwich, zip lock top, 6-1/2" X 7", 2 mil., clear, pkg. 1000 per cs. Submit Sample	150	BX	DISPOSE N SAVE	14.24	2,136.00
	Y					WEDGE SUPPLY INC	14.71	2,206.50
						POLLOCK PAPER DISTRIBUTORS	15.31	2,296.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	17.05	2,557.50
						EMPIRE PAPER COMPANY	18.08	2,712.00
						MANS Distribution	17.07	2,560.50
10	Y		BAG, BAKERY SANDWICH KRAFT WITH FILM, 3 1/2" X 2 1/4" X 7 1/4 WITH WINDOW, 500/CS	300	CS	WEDGE SUPPLY INC	67.71	20,313.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	76.16	22,848.00
						POLLOCK PAPER DISTRIBUTORS	76.56	22,968.00
						EMPIRE PAPER COMPANY	141.56	42,468.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						Complete Supply	88.66	26,598.00
						MANS Distribution	76.95	23,085.00
11	Y		BAG, NATURAL PAPER WINDOW BAG, 5" X 7", 500/CS	300	CS	WEDGE SUPPLY INC	0.01	3.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	32.52	9,756.00
						POLLOCK PAPER DISTRIBUTORS	34.21	10,263.00
						EMPIRE PAPER COMPANY	37.16	11,148.00
						Complete Supply	35.09	10,527.00
						MANS Distribution	33.17	9,951.00
12	Y		Food Bag, 18" x 24", Domestic made, natural high molecular, high density polyethylene, .6 mil., clear, food storage/freezer bag in dispenser box, fits half sheet pan, Approved Brand - Handgards Inc. #FB-24 or equal, pkg. 250 per cs.	50	CS	WEDGE SUPPLY INC	8.33	416.50
						POLLOCK PAPER DISTRIBUTORS	9.42	471.00
						DISPOSE N SAVE	10.82	541.00
						EMPIRE PAPER COMPANY	16.26	813.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.52	1,076.00
						Complete Supply	17.63	881.50
						MANS Distribution	21.76	1,088.00
13	Y		Rack Covers, 52" X 80", domestic made, natural high molecular, high density polyethylene, .6 mil., full bun rack cover in dispenser box, pkg. 1/50 ct.	150	CS	ADVANCED BLENDING INC	10.19	1,528.50
						CENTRAL POLY-BAG CORPORATION	12.40	1,860.00
						DISPOSE N SAVE	13.24	1,986.00
						WEDGE SUPPLY INC	14.58	2,187.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.75	2,512.50
						POLLOCK PAPER DISTRIBUTORS	16.86	2,529.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	22.43	3,364.50
						GORDON FOOD SERVICE INC	27.88	4,182.00
						Complete Supply	13.61	2,041.50
						MANS Distribution	16.93	2,539.50
14	Y		FOOD CONTAINER, FOAM, WHITE, DISPOSABLE, 6OZ, DART #6SJ12 OR EQUIVALENT	300	CS	WEDGE SUPPLY INC	33.98	10,194.00
						GORDON FOOD SERVICE INC	37.02	11,106.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	39.19	11,757.00
						POLLOCK PAPER DISTRIBUTORS	40.77	12,231.00
						EMPIRE PAPER COMPANY	56.60	16,980.00
						Complete Supply	45.25	13,575.00
						MANS Distribution	39.20	11,760.00
15	Y		FOOD CONTAINER LID, 3-1/2" VENTED WHITE, POLYSTYRENE, MUST FIT 6 OZ FOOD CONTAINER, DART# 12JL OR EQUIVALENT	300	CS	WEDGE SUPPLY INC	21.70	6,510.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	23.58	7,074.00
						POLLOCK PAPER DISTRIBUTORS	24.53	7,359.00
						EMPIRE PAPER COMPANY	30.50	9,150.00
						Complete Supply	27.38	8,214.00
						MANS Distribution	23.58	7,074.00
16	Y		BOWL, 28 OZ BAGASSE OVAL, DART# 28BBSC OR SIMILAR	1,200	CS	WEDGE SUPPLY INC	41.00	49,200.00
						BIOPLANET CORPORATION	43.00	51,600.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	44.56	53,472.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	46.36	55,632.00
						Complete Supply	52.06	62,472.00
						MANS Distribution	44.10	52,920.00
17	N	8PS	LID, PET CLEAR DOME, MUST FIT 28 OZ BAGASSE BOWL, 300/CS, DART # PET 28BBDL, OR SIMILAR	600	CS	BIOPLANET CORPORATION	25.50	15,300.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	49.03	29,418.00
						POLLOCK PAPER DISTRIBUTORS	53.67	32,202.00
						WEDGE SUPPLY INC	65.42	39,252.00
18	N	8PS	Cups, 16 oz., clear plastic PET cup, pkg. 1000/cs, Must have matching Lid and insert available, Dart # TR16 or similar. Submit Sample	500	CS	*THE MASTERS DISTRIBUTION SYSTEMS		
	N	8PS				AR UNLIMITED LLC	39.00	19,500.00
	N	8PS				INFINITY SUPPLY AND SERVICE INCORPORATED	47.93	23,965.00
	Y					GORDON FOOD SERVICE INC	80.87	40,435.00
	Y-ALT					WEDGE SUPPLY INC	81.74	40,870.00
						POLLOCK PAPER DISTRIBUTORS	90.41	45,205.00
						Complete Supply	108.08	54,040.00
	N	8PS				MANS Distribution	47.45	23,725.00
	N	8PS				Pyramid School Products	64.54	32,270.00
19	Y		Cup Insert, 3.5 oz clear 1000/CS. To fit 12/16oz. Clear Cup and lid. Dart #PF35C1 or Similar. Submit Sample	100	CS	WEDGE SUPPLY INC	60.26	6,026.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	66.19	6,619.00
						POLLOCK PAPER DISTRIBUTORS	66.65	6,665.00
						Complete Supply	79.39	7,939.00

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BID TABULATION

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MANS Distribution	66.20	6,620.00
20	N	8PS	Lid flat, 12/16 OZ X-SLOT, 1000/CS, Must fit 12/16 oz cup. Clear plastic. Dart # 662TS or similar.	100	CS	*THE MASTERS DISTRIBUTION SYSTEMS		
	N	8PS				INFINITY SUPPLY AND SERVICE INCORPORATED	20.72	2,072.00
	N	4NS				WEDGE SUPPLY INC	29.35	2,935.00
	Y					POLLOCK PAPER DISTRIBUTORS	33.19	3,319.00
						EMPIRE PAPER COMPANY	43.51	4,351.00
	Y-ALT					Complete Supply	35.84	3,984.00
	N	8PS				MANS Distribution	20.72	2,072.00
21	N	8PS	Lid, Dome No Hole, Must fit 12/16oz clear plastic cup. Dart # DNR662 or similar. Submit Sample	300	CS	*THE MASTERS DISTRIBUTION SYSTEMS		
	N	4NS				INFINITY SUPPLY AND SERVICE INCORPORATED	37.92	11,376.00
	Y					WEDGE SUPPLY INC	53.83	16,149.00
						POLLOCK PAPER DISTRIBUTORS	60.87	18,261.00
						EMPIRE PAPER COMPANY	79.80	23,940.00
						Complete Supply	58.08	17,424.00
	N	4NS				MANS Distribution	37.53	11,259.00
22			CONTAINER, 32 OZ BAGASSE, 8 1/4 X 5 1/2 X 2 1/4, REGTANGULAR	400	CS	WEDGE SUPPLY INC	0.01	4.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	109.83	43,932.00
						POLLOCK PAPER DISTRIBUTORS	116.84	46,736.00
						MANS Distribution	111.16	44,464.00
23			LID, RECTANGULAR, FLAT, CLEAR, FITS 32 OZ BAGASSE	400	CS	WEDGE SUPPLY INC	0.01	4.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	44.53	17,812.00

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						POLLOCK PAPER DISTRIBUTORS	46.80	18,720.00
						MANS Distribution	44.53	17,812.00
24	Y Y-ALT		CONTAINER, TAKE-OUT, 9 X 9 1/2 X 3, HINGED TOP, CLEARSEAL	650	CS	POLLOCK PAPER DISTRIBUTORS	49.47	32,155.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	64.32	41,808.00
						WEDGE SUPPLY INC	112.73	73,274.50
						EMPIRE PAPER COMPANY	143.30	93,145.00
						Complete Supply	55.60	36,140.00
						MANS Distribution	66.21	43,036.50
25	Y		CONTAINER, TAKE-OUT, 5-6" SQUARE, HINGED TOP, CLEARSEAL, DART ITEM # PET25UT1 OR SIMILAR	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	47.63	9,526.00
						EMPIRE PAPER COMPANY	69.55	13,910.00
						WEDGE SUPPLY INC	75.09	15,018.00
						POLLOCK PAPER DISTRIBUTORS	83.06	16,612.00
						Complete Supply	95.95	19,190.00
						MANS Distribution	49.01	9,802.00
26	Y N	8PS	CONTAINER, 6 X 8, HINGED CLEAR LID, LIME GREEN BOTTOM, SHORT SIDE OPENING	400	CS	WEDGE SUPPLY INC	0.01	4.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	102.16	40,864.00
						POLLOCK PAPER DISTRIBUTORS	110.89	44,356.00
						MANS Distribution	71.63	28,652.00
27	N Y-ALT	8PS	CONTAINER/LID COMBO, 28-32 OZ, BLACK RECTANGULAR, MICROWAVABLE PLASTIC	200	CS	WEDGE SUPPLY INC	0.01	2.00
						EMPIRE PAPER COMPANY	24.78	4,956.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	43.32	8,664.00

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						POLLOCK PAPER DISTRIBUTORS	45.06	9,012.00
						Complete Supply	41.59	8,318.00
	Y					MANS Distribution	42.89	8,578.00
28	Y		Sandwich Wedge Container, approximate size 4-3/8" X 3" X 3-1/4". Clear plastic. Submit Sample.	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	37.59	7,518.00
						POLLOCK PAPER DISTRIBUTORS	40.02	8,004.00
						WEDGE SUPPLY INC	108.98	21,796.00
						Complete Supply	48.68	9,736.00
						MANS Distribution	38.65	7,730.00
29	Y		Sandwich Sub container, hinged lid, clear plastic, 9 1/2"x 5 1/4" x 3 1/2" approximate. 200/cs. Atrium # 29250 or similar	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	32.75	6,550.00
						POLLOCK PAPER DISTRIBUTORS	34.85	6,970.00
						WEDGE SUPPLY INC	69.51	13,902.00
						Complete Supply	36.45	7,290.00
						MANS Distribution	34.78	6,956.00
30	Y Y-ALT		Snack Tray, 3 pocket, black 17.5 mil OPS, 6 3/5"x5"x1.5", 1000/case. Approved Brand- Atrium #21903 or similar.	100	CS	GORDON FOOD SERVICE INC	83.97	8,397.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	90.09	9,009.00
						POLLOCK PAPER DISTRIBUTORS	96.07	9,607.00
						WEDGE SUPPLY INC	127.73	12,773.00
						Complete Supply	99.50	9,950.00
						MANS Distribution	92.77	9,277.00
31	Y		Lid for Snack Tray, Universal, clear 10 mil OPS, 6 7/8"x5 5/16"x1.5", 1000/case. Approved Brand- Atrium #21939 or similar.	250	CS	GORDON FOOD SERVICE INC	52.70	13,175.00

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	Y-ALT					INFINITY SUPPLY AND SERVICE INCORPORATED	62.10	15,525.00
						POLLOCK PAPER DISTRIBUTORS	66.19	16,547.50
						WEDGE SUPPLY INC	90.33	22,582.50
						Complete Supply	70.95	17,737.50
						MANS Distribution	63.92	15,980.00
32	Y		Soup Container, 10-12 oz., Made of paperboard, poly-lined inside and outside, made for hot soup, white with clear lid preferred. Cup and Lid included in case. Submit Sample.	450	CS	POLLOCK PAPER DISTRIBUTORS	32.43	14,593.50
						WEDGE SUPPLY INC	74.79	33,655.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	101.33	45,598.50
	Y-ALT					Complete Supply	42.26	19,017.00
						MANS Distribution	102.40	46,080.00
33	Y		BOWL, 16 OZ, BLACK (500/CS), ATRIUM PKG # 24017 OR SIMILAR	200	CS	WEDGE SUPPLY INC	45.41	9,082.00
						GORDON FOOD SERVICE INC	52.60	10,520.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	55.49	11,098.00
						POLLOCK PAPER DISTRIBUTORS	59.12	11,824.00
						Complete Supply	62.60	12,520.00
						MANS Distribution	57.10	11,420.00
34	Y		Portion Trays, OVS, Black, 6 Fluid Ounce, Bid 12.5 OPS. Submit Sample	800	CS	WEDGE SUPPLY INC	0.01	8.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	61.18	48,944.00
						POLLOCK PAPER DISTRIBUTORS	63.78	51,024.00
						EMPIRE PAPER COMPANY	83.96	67,168.00
						Complete Supply	66.17	52,936.00

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						MANS Distribution	62.97	
35	N	8PS	Portion Trays, OVS, Black, 8 Fluid Ounce, Bid 12.5 mil OPS. Submit Sample	1,500	CS	WEDGE SUPPLY INC	27.07	40,605.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	59.71	89,565.00
						POLLOCK PAPER DISTRIBUTORS	60.93	91,395.00
						EMPIRE PAPER COMPANY	82.48	123,720.00
						Complete Supply	64.20	96,300.00
						MANS Distribution	60.83	91,245.00
36	Y		Portion Trays, Universal Lids, fits OVS 9 mil through 15 mil. Submit Sample.	100	CS	WEDGE SUPPLY INC	0.01	1.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	73.01	7,301.00
						POLLOCK PAPER DISTRIBUTORS	77.82	7,782.00
						EMPIRE PAPER COMPANY	107.38	10,738.00
						MANS Distribution	74.39	7,439.00
37	Y		Compartment Tray with hinged lid, 3 compartments, styrofoam, 8" x 8 1/4", white, pkg. 200/cs.	100	CS	WEDGE SUPPLY INC	16.84	1,684.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	18.50	1,850.00
						POLLOCK PAPER DISTRIBUTORS	19.04	1,904.00
						EMPIRE PAPER COMPANY	27.20	2,720.00
						Complete Supply	20.63	2,063.00
						MANS Distribution	17.98	1,798.00
38	Y		Cups, 8 oz., insulated styrofoam. Dart #8J8 or similar, 1000/cs.	180	CS	WEDGE SUPPLY INC	22.94	4,129.20
						GORDON FOOD SERVICE INC	24.42	4,395.60
						INFINITY SUPPLY AND SERVICE INCORPORATED	24.93	4,487.40

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						POLLOCK PAPER DISTRIBUTORS	25.37	4,566.60
						EMPIRE PAPER COMPANY	33.91	6,103.80
						Complete Supply	28.24	5,083.20
						MANS Distribution	24.42	4,395.60
39	Y		LID FLAT, 8 OZ, DART #8UL, MUST FIT DART CUP 8J8	100	CS	GORDON FOOD SERVICE INC	17.19	1,719.00
						WEDGE SUPPLY INC	20.57	2,057.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	22.60	2,260.00
						POLLOCK PAPER DISTRIBUTORS	22.76	2,276.00
	Y-ALT					EMPIRE PAPER COMPANY	29.99	2,999.00
						MANS Distribution	21.91	2,191.00
40	Y		CUPS, 12 OZ., INSULATED STYROFOAM, DART # 12J12 OR SIMILAR, 1000/CS, SUMBIT SAMPLE	125	CS	WEDGE SUPPLY INC	32.55	4,068.75
						INFINITY SUPPLY AND SERVICE INCORPORATED	35.38	4,422.50
						POLLOCK PAPER DISTRIBUTORS	36.01	4,501.25
						EMPIRE PAPER COMPANY	43.82	5,477.50
						Complete Supply	40.84	5,105.00
						MANS Distribution	35.02	4,377.50
41	N	8PS	CUP, 9 OZ SQUAT CLEAR, PLASTIC, SOLO # TP9R, OR SIMILAR	250	CS	AR UNLIMITED LLC	33.00	8,250.00
	Y					WEDGE SUPPLY INC	46.51	11,627.50
						BIOPLANET CORPORATION	48.50	12,125.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	50.55	12,637.50

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						POLLOCK PAPER DISTRIBUTORS	51.44	12,860.00
						EMPIRE PAPER COMPANY	67.72	16,930.00
						Complete Supply	49.57	12,392.50
						MANS Distribution	49.53	12,382.50
42	N	8PS	Food Tray, #200, 4/250 boxes per cs.	600	CS	WEDGE SUPPLY INC	20.41	12,246.00
	Y					ADVANCED BLENDING INC	21.69	13,014.00
						*MYECOPLANET LLC		
						INFINITY SUPPLY AND SERVICE INCORPORATED	22.83	13,698.00
						POLLOCK PAPER DISTRIBUTORS	24.16	14,496.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						AR UNLIMITED LLC	28.00	16,800.00
						GORDON FOOD SERVICE INC	29.65	17,790.00
						EMPIRE PAPER COMPANY	37.81	22,686.00
						Complete Supply	25.55	15,330.00
						MANS Distribution	22.28	13,368.00
43	Y		Food Tray, #300, size 9" x 7", pkg. 500/cs. Submit Sample	300	CS	*MYECOPLANET LLC		
						WEDGE SUPPLY INC	17.25	5,175.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	17.61	5,283.00
						ADVANCED BLENDING INC	17.96	5,388.00
						POLLOCK PAPER DISTRIBUTORS	18.39	5,517.00

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						*THE MASTERS DISTRIBUTION SYSTEMS		
						GORDON FOOD SERVICE INC	23.53	7,059.00
						AR UNLIMITED LLC	26.00	7,800.00
						EMPIRE PAPER COMPANY	26.19	7,857.00
						Complete Supply	21.77	6,531.00
						MANS Distribution	16.98	5,094.00
44	N	8PS	Food Tray, #50, 1/2 lb., Size 6" x 4" (curved), packaged 1000/cs. Submit Sample	700	CS	WEDGE SUPPLY INC	7.29	5,103.00
	Y					ADVANCED BLENDING INC	15.87	11,109.00
						*MYECOPLANET LLC	16.05	11,235.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.97	11,879.00
						POLLOCK PAPER DISTRIBUTORS	17.96	12,572.00
						EMPIRE PAPER COMPANY	26.26	18,382.00
						Complete Supply	19.91	13,937.00
						MANS Distribution	16.49	11,543.00
45	Y		Forks, Polypropylene, Medium weight, White, bulk pack, pkg. 1000/cs. Submit Sample	25	CS	WALLACE PACKAGING	5.24	131.00
						DAXWELL	5.33	133.25
						POLLOCK PAPER DISTRIBUTORS	5.58	139.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	6.95	173.75
						WEDGE SUPPLY INC	7.29	182.25
						EMPIRE PAPER COMPANY	7.88	197.00

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						Complete Supply	7.33	183.25
						MANS Distribution	6.95	173.75
46	Y		PANLINERS, OVENABLE, CONTOUR FIT FOR HOTEL PANS	100	CS	WEDGE SUPPLY INC	0.01	1.00
						EMPIRE PAPER COMPANY	36.81	3,681.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	63.68	6,368.00
						MANS Distribution	63.20	6,320.00
47	N	8PS	PIZZA BOX, SINGLE SLICE HOLDER, KRAFT, 9"X9 3/8X 11/2"	500	CS	GORDON FOOD SERVICE INC	47.54	23,770.00
	N	8PS				EMPIRE PAPER COMPANY	67.88	33,940.00
	Y-ALT					INFINITY SUPPLY AND SERVICE INCORPORATED	70.66	35,330.00
						POLLOCK PAPER DISTRIBUTORS	73.44	36,720.00
						*ALPHA FOODS CO		
						WEDGE SUPPLY INC	118.75	59,375.00
	N	8PS				Complete Supply	51.10	25,550.00
	Y					MANS Distribution	70.14	35,070.00
48	N	8PS	PIZZA BOX, 16" X 16" X 2" KRAFT CORRUGATED PIZZA BOX	600	CS	WEDGE SUPPLY INC	23.12	13,872.00
	Y-ALT					INFINITY SUPPLY AND SERVICE INCORPORATED	27.31	16,386.00
						POLLOCK PAPER DISTRIBUTORS	28.09	16,854.00
						GORDON FOOD SERVICE INC	30.30	18,180.00
						Complete Supply	27.33	16,398.00
	Y					MANS Distribution	26.76	16,056.00
49	Y		Spoons, Polypropylene, Medium weight, White, bulk pack, pkg. 1000/cs. Submit Sample	25	CS	WALLACE PACKAGING	5.24	131.00

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						DAXWELL	5.33	133.25
						POLLOCK PAPER DISTRIBUTORS	6.36	159.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	6.95	173.75
						EMPIRE PAPER COMPANY	7.28	182.00
						WEDGE SUPPLY INC	7.29	182.25
						Complete Supply	7.79	194.75
						Pyramid School Products	9.89	247.25
						MANS Distribution	6.95	173.75
50	Y		KNIVES PLASTIC 1000/CT	25	CS	WALLACE PACKAGING	5.24	131.00
						DAXWELL	5.33	133.25
						POLLOCK PAPER DISTRIBUTORS	5.58	139.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	6.95	173.75
						WEDGE SUPPLY INC	7.29	182.25
						EMPIRE PAPER COMPANY	7.68	192.00
						Complete Supply	7.79	194.75
						Pyramid School Products	9.89	247.25
						MANS Distribution	6.95	173.75
51	Y-ALT		Napkins, white, tall fold, 7" x 13 1/2", folded size 3 1/2 x 6 3/4, pkg. 10,000/cs. Submit Sample	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	25.44	5,088.00
						*THE MASTERS DISTRIBUTION SYSTEMS	25.75	5,150.00
						AR UNLIMITED LLC	26.00	5,200.00

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						DAXWELL	28.23	5,646.00
						WEDGE SUPPLY INC	37.62	7,524.00
						EMPIRE PAPER COMPANY	55.41	11,082.00
						POLLOCK PAPER DISTRIBUTORS	62.78	12,556.00
	Y					MANS Distribution	25.15	5,030.00
52	N	3PP	Nap-Pak, medium weight, consists only of napkin (13" x 13"), spoon, fork, and straw (5 1/2" or 6"). Polypropylene, bulk packaging., 500/cs.	17,000	CS	WALLACE PACKAGING	8.98	152,660.00
	Y					DAXWELL	9.40	159,800.00
						BIOPLANET CORPORATION	9.75	165,750.00
						GORDON FOOD SERVICE INC	11.22	190,740.00
						AR UNLIMITED LLC	11.50	195,500.00
						WEDGE SUPPLY INC	12.47	211,990.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	13.47	228,990.00
						EMPIRE PAPER COMPANY	25.68	436,560.00
						POLLOCK PAPER DISTRIBUTORS	30.45	517,650.00
						Complete Supply	22.96	390,320.00
						MANS Distribution	13.33	226,610.00
53	Y		Glove, disposable, Nitrile, powder free, large.	2,000	CS	AR UNLIMITED LLC	17.50	35,000.00
	N	8PS				*THE MASTERS DISTRIBUTION SYSTEMS		
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.85	43,700.00
						DISPOSE N SAVE	23.90	47,800.00

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						DAXWELL	24.56	49,120.00
						WEDGE SUPPLY INC	28.48	56,960.00
						*UNIPAK CORP		
						POLLOCK PAPER DISTRIBUTORS	31.69	63,380.00
						RICE BAKAYOKO ROSALYNN	35.90	71,800.00
						EMPIRE PAPER COMPANY	38.64	77,280.00
						GORDON FOOD SERVICE INC	57.40	114,800.00
						Complete Supply	30.31	60,620.00
	N	8PS				Pyramid School Products	3.59	7,180.00
						MANS Distribution	21.63	43,260.00
54	Y		Glove, disposable, Nitrile, powder free, medium.	2,500	CS	AR UNLIMITED LLC	17.50	43,750.00
	N	8PS				*THE MASTERS DISTRIBUTION SYSTEMS		
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.85	54,625.00
						DISPOSE N SAVE	23.90	59,750.00
						DAXWELL	24.56	61,400.00
						WEDGE SUPPLY INC	28.48	71,200.00
						*UNIPAK CORP		
						POLLOCK PAPER DISTRIBUTORS	31.63	79,075.00
						RICE BAKAYOKO ROSALYNN	35.90	89,750.00
						EMPIRE PAPER COMPANY	38.64	96,600.00

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	N	8PS				GORDON FOOD SERVICE INC	57.40	143,500.00
						Complete Supply	30.31	75,775.00
						Pyramid School Products	3.59	8,975.00
						MANS Distribution	21.63	54,075.00
55	Y		Glove, disposable, Nitrile, powder free, Small.	1,000	CS	AR UNLIMITED LLC	17.50	17,500.00
	N	8PS				*THE MASTERS DISTRIBUTION SYSTEMS		
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.85	21,850.00
						DISPOSE N SAVE	23.90	23,900.00
						DAXWELL	24.56	24,560.00
						WEDGE SUPPLY INC	28.48	28,480.00
						*UNIPAK CORP	29.70	29,700.00
						POLLOCK PAPER DISTRIBUTORS	31.63	31,630.00
						RICE BAKAYOKO ROSALYNN	35.90	35,900.00
						EMPIRE PAPER COMPANY	38.64	38,640.00
						GORDON FOOD SERVICE INC	50.40	50,400.00
						Complete Supply	30.31	30,310.00
	N	8PS				Pyramid School Products	3.59	3,590.00
						MANS Distribution	21.63	21,630.00
56	N	8PS	Glove, disposable, Nitrile, powder free, x-large	2,000	CS	*THE MASTERS DISTRIBUTION SYSTEMS		
						Complete Supply	30.31	60,620.00

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BID TABULATION

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
	Y					AR UNLIMITED LLC	19.00	38,000.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.85	43,700.00
						DISPOSE N SAVE	23.90	47,800.00
						DAXWELL	24.56	49,120.00
						WEDGE SUPPLY INC	28.48	56,960.00
						*UNIPAK CORP		
						POLLOCK PAPER DISTRIBUTORS	31.63	63,260.00
						RICE BAKAYOKO ROSALYNN	35.90	71,800.00
						EMPIRE PAPER COMPANY	38.64	77,280.00
						GORDON FOOD SERVICE INC	57.40	114,800.00
	N	8PS				Pyramid School Products	3.59	7,180.00
						MANS Distribution	21.63	43,260.00
57	Y		Gloves, Disposable, large size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	400	CS	DISPOSE N SAVE	5.88	2,352.00
						DAXWELL	7.97	3,188.00
						WEDGE SUPPLY INC	10.04	4,016.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	13.64	5,456.00
						RICE BAKAYOKO ROSALYNN	15.90	6,360.00
						POLLOCK PAPER DISTRIBUTORS	39.39	15,756.00
						Pyramid School Products	5.99	2,396.00
						MANS Distribution	13.36	5,344.00

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Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
58	Y		Gloves, Disposable, medium size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	500	CS	DISPOSE N SAVE	5.88	2,940.00
						DAXWELL	7.97	3,985.00
						WEDGE SUPPLY INC	10.04	5,020.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	13.64	6,820.00
						POLLOCK PAPER DISTRIBUTORS	39.72	19,860.00
						Pyramid School Products	5.99	2,995.00
						MANS Distribution	13.36	6,680.00
59	Y		Gloves, Disposable, Small size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	200	CS	DISPOSE N SAVE	5.88	1,176.00
						DAXWELL	7.97	1,594.00
						WEDGE SUPPLY INC	10.04	2,008.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	13.64	2,728.00
						POLLOCK PAPER DISTRIBUTORS	39.39	7,878.00
						Pyramid School Products	5.99	1,198.00
						MANS Distribution	13.36	2,672.00
60	NA		HAIRNETS, INVISIBLE, REGULAR SIZE	200	CS	WEDGE SUPPLY INC	7.67	1,534.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	9.65	1,930.00
						EMPIRE PAPER COMPANY	17.88	3,576.00
						DISPOSE N SAVE	82.00	16,400.00
						POLLOCK PAPER DISTRIBUTORS	165.29	33,058.00
						Complete Supply	61.43	12,286.00
						Pyramid School Products	99.90	19,980.00
						MANS Distribution	9.78	1,956.00
61	N Y	1NL	LABEL,DISSOLVABLE FOOD ROTATION, 2" X 1 1/4"	1,000	CS	WEDGE SUPPLY INC	0.01	10.00
						POLLOCK PAPER DISTRIBUTORS	24.71	24,710.00
						GORDON FOOD SERVICE INC	43.70	43,700.00

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	N	8PS				MANS Distribution	12.50	12,500.00
62	Y		Souffle Cups, 1 oz., plastic, white, 5000/cs. Submit Sample	80	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	11.95	956.00
						POLLOCK PAPER DISTRIBUTORS	14.21	1,136.80
						AR UNLIMITED LLC	19.00	1,520.00
						EMPIRE PAPER COMPANY	22.67	1,813.60
						WEDGE SUPPLY INC	42.50	3,400.00
						MANS Distribution	11.96	956.80
63	Y		Souffle Cup Lids, clear plastic, must fit 1 oz. souffle cup, pkg. 10/250 pkg. per cs.	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	9.01	901.00
						POLLOCK PAPER DISTRIBUTORS	11.24	1,124.00
						WEDGE SUPPLY INC	12.38	1,238.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						AR UNLIMITED LLC	19.00	1,900.00
						EMPIRE PAPER COMPANY	22.67	2,267.00
						MANS Distribution	9.10	910.00
64	Y 8PS 8UM		Souffle Cups, 2 oz., translucent, plastic, 10/250 pkg. per cs. Submit Sample	1,500	PK	DAXWELL	18.05	27,075.00
						AR UNLIMITED LLC	16.00	24,000.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	18.65	27,975.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						POLLOCK PAPER DISTRIBUTORS	21.20	31,800.00
						BIOPLANET CORPORATION	21.50	32,250.00

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		8PS 8UM				WEDGE SUPPLY INC	22.61	33,915.00
						EMPIRE PAPER COMPANY	25.39	38,085.00
						GORDON FOOD SERVICE INC	27.40	41,100.00
						Complete Supply	21.14	31,710.00
						MANS Distribution	18.10	27,150.00
65	Y	8PS 8UM	Souffle Cup Lids, clear plastic, must fit 2 oz. souffle cup, pkg. 10/250 pkg. per cs.	700	PK	DAXWELL	16.44	11,508.00
						AR UNLIMITED LLC	14.00	9,800.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.95	11,865.00
						BIOPLANET CORPORATION	17.50	12,250.00
						POLLOCK PAPER DISTRIBUTORS	17.93	12,551.00
						*THE MASTERS DISTRIBUTION SYSTEMS		
						GORDON FOOD SERVICE INC	21.40	14,980.00
						WEDGE SUPPLY INC	21.59	15,113.00
						EMPIRE PAPER COMPANY	22.67	15,869.00
						Complete Supply	20.96	14,672.00
						MANS Distribution	16.45	11,515.00
66	Y	8PS 8UM	Souffle Cups, 3 oz., plastic, Submit Sample	200	PK	DAXWELL	26.77	5,354.00
						AR UNLIMITED LLC	26.00	5,200.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	28.47	5,694.00
						WEDGE SUPPLY INC	35.72	7,144.00

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		8PS				POLLOCK PAPER DISTRIBUTORS	37.22	7,444.00
		8UM				EMPIRE PAPER COMPANY	45.33	9,066.00
						Complete Supply	38.48	7,696.00
						MANS Distribution	27.61	5,522.00
67	Y		Souffle Cup Lids, must fit 3 oz. souffle cup, Submit Sample	200	PK	DAXWELL	24.62	4,924.00
		8UM				INFINITY SUPPLY AND SERVICE INCORPORATED	22.36	4,472.00
		8PS				AR UNLIMITED LLC	27.00	5,400.00
						WEDGE SUPPLY INC	30.43	6,086.00
						POLLOCK PAPER DISTRIBUTORS	31.26	6,252.00
		8UM				EMPIRE PAPER COMPANY	32.64	6,528.00
						Complete Supply	38.56	5,712.00
						MANS Distribution	21.69	4,338.00
68	Y-ALT		Toilet Tissue, single ply, 4 X 3.75 inch sheet, 1000 sheets per roll, 96 rolls per cs.	150	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	33.07	4,960.50
						POLLOCK PAPER DISTRIBUTORS	45.34	6,801.00
						WEDGE SUPPLY INC	47.28	7,092.00
						CENTRAL POLY-BAG CORPORATION	55.00	8,250.00
						EMPIRE PAPER COMPANY	56.02	8,403.00
						Complete Supply	43.01	6,451.50
		Y				MANS Distribution	32.09	4,813.50
69			Towels, Food Service, white, pkg. 150/cs. Submit Sample	600	CS	ADVANCED BLENDING INC	18.77	11,262.00

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	Y-ALT					INFINITY SUPPLY AND SERVICE INCORPORATED	19.07	11,442.00
						GORDON FOOD SERVICE INC	48.65	29,190.00
						WEDGE SUPPLY INC	49.87	29,922.00
						POLLOCK PAPER DISTRIBUTORS	50.58	30,348.00
						EMPIRE PAPER COMPANY	51.90	31,140.00
						Pyramid School Products	18.99	11,394.00
	Y					MANS Distribution	18.45	11,070.00
70	Y		Trash Bag, 33 x 40, heavy weight, clear, capacity 33 gal., "X" sealed bottoms, pkg. 250/cs. Submit Sample.	520	CS	CENTRAL POLY-BAG CORPORATION	14.80	7,696.00
						ADVANCED BLENDING INC	15.12	7,862.40
						*UNIPAK CORP		
						WEDGE SUPPLY INC	16.07	8,356.40
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.94	8,808.80
						DISPOSE N SAVE	17.82	9,266.40
						EMPIRE PAPER COMPANY	41.23	21,439.60
						POLLOCK PAPER DISTRIBUTORS	43.09	22,406.80
						Complete Supply	29.41	15,293.20
						MANS Distribution	16.01	8,625.20
71	N	8PS	Trash Bag, 40 x 46, heavy weight, clear, capacity 40-45- gallon, film weight 10.4 lbs, gauge .68 mils, "X" sealed bottoms, pkg. 125/cs. Submit sample.	630	CS	WEDGE SUPPLY INC	10.27	6,470.10
	Y					*UNIPAK CORP		
						CENTRAL POLY-BAG CORPORATION	10.95	6,898.50

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						ADVANCED BLENDING INC	11.94	7,522.20
						DISPOSE N SAVE	13.24	8,341.20
						POLLOCK PAPER DISTRIBUTORS	16.87	10,628.10
						INFINITY SUPPLY AND SERVICE INCORPORATED	24.28	15,296.40
						EMPIRE PAPER COMPANY	59.58	37,535.40
						Complete Supply	13.08	8,240.40
						MANS Distribution	14.57	9,179.10
72	Y		Tray, Lunch, checked, Kraft paper, nested. Approximately 10.5"x7.5"x1.5". 250/case. Approved brand-Southern Champion #0590 or similar. Submit sample.	2,400	CS	*MYECOPLANET LLC	25.50	61,200.00
						ADVANCED BLENDING INC	26.03	62,472.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	30.83	73,992.00
						POLLOCK PAPER DISTRIBUTORS	31.28	75,072.00
						GORDON FOOD SERVICE INC	58.37	140,088.00
						WEDGE SUPPLY INC	276.74	664,176.00
						Complete Supply	53.00	127,200.00
						MANS Distribution	30.33	72,792.00
73	Y		Tray, 5 compartment, Fiber (Paper) Material, 10 3/8" X 8 3/8" X 1 3/16", White, Beige or Approved Color, Approved Brand - Pactiv # YMC5-8000 or equal, pkg 500/cs.	1,500	CS	AR UNLIMITED LLC	31.40	47,100.00
						WALLACE PACKAGING	32.00	48,000.00
						WEDGE SUPPLY INC	33.46	50,190.00
						*MYECOPLANET LLC	34.98	52,470.00
						BIOPLANET CORPORATION	35.50	53,250.00

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						*THE MASTERS DISTRIBUTION SYSTEMS	35.50	53,250.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	41.71	62,565.00
						POLLOCK PAPER DISTRIBUTORS	49.61	74,415.00
						Complete Supply	33.88	50,820.00
						MANS Distribution	41.21	61,815.00
74	N	8PS	Tray, 5 compartment, stryofoam, 10 3/8 x 8-3/8"x 1 3/16", laminated top and bottom, white, Approved Brand - Gen-Pak #10500 or equal, pkg. 500/cs. Note: This item is palletized. Unit price must reflect this requirement.	10,500	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	21.38	224,490.00
	N	8PS				GORDON FOOD SERVICE INC	22.40	235,200.00
	Y					POLLOCK PAPER DISTRIBUTORS	22.70	238,350.00
						*MYECOPLANET LLC	24.97	262,185.00
	Y-ALT					AR UNLIMITED LLC	28.00	294,000.00
						*THE MASTERS DISTRIBUTION SYSTEMS	32.85	344,925.00
						WEDGE SUPPLY INC	39.61	415,905.00
						Complete Supply	24.39	256,095.00
	N	8PS				MANS Distribution	21.23	222,915.00
75	Y		Foil Honeycomb insulated wrap sheet, unprinted, sandwich, 10.5 x 14, pkg. 4/5000 pkg. per cs. Submit Sample	300	CS	ADVANCED BLENDING INC	75.85	22,755.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	80.06	24,018.00
						POLLOCK PAPER DISTRIBUTORS	91.75	27,525.00
						WEDGE SUPPLY INC	94.16	28,248.00
						EMPIRE PAPER COMPANY	111.63	33,489.00
						MANS Distribution	80.10	24,030.00

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76	Y		Foil Honeycomb insulated wraps, sandwich, Blue check, 10.5 x 14, pkg. 4/5000 pkg. per cs. Submit Sample	150	CS	ADVANCED BLENDING INC	84.09	12,613.50
						POLLOCK PAPER DISTRIBUTORS	124.90	18,735.00
						WEDGE SUPPLY INC	126.11	18,916.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	128.56	19,284.00
						MANS Distribution	130.42	19,563.00
77	Y		Foil Honeycomb insulated wraps, sandwich, Green check, 10.5 x 14, pkg. 4/5000 pkg. per cs. Submit Sample	50	CS	ADVANCED BLENDING INC	84.09	4,204.50
						WEDGE SUPPLY INC	120.11	6,005.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	128.56	6,428.00
						POLLOCK PAPER DISTRIBUTORS	209.35	10,467.50
						MANS Distribution	130.42	6,521.00
78	Y		Foil Honeycomb insulated wraps, sandwich, Red check, 10.5 x 14, pkg. 4/5000 pkg. per cs. Submit Sample	150	CS	ADVANCED BLENDING INC	84.09	12,613.50
						POLLOCK PAPER DISTRIBUTORS	102.94	15,441.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	117.60	17,640.00
						WEDGE SUPPLY INC	120.11	18,016.50
						EMPIRE PAPER COMPANY	138.28	20,742.00
						MANS Distribution	119.18	17,877.00
79	Y		Wraps, sandwich, green check, 12 x 12, pkg. 6/1000 pkg. per cs. Submit Sample	50	CS	ADVANCED BLENDING INC	82.29	4,114.50
						WEDGE SUPPLY INC	88.89	4,444.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	93.52	4,676.00
						POLLOCK PAPER DISTRIBUTORS	120.27	6,013.50

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						EMPIRE PAPER COMPANY	122.02	6,101.00
						MANS Distribution	94.35	4,717.50
80	Y		Bags, Cold, Wicketed, to be used on EPAC Bagging System. Bags are designed to tape seal on EPAC + Bag Sealer. Use to package 5" cookie, cut fruit & vegetables, cantalope or watermelon slice. 5.25" X 10.5" Approved	85	CS	WEDGE SUPPLY INC	0.01	0.85
						MANS Distribution	183.82	15,624.70
81	Y		Bags, Cold, Wicketed, to be used on EPAC Bagging System. Bags are designed to tape seal on EPAC + Bag Sealer. Use to package sack lunch. 10" X 15" Approved Brand - Ekon O Pac # CD1015NV or equal. Submit Sample.	75	CS	WEDGE SUPPLY INC	0.01	0.75
						MANS Distribution	214.24	16,068.00
82	Y		Bags Sealing Tape, Cold Poly Tape 3/8 wide X 180 yards long. Please bid all available colors. Approved Brand - Ekon O Pac # 1402 list color. Submit Sample of each color.	50	CS	WEDGE SUPPLY INC	0.01	0.50
						MANS Distribution	23.90	1,195.00
83	Y		Bagging System + EPAC Equipment, Bagging system includes EPAC + Bag Sealer and EPAC + Bag Stand. Approved Brand - Ekon O Pac EPAC + System or equal. Submit Sample.	100	EA	WEDGE SUPPLY INC	0.01	1.00
						MANS Distribution	401.10	40,110.00
84	Y		Hand Towel, roll, single ply, 7.875 inch wide, 1 5/8" core, 350 ft. per roll, 12 rolls per cs.	500	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	19.16	9,580.00
						WEDGE SUPPLY INC	23.82	11,910.00
						CENTRAL POLY-BAG CORPORATION	28.50	14,250.00
						POLLOCK PAPER DISTRIBUTORS	39.12	19,560.00
						EMPIRE PAPER COMPANY	43.69	21,845.00
						Complete Supply	23.36	11,680.00
						MANS Distribution	19.16	9,580.00
85	Y		Laundry soap, 25 lb. pail. Submit sample.	100	EA	POLLOCK PAPER DISTRIBUTORS	17.89	1,789.00
						EMPIRE PAPER COMPANY	30.27	3,027.00
						WEDGE SUPPLY INC	36.06	3,606.00

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	Y-ALT					Complete Supply	27.36	1,368.00
						MANS Distribution	47.12	4,712.00
86	N	8PS	Fiberglass Mop Handle Quickway, 12/cs	100	CS	WEDGE SUPPLY INC	48.78	4,878.00
						EMPIRE PAPER COMPANY	130.56	13,056.00
						POLLOCK PAPER DISTRIBUTORS	134.04	13,404.00
						Complete Supply	109.69	10,969.00
						Pyramid School Products	119.76	11,976.00
	Y					MANS Distribution	55.89	5,589.00
87			MICROFIBER MOP HEAD MEDIUM, 5" MESH BAND WITH TAIL, 12/CS	500	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	47.68	23,840.00
	Y-ALT					WEDGE SUPPLY INC	80.52	40,260.00
						POLLOCK PAPER DISTRIBUTORS	86.52	43,260.00
						EMPIRE PAPER COMPANY	135.27	67,635.00
						Pyramid School Products	110.28	55,140.00
	Y					MANS Distribution	47.19	23,595.00
88	Y-ALT		LARGE ANGLE BROOM, HEAD & HANDLE IN SAME BOX UNASSEMBLED, 12/CS	400	CS	WEDGE SUPPLY INC	55.68	22,272.00
						EMPIRE PAPER COMPANY	70.28	28,112.00
						POLLOCK PAPER DISTRIBUTORS	80.64	32,256.00
						Pyramid School Products	47.76	19,104.00
	Y					MANS Distribution	34.80	13,920.00
89	Y		IRON BRUSH, 1" TRIM WITH POLYPRO BRISTLES, ANGLED HEAD, DURABLE NON-ABSORBENT 6" WHITE PLASTIC BLOCK, 12EA/CS	350	CS	WEDGE SUPPLY INC	17.52	6,132.00

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						EMPIRE PAPER COMPANY	22.19	7,766.50
						POLLOCK PAPER DISTRIBUTORS	22.80	7,980.00
						Pyramid School Products	21.48	7,518.00
						MANS Distribution	19.70	6,895.00
90	Y-ALT		FLOOR SCRUB BRUSH, CURVED HEAD, PLASTIC BLOCK THAT WONT CRACK, WARP, MILDEW, WASHABLE RED POLYPRO BRISTLES, FLARE ENDS, 2" TRIM, AND METAL HANDLE, 12EA/CS	150	CS	WEDGE SUPPLY INC	63.36	9,504.00
						EMPIRE PAPER COMPANY	82.00	12,300.00
						POLLOCK PAPER DISTRIBUTORS	110.76	16,614.00
						Pyramid School Products	59.88	8,982.00
	Y					MANS Distribution	51.63	7,744.50
91	N	8PS	METAL HANDLE FOR FLOOR SCRUB BRUSH, 12/CS	75	CS	WEDGE SUPPLY INC	36.72	2,754.00
						POLLOCK PAPER DISTRIBUTORS	62.88	4,716.00
						Pyramid School Products	58.68	4,401.00
	Y					MANS Distribution	50.53	3,789.75
92	Y-ALT		DIVIDED BUCKET WITH DOWNPRESS COMBO, EASY DIRTY WATER EMPTY	100	EA	WEDGE SUPPLY INC	116.11	11,611.00
						POLLOCK PAPER DISTRIBUTORS	146.98	14,698.00
						Pyramid School Products	79.98	7,998.00
	Y					MANS Distribution	65.13	6,513.00
93	N	8DB	SQUEEGEE, 22" WATER WAND, 10/CS	100	CS	WEDGE SUPPLY INC	36.60	3,660.00
	Y					POLLOCK PAPER DISTRIBUTORS	107.30	10,730.00
	Y-ALT					EMPIRE PAPER COMPANY	193.60	19,360.00

The District solicited 567 suppliers and received 20 responses.

3PP -Poor product performance
8PS- Failed to provide product sample
8UM-Unit of Measure other than specified

***Confidential**

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						Pyramid School Products	129.90	12,990.00
						MANS Distribution	158.00	15,800.00
94	Y Y-ALT		56" 20-GAUGE STEEL FRAME ALUMINUM HANDLE WITH SOCKET CLAMP (FOR SQUEEGEE), 10/CS	50	CS	WEDGE SUPPLY INC	0.01	0.50
						POLLOCK PAPER DISTRIBUTORS	55.80	2,790.00
						EMPIRE PAPER COMPANY	244.20	12,210.00
						Pyramid School Products	199.90	9,995.00
						MANS Distribution	219.00	10,950.00
95	Y N	8PS	Microfiber towel, Green, 49 gram. 16"x16". 12 per case. Submit sample.	400	BX	POLLOCK PAPER DISTRIBUTORS	8.16	3,264.00
						EMPIRE PAPER COMPANY	10.11	4,044.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	37.14	14,856.00
						WEDGE SUPPLY INC	111.60	44,640.00
						Complete Supply	6.73	2,692.00
						Pyramid School Products	6.72	2,688.00
						MANS Distribution	18.35	7,340.00
96	Y Y-ALT		CLEANING PADS, GENERAL PURPOSE HAND PAD, MEDIUM DUTY, GREEN, 6" X 9", 6 BGS/10 EA/CS	100	CS	POLLOCK PAPER DISTRIBUTORS	4.59	459.00
						EMPIRE PAPER COMPANY	6.40	640.00
						WEDGE SUPPLY INC	29.64	2,964.00
						Complete Supply	16.76	1,676.00
						Pyramid School Products	14.99	1,499.00
						MANS Distribution	14.08	1,408.00
97			DISINFECTING WIPES IN PLASTIC BUCKET, 1400/CS, CLOROX OR EQUAL, SUMBIT SAMPLE	500	CS	WEDGE SUPPLY INC	0.01	5.00

The District solicited 567 suppliers and received 20 responses.

BID TABULATION

3PP -Poor product performance
8PS- Failed to provide product sample
8UM-Unit of Measure other than specified

*Confidential

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
	Y					POLLOCK PAPER DISTRIBUTORS	38.75	19,375.00
	Y-ALT					EMPIRE PAPER COMPANY	40.00	20,000.00
						Pyramid School Products	91.98	45,990.00
						MANS Distribution	57.20	28,600.00
98	Y		DISINFECTING WIPES-REFILL PACK ONLY, 1400/CS, CLOROX OR EQUAL, SUMBIT SAMPLE	1,000	CS	WEDGE SUPPLY INC	0.01	10.00
	Y					POLLOCK PAPER DISTRIBUTORS	62.34	62,340.00
	Y-ALT					EMPIRE PAPER COMPANY	63.81	63,810.00
						Pyramid School Products	79.98	79,980.00
	N	8PS				MANS Distribution	44.98	44,980.00
99	Y		Sponge Mop. 9" natural celluose sponge with scrubber strip; steel handle with swivel hang cap; heavy guage metal frame with soft grip on wringer level.	300	EA	WEDGE SUPPLY INC	11.18	3,354.00
						POLLOCK PAPER DISTRIBUTORS	19.81	5,943.00
						EMPIRE PAPER COMPANY	38.78	11,634.00
						Pyramid School Products	17.99	5,397.00
						MANS Distribution	36.03	10,809.00
100	Y		Straw Plastic, 7.75". Wrapped, jumbo, clear. 24/500/case.	200	CS	DAXWELL	27.17	5,434.00
						EMPIRE PAPER COMPANY	43.18	8,636.00
						WEDGE SUPPLY INC	52.64	10,528.00
						POLLOCK PAPER DISTRIBUTORS	70.93	14,186.00
						MANS Distribution	47.48	9,496.00
101	Y		WIPE, PROBE, ALCOHOL SWAB, IW (200/CS)	200	CS	WEDGE SUPPLY INC	0.01	2.00
						POLLOCK PAPER DISTRIBUTORS	2.60	520.00

The District solicited 567 suppliers and received 20 responses.

BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

3PP -Poor product performance
8PS- Failed to provide product sample
8UM-Unit of Measure other than specified

***Confidential**

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
	Y-ALT					EMPIRE PAPER COMPANY	11.94	2,388.00
						Complete Supply	5.49	1,098.00
						MANS Distribution	21.27	4,254.00
102	Y		ZIP TOP BAG, FREEZER, 2 GALLON		CS	POLLOCK PAPER DISTRIBUTORS	15.05	3,762.50
						WEDGE SUPPLY INC	56.55	14,137.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	64.94	16,235.00
	Y-ALT					Pyramid School Products	19.98	4,995.00
						MANS Distribution	63.59	15,897.50

Rows 1 - 507 (All Rows)

The District solicited 567 suppliers and received 20 responses.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Student Nutrition Services

Subject: Consider Approval of Purchase of Walk-In Cooler and Freezer Replacement for Student Nutrition Services (SNS) (#51-24-05)

Consent Agenda

Executive Summary:

Walk-in Cooler and Freezers are utilized across our campus to store food for meal provision at each location. This RFP will allow replacements to start at the following campuses: Abbett ES, Spring Creek ES, Hickman ES, Bradfield ES, Bullock ES, Shorehaven ES, Club Hill ES, Classical Center at Vial ES and Memorial HS. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Walk-in Cooler Freezer Replacement for Student Nutrition Services companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#51-24-05 Walk-In Cooler and Freezer Replacement as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $2,000,000
240- National School Breakfast and Lunch Program Funds

Exhibit "A"

BID TABULATION GARLAND

INDEPENDENT SCHOOL DISTRICT

Auction Title: 51-24-05 Walk-In-Cooler and Freezer Replacement for SNS

Bid Rfq Num 120571

4NS- Not to Specifications

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
1		4NS	Combo Unit Cooler/Freezer 8' W x 18' L x 8' H	10	EA	NATIONAL WHOLESALE SUPPLY INC	35,777.65	357,776.47
	Y-Alt					DOUGLAS FOOD STORES	100,268.21	1,002,682.10
						ATEX RESTAURANT SUPPLY INC	136,591.39	1,365,913.90
						AIR PERFORMANCE SERVICE OF HOUSTON LLC	182,716.71	1,827,167.10
	Y-Alt					Roy Fierro Construction	149,250.00	1,492,500.00
	Y					Mission Option 1	71,174.00	
						Mission Option 2	71,174.00	
						Mission Option 3	71,174.00	
						Mission Option 4	71,174.00	
						Mission Option 5	71,633.00	
						Mission Option 7	73,977.00	
						Mission Option 8	71,174.00	
2		4NS	Combo Unit Cooler/Freezer 9' x 24' x 9'	5	EA	NATIONAL WHOLESALE SUPPLY INC	45,187.06	225,935.30
	Y-ALT					AIR PERFORMANCE SERVICE OF HOUSTON LLC	182,716.71	913,583.55
	Y					Roy Fierro Construction	151,375.00	756,875.00
						Mission Restaurant Supply	NB	NB
3		4NS	Combo Unit Cooler/Freezer 8' x 19' x 9'	5	EA	NATIONAL WHOLESALE SUPPLY INC	39,135.29	195,676.47
	Y-Alt					DOUGLAS FOOD STORES	102,585.35	512,926.75
						AIR PERFORMANCE SERVICE OF HOUSTON LLC	182,716.71	913,583.55
	Y-Alt					Roy Fierro Construction	152,250.00	761,250.00
	Y					Mission Option 6	73,620.00	368,100.00
4		4NS	Interior Walk-In Cooler 6' x 14' x 7'-11" (Exact)	2	EA	NATIONAL WHOLESALE SUPPLY INC	29,360.00	58,720.00
	Y-Alt					DOUGLAS FOOD STORES	54,735.46	109,470.92

The District solicited 684 suppliers and received 8 responses.

BID TABULATION

GARLAND INDEPENDENT SCHOOL DISTRICT

						AIR PERFORMANCE SERVICE OF HOUSTON LLC	182,716.71	365,433.42
	Y-Alt					Roy Fierro Construction	156,000.00	312,000.00
	Y					Mission Option 9	33,172.00	66,344.00
5		4NS	Interior Walk-In Freezer 7'-7" W x 14' L x 7'-8" H (Exact)	2	EA	NATIONAL WHOLESALE SUPPLY INC	31,836.47	63,672.94
	Y-Alt					DOUGLAS FOOD STORES	60,498.07	120,996.14
						AIR PERFORMANCE SERVICE OF HOUSTON LLC	182,716.71	365,433.42
	Y-Alt					Roy Fierro Construction	159,000.00	318,000.00
	Y					Mission Option 10	53,836.00	107,672.00

The District solicited 684 suppliers and received 8 responses.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Shelley Garrett, Assistant Superintendent of Safety Operations

Subject: Consider Approval of Purchase of Metal Detectors and Supplies (#13-25)

Consent Agenda

Executive Summary:

Metal detectors contribute to the campus's safety by scanning individuals for any metallic components that may indicate the presence of weapons or contraband, which can be done regularly, randomly, or during crises such as social media threats. Reviewed and approved by Shelley Garrett, Assistant Superintendent of Safety Operations, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Metal Detectors and Supplies from the company, Garrett Electronics Inc., provide the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with two (2) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#13-25 Metal Detectors and Supplies as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $250,000
199- General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Ron Griffen, Executive Director of Athletics

Subject: Consider Approval of Purchase of Baseball Equipment and Softball Equipment (#155-24)

Consent Agenda

Executive Summary:

Athletics Department is required to purchase baseball equipment and softball equipment items for high schools and middle schools to ensure participation in upcoming UIL competitions. Reviewed and approved by Ron Griffen, Executive Director of Athletics, Mark Booker, Executive Director of Purchasing, and Darrell Dodds Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Baseball Equipment and Softball Equipment from the company or companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

New - Replacement

Procurement Method: Request for Bid

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#155-24 Baseball Equipment and Softball Equipment as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $200,000
199- General Fund

155-24 Baseball Equipment and Softball Equipment

Exhibit A

America Team Sports

Varsity Brands Holding Co., Inc.

Pyramid School Products

Pioneer Manufacturing Co., Inc.

Riddell All American

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Thomas Head, Coordinator of Security Systems

Subject: Consider Approval of Purchase of Cellular Equipment and Services (#252-25-01)

Consent Agenda

Executive Summary:

This contract is to provide all cellular/smartphones and hotspots along with the service necessary to utilize these devices. The contract will be used to purchase equipment necessary to provide assigned staff the needed mobile communication and internet access. The contract will also provide services necessary to prevent this access from being limited in any way during critical times. Reviewed and approved by Thomas Head, Coordinator of Security Systems, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Cellular Equipment and Services from the company T-Mobile USA, Inc., provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve contract#252-25-01 Cellular Equipment and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $2,000,000
199- General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Kimberly Caddell, Assistant Superintendent Curriculum & Instruction

Subject: Consider Approval of Purchase of Staff Development Services, Consultant Services and Materials (#310-24-01)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an "Extended RFP Process". This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement.

Benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits TEA has required internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - $75,000 or greater in accordance with CH Local.
2. Standard procurement process should be used when possible.
3. The Purchasing Department in conjunction with Committee(s) will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide are met. At a minimum, the guidelines below must be established.
   A. Establish the categories in which responses will be received
   B. Determine frequency for reviewing and approving responses
   C. Determine the criteria for accepting and rejecting responses
   D. Review existing contracts to ensure the needs cannot be met with an existing contract.

By design of the extended RFP, we are adding additional vendors to continue creating a pool of awarded staff development vendors that have been approved and vetted for Garland ISD campuses and departments. This on-going RFP seeks to provide access to staff development, consultant services and material to support the educational needs in classrooms throughout GISD aligned with district goals and objectives.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Staff Development Services, Consultant Services and Materials from the companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#310-24-01 Staff Development Services, Consultant Services and Materials as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $705,000
255 ESEA Title II Part A – Teacher & Principal Training & Recruiting

Exhibit A

Barbara Helen Kennedy

*Chelsea Hall Inc

*Free To Do Me Foundation

*FriedTechnology

*Heart Education Consultants Inc

In Our Best Interest LLC

Jerome Thompson

Lauren N Smith

Leading Transformative Solutions LLC

*Melissa Lee Farrall

*Michael Dickerson

Pageantry Solutions LLC

*ReadyMade Music LLC

*S3Strategies LLC

*Savvas Learning Company LLC

*Sidney Moncrief

*Solution Tree Inc

*Special Education Compliance & Training LLC

*Stacer Group LLC

*Stem Detective LLC

TK Education Consulting LLC

Warren Instructional Network

Winn Innovations LLC

*Denotes new award

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Paul Gonzales, Executive Director of Facilities and Maintenance

Subject: Consider Approval of Modification to Maintenance General Trades Merchandise and Services (#215-21)

Consent Agenda

Executive Summary:

The modification of award will ensure that contracts and payments are in the name of the correct entity. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation to modify the award as listed below:

Change From: Deen Implement Co.

Change To: Deen Kubota, LLC

Procurement Method: Request for Proposal

Contract Term: Third of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve modification to contract#215-21 Maintenance General Trades Merchandise and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: No change from previously awarded amount
199- General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Paul Gonzales, Executive Director of Facilities and Maintenance

Subject: Consider Approval of Increase in Awarded Amount for HVAC Equipment, Supplies, and Services (#214-24-08)

Consent Agenda

Executive Summary:

This award will allow the Maintenance Department the ability to acquire original equipment manufacturer parts and services, to maintain district buildings and facilities. Through this agreement, we will be able to issue purchase orders for contracted services and access a pool of qualified Carrier Technicians. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for HVAC Equipment, Supplies, and Services from the company Carrier Corporation, provide the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with one (1) annual renewal option

Recommended Motion for Action Items:

Move to approve increase to contract#214-24-08 HVAC Equipment, Supplies, and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award $50,000 Increase $450,000 New Award $500,000
199- General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Tanya Ramos, Executive Director of Student Support and Specialized Services

Subject: Consider Approval of Increase in Awarded Amount for Hearing and Vision Services Medical Supplies and Equipment (#293-24-01)

Consent Agenda

Executive Summary:

Hearing and Low Vision Evaluations and assistive technology assessments for students who are visually impaired. Equipment is needed to replace older obsolete technology. There is also an increase in the number of Deaf or Hard of Hearing students in the district. Reviewed and approved by Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 11, 2024.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Hearing and Vision Services Medical Supplies and Equipment from the company or companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#293-24-01 Hearing and Vision Services Medical Supplies and Equipment as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award $74,999 Increase $75,001 New Award $150,000
199- General Funds

Exhibit A

Center for Vision Health

Maxi Aids

Natus Medial Incorporated

School Nurse Supply, Inc.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of the 2024-2025 Salary Schedule and Compensation Information Handbook

Action Item

Executive Summary:

We are requesting Board Approval of the 2024-2025 Salary Schedules and Compensation Information Handbook.

The handbook reflects a 2% - 3% of midpoint raise for all employees and a minimum hourly rate of $15.50.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Move to approve the 2024-2025 Salary Schedule and Compensation Information Handbook.

2024-2025
Salary Schedules
& Compensation Information

Published by the Department of Human Resources

GARLAND INDEPENDENT SCHOOL DISTRICT

Serving the North Texas Communities of
Garland, Rowlett, and Sachse

garlandisd.net | 972-487-3057 | 501 S. Jupiter Rd
Garland, TX 75042

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The GISD Board of Trustees approved the following raise effective for the 2024-2025 school year.
Teachers * Starting teacher salary of **$61,500** with a minimum of **3% Pay Increase**
Professional and Campus Staff * **3% Pay Increase**
Directors and above [1] * **2% Pay Increase** Pay Grades 110-116 and 210-211; [1] Exception: Campus based positions at 3%
Paraprofessional Staff * **3% Pay Increase**
Instructional Support Staff * **3% Pay Increase**
Auxiliary Staff * Starting pay of **$15.50** per hour with a minimum of **3% Pay Increase**

Pay increases will go into effect for the 2024-2025 school year in accordance with the assignment workdays.		
July 2024	12 month employee	Workdays 215-260
August 2024	11 month employee	Workdays 198-214
September 2024	10 month employee	Workdays 180-197

- Neither past nor future salaries can be accurately calculated nor predicted from this booklet. Only the salary ranges based on pay grades can be obtained from this information.

- Salary plans are determined annually, and salary advancement is not guaranteed. Pay increases are based on the annual pay raise approved by the Board of Trustees.

- Salaries are determined individually with consideration for creditable years of service, job-related experience and credentials.

- All GISD employees who returned to the same position held in the district in the 2023-2024 school year will receive the outlined increase from the midpoint of their pay grade.

Should you have any questions, please contact the Human Resources Department at salary@garlandisd.net .

2024-2025

New Hire Guide for Teachers

$61,500 starting, 3.0% GPI

Creditable Years of Service (CYS)	Daily Rate	Annualized by 187 day assignment
0	$328.88	**$61,500**
1	$336.68	**$62,960**
2	$340.08	**$63,595**
3	$341.68	**$63,895**
4	$343.29	**$64,195**
5	$344.89	**$64,495**
6	$346.50	**$64,795**
7	$348.37	**$65,145**
8	$350.24	**$65,495**
9	$356.52	**$66,669**
10	$358.49	**$67,038**
11	$360.36	**$67,388**
12	$361.97	**$67,688**
13	$363.57	**$67,988**
14	$365.18	**$68,288**
15	$366.78	**$69,138**
16	$374.75	**$70,078**
17	$376.35	**$70,378**
18	$378.63	**$70,804**
19	$380.23	**$71,103**
20	$381.81	**$71,399**
21	$383.42	**$71,699**
22	$385.55	$72,098
23	$387.69	**$72,498**
24	$389.29	**$72,798**
25+	$390.90	**$73,098**

Continuing GISD Teachers above 25+ years of creditable service will receive an increase of $1,960 from their previous school year base salary.

The above annual salaries are based on ten (10) months of employment for the 2024-2025 school year. Salary plans are determined annually, and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees. Years of experience is the total creditable years of service (CYS) completed at the end of the 2023-2024 school year. **New teachers to GISD with 25 or more creditable years of service will start at step 25.**

$1,300 Master's Degree Stipend

$2,000 Doctorate Degree Stipend

2024-2025 Proposed Administrative Professional Pay Plan
Garland ISD

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
101			**Daily**	**$252.00**	**$300.00**	**$348.00**	**$9.00**
	Assistant Box Office Coordinator	226	**226 Days**	56,952	67,800	78,648	2,034
	Certification Specialist	226					
	Compensation Human Resources Specialist	226					
	Energy Analysis Specialist	226					
	Event Coordinator	226					
	Facilities Specialist	226					
	Marketing Specialist	226					
	Print Shop Senior Production Manager	226					
	Supervisor (Student Nutrition Services)	226					
	Supervisor Culinary	226					
	Supervisor Professional Development	226					
	Supervisor Special Projects	226					
102			**Daily**	**$274.05**	**$326.25**	**$378.45**	**$9.79**
	Facilitator Translation Interpret Services	226	**202 Days**	55,358	65,903	76,447	1,977
	Graphic Design Specialist	226	**226 Days**	61,935	73,733	85,530	2,212
	McKinney Vento Office Specialist TECHY	226					
	Operations Manager	226					
	Sales Representative	202					
	Security Specialist Armed Officers	226					
	Supervisor Food And Supply Acquisition	202					
	Web Content Designer	226					
103			**Daily**	**$298.30**	**$355.12**	**$411.94**	**$10.65**
	Benefits Specialist	226	**187 Days**	55,782	66,407	77,033	1,992
	Box Office Coordinator	226	**210 Days**	62,643	74,575	86,507	2,237
	Budget Analyst	226	**215 Days**	64,135	76,351	88,567	2,291
	Coordinator Print Shop	226	**226 Days**	67,416	80,257	93,098	2,408
	Energy Management Specialist	226					
	Executive Assistant To The Superintendent	226					
	Finance Analyst	226					
	Grants Budget Analyst Title I	226					
	Grants Compliance Specialist Title I	226					
	Grants Specialist	226					
	Human Resources Analyst	226					
	Investigator Employee Relations	226					
	Language Acquisition Specialist Title III	215					
	Manager Event Services	226					
	Manager Work Order Control	226					
	Paralegal General Counsel	226					
	Sales Manager	226					
	Senior Buyer	226					
	Speech Language Pathologist Assistant SPED	187					
	Web Services Support Specialist	226					
104			**Daily**	**$334.09**	**$397.73**	**$461.37**	**$11.93**
	Accountant Bond	226	**187 Days**	62,475	74,376	86,276	2,231
	Accountant General Ledger	226	**189 Days**	63,143	75,171	87,199	2,255
	Accountant Payroll	226	**193 Days**	64,479	76,762	89,044	2,303
	Accountant Project	226	**197 Days**	65,816	78,353	90,890	2,351
	Accountant Proprietary Funds	226	**202 Days**	67,486	80,341	93,197	2,410
	Behavior Intervention/Interventionist Specialist Title I*	210	**210 Days**	70,159	83,523	96,888	2,506
	Behavior Program Specialist Title I*	226	**215 Days**	71,829	85,512	99,195	2,565
	Behavioral Specialist BCBA*	226	**226 Days**	75,504	89,887	104,270	2,697
	Behavioral Specialist Idea B*	226					
	Bilingual Instructional Specialist*	226					
	Board Service Manager	226					
	Case Manager	210					
	Certification Officer Human Resources	226					
	Clinic Nurse Specialist	226					

104		Daily	$334.09	$397.73	$461.37	$11.93
Coordinator Budget	226					
Coordinator PEIMS	226					
Coordinator Security Operations	226					
Coordinator Security Systems	226					
Coordinator Textbooks	226					
Custodial Services Manager	226					
Data Support Specialist Title I	197					
Dyslexia Support Coach Bilingual*	197					
Dyslexia Support Coach*	197					
Field Nurse Technology Specialist Health Services	197					
Gifted and Talented Specialist*	226					
Grant Program Specialist Title I	226					
Infant Center Specialist New Horizons C Tech*	193					
Instructional Coach (Elementary)*	197					
Instructional Coach 1:1 (High School)*	197					
Instructional Coach Math Title I*	215					
Instructional Coach Title I (Middle School, High School)*	215					
Instructional Specialist Bil ESL PK 12*	226					
Instructional Specialist Title III*	226					
Instructional Specialist*	226					
Instructional Technology Specialist Title I	226					
Lead Nurse Health Services	226					
Librarian	187, 189[1]					
Librarian Prekindergarten	187					
Magnet Program Specialist	226					
Manager Investigations Employee Relations	226					
MTSS Behavior Specialist BCBA Title IV*	226					
Nurse Early College (Eastfield, Northlake, Richland)	187					
Nurse Itinerant Health Services	187					
Program Specialist (Advance Academics)	226					
Risk Management Auto Claims Specialist	226					
Risk Management Wc Claim Specialist	226					
School Nurse	187					
School Nurse Itinerant Health Services	187					
School Nurse Prekindergarten	187					
Security Coordinator Armed Officers	226					
Sheltered Instruction Specialist Title III*	226					
SPED Treatment Nurse	187					
SPED Treatment Nurse (Elementary)	202					
Student Engagement Specialist Title IV	226					
Teacher ELAR Instructional Coach Title I*	215					
Teacher Math Instructional Coach Title I*	215					
Teacher SPED Visually Impaired*	187, 197[1]					

*Eligible for the Master's stipend (equal to Inst. Coach position and no Master's required)

[1] assignment contract days grandfathered new hires will be hired at 187 days

105		Daily	$349.13	$415.63	$482.13	$12.47
Campus Facilitator	202	**187 Days**	65,287	77,723	90,158	2,332
Campus Facilitator Idea B	202	**188 Days**	65,636	78,138	90,640	2,344
Compliance Facilitator Grants	226	**189 Days**	65,986	78,554	91,123	2,357
Coordinator Broadcasting	226	**193 Days**	67,382	80,217	93,051	2,407
Counselor (Elementary)	189	**197 Days**	68,779	81,879	94,980	2,456
Counselor (High School)	202	**202 Days**	70,524	83,957	97,390	2,519
Counselor (Middle School)	197	**210 Days**	73,317	87,282	101,247	2,618
Counselor CTE (GRCT)	202	**215 Days**	75,063	89,360	103,658	2,681
Counselor CTE 1 (High School)	202	**220 Days**	76,809	91,439	106,069	2,743
Counselor CTE 2 (High School)	202	**226 Days**	78,903	93,932	108,961	2,818
Counselor Facilitator	220					
Counselor Lead	220					
Counselor Prekindergarten	189					
Diagnostician	197					
Diagnostician (Lead duties)	202					
Dyslexia Bilingual Facilitator	202					
Dyslexia Diagnostician	197					
Dyslexia Facilitator	202					
Elementary Newcomer Facilitator	202					
Facilitator Advance Academics Title I	226					

105		Daily	$349.13	$415.63	$482.13	$12.47
Facilitator Early Childhood	220					
Facilitator Instructional Design ELAR	202					
Facilitator Instructional Design Math	202					
Facilitator Instructional Design Science	202					
Facilitator Instructional Design SLAR	202					
Facilitator Instructional Design Social Studies	202					
Facilitator Magnet Programs	226					
Elementary Facilitator Newcomer	202					
Facilitator Parent Engagement Title I	226					
Facilitator Parent Engagement Title III	226					
Intervention Facilitator Title I	226					
Leadership Instructional Design Facilitator ELAR	202					
Leadership Instructional Design Facilitator Math	202					
Leadership Instructional Design Facilitator RLA	202					
Leadership Instructional Design Facilitator Science	202					
Leadership Instructional Design Facilitator Social Studies	202					
MTSS Facilitator Title I	226					
Orientation Mobility Specialist	187					
Program Coordinator (Human Resources)	226					
Responsive Services Counselor	193					
Risk Management Specialist	226					
RTI Facilitator Title I	226					
School Psychologist	202					
Secondary Newcomer Facilitator	202					
Social Worker	210					
Specialist Title II	226					
Speech Language Pathologist SPED (Prekindergarten, ES, MS, HS)	197, 202[2], 210[2]					
Student Services Safety Support Facilitator Title I	226					
Transition Specialist SPED	215					

[2] assignment contract days grandfathered new hires will be hired at 197 days

106		Daily	$364.84	$434.33	$503.82	$13.03
Assistant Principal (Elementary)	215	188 Days	68,590	81,654	94,718	2,450
Assistant Principal Prekindergarten	215	193 Days	70,414	83,826	97,237	2,515
Early Childhood Coordinator Title I	226	203 Days	74,063	88,169	102,275	2,645
Instructional Leadership Specialist	203	215 Days	78,441	93,381	108,321	2,801
Occupational Therapist	188, 193[3]	226 Days	82,454	98,159	113,863	2,945
Physical Therapist	188					
Safety And Training Manager	226					

[3] assignment contract days grandfathered new hires will be hired at 197 days

107		Daily	$381.25	$453.87	$526.49	$13.62
Assistant Principal (Alternative Education Center)	220	202 Days	77,013	91,682	106,351	2,750
Assistant Principal (Jackson Tech Center & Memorial Pathway Academy)	225	220 Days	83,875	99,851	115,828	2,996
Assistant Principal (Middle School)	225	225 Days	85,781	102,121	118,460	3,064
At Risk Administrator (GHS)	226	226 Days	86,163	102,575	118,987	3,077
Audiologist SPED	202					
AVID Coordinator Secondary	226					
Cash Manager	226					
Coordinator (Special Education)	226					
Coordinator 504	226					
Coordinator Accelerated Learning	226					
Coordinator Athletics (Trainer)	226					
Coordinator Avid Elementary Title I	226					
Coordinator Bilingual ESL	226					
Coordinator Business Program Development	226					
Coordinator Communications	226					
Coordinator Counseling Guidance	226					
Coordinator CTE	226					
Coordinator Data Analysis Reporting	226					
Coordinator District Testing	226					
Coordinator Elementary Math	226					
Coordinator Elementary Science	226					
Coordinator Family And Community Engagement	226					
Coordinator Fcs New Horizons C Tech	226					
Coordinator Foreign Languages	226					
Coordinator Human Resources	226					
Coordinator Legal	226					

107		Daily	$381.25	$453.87	$526.49	$13.62
Coordinator Library Media Services	226					
Coordinator Local Assessment	226					
Coordinator Maintenance Business Operations	226					
Coordinator MTSS	226					
Coordinator MTSS Title I	226					
Coordinator Multilingual Program	226					
Coordinator Nutrition And Menu Operations	226					
Coordinator Outreach Enrollment Center Clinic	226					
Coordinator PE	226					
Coordinator Planning Research	226					
Coordinator Secondary ELAR Title II	226					
Coordinator Secondary Math Title II	226					
Coordinator Secondary Science Title II	226					
Coordinator Social Studies	226					
Coordinator SPED	226					
Coordinator SPED Idea B	226					
Coordinator State and Federal Grants	226					
Coordinator STEM	226					
Coordinator Technology (SNS)	226					
Coordinator Title I	226					
Coordinator Visual Performing Arts (Fine Arts)	226					
Coordinator Web Services	226					
Custodial Services Senior Manager	226					
Dyslexia Coordinator Bilingual SPED	226					
Dyslexia Coordinator SPED	226					
Early College Coordinator Title I	226					
Early Literacy Coordinator	226					
Foundation President Corporate Initiatives Liaison	226					
Instructional Leadership Coordinator	226					
Multilingual Program Analyst Title III	226					
Payroll Coordinator	226					
Senior Construction Project Manager	226					
Senior Maintenance Project Manager	226					
Senior Manager Building Trades and Projects	226					
Senior Manager Grounds	226					
Senior Manager MEP	226					
Service Provider Program Analyst Title III	226					
Student Services Coordinator	226					
Student Success Coordinator Title IX Investigator ES, MS, HS	226					

108		Daily	$398.40	$474.29	$550.18	$14.23
Academic Success Administrator Title I	226	226 Days	90,038	107,190	124,341	3,216
Administrator Gifted Talented	226					
Administrator Safety Student Discipline	226					
Assistant Principal (High School)	226					

109		Daily	$426.29	$507.49	$588.69	$15.22
Administrator Student Engagement	226	225 Days	95,915	114,185	132,455	3,426
Administrator Title IX Coordinator	226	226 Days	96,342	114,693	133,044	3,441
Advanced Academic Administrator	226					
Aquatic Manager Swim Coach	226					
Assistant Director Athletics	226					
Assistant Director Building Trades	226					
Assistant Director Cafeteria Operations	226					
Assistant Director Custodial	226					
Assistant Director Equipment And Warehouse Operations	226					
Assistant Director Event Services & Operations	226					
Assistant Director Finance	226					
Assistant Director Fine Arts	226					
Assistant Director Fleet Operations	226					
Assistant Director MTSS	226					
Assistant Director Nutrition Menu Operations	226					
Assistant Director Office Of Innovation	226					
Assistant Director Purchasing	226					
Assistant Director Sales And Booking	226					
Assistant Director Special Education	226					

109		Daily	$426.29	$507.49	$588.69	$15.22
Assistant Director Student Services	226					
Assistant Director Transportation	226					
Assistant Director Technology Curtis Culwell Center	226					
Assistant General Counsel	226					
Avid Program Manager Secondary	226					
Community Liaison To African Americans	226					
Community Liaison To Hispanic	226					
Early Learning Program Administrator Title II	226					
Responsive Services Administrator	226					
School Design Administrator	226					

109P		Daily	$445.48	$530.33	$615.18	$15.91
Principal (Elementary)	217	217 Days	96,669	115,082	133,494	3,452
Principal Prekindergarten	217	226 Days	100,678	119,855	139,031	3,596
Principal Residency	217					

110		Daily	$468.86	$558.17	$647.48	2% GPI $11.16	3% GPI [4] $16.74
Boys Athletic Coordinator Head Football Coach[4]	220	226 Days	105,962	126,146	146,330	2,523	3,784
Director Communications	226						
Director Compensation Human Resources	226						
Director Employee Relations	226						
Director English Language Learners	226						
Director Family And Community Engagement	226						
Director Health Services	226						
Director Human Resources Systems	226						
Director Multilingual Program	226						
Director Office of Innovation	226						
Director Payroll Benefits	226						
Director Risk Management	226						
Director Student Services	226						
Director Tax Services	226						
Executive Principal Coach Title I	226						
Principal (Middle School, Memorial Pathway Academy, AEC, GRCTC)[4]	226						

111		Daily	$518.80	$617.62	$716.44	2% GPI $12.35	3% GPI [4] $18.53
Director Auxiliary Human Resources	226	226 Days	117,249	139,582	161,915	2,791	3,684
Director Budget And Position Control	226						
Director Career Technical Education	226						
Director Custodial Services	226						
Director Elementary Human Resources	226						
Director Facilities Maintenance Operations, Budget and Assets	226						
Director Facilities Planning Construction Services	226						
Director Fine Arts	226						
Director Grants Development Management	226						
Director Maintenance	226						
Director Secondary Human Resources	226						
Director Security	226						
Director Special Education	226						
Director Student Nutrition	226						
Director Transportation	226						
Interim Principal	226						
Principal (High School)[4]	226						

112		Daily	$587.80	$699.76	$811.72	2% GPI $14.00
Executive Director Athletics	226	226 Days	132,843	158,146	183,449	3,163
Executive Director Budget	226					
Executive Director Communications And Public Relations	226					
Executive Director Counseling Guidance	226					
Executive Director Curtis Culwell Center	226					
Executive Director Elementary Teaching And Learning	226					
Executive Director Facilities Maintenance	226					
Executive Director Finance	226					
Executive Director Of Leadership Elementary	226					

112		**Daily**	**$587.80**	**$699.76**	**$811.72**	**$14.00**
Executive Director Of Leadership Secondary	226					
Executive Director Purchasing	226					
Executive Director Research Assessment Accountability	226					
Executive Director Secondary Teaching And Learning	226					
Executive Director Student Services School Choice	226					
						2% GPI
113		**Daily**	**$711.24**	**$846.71**	**$982.18**	**$16.93**
Assistant Superintendent Human Resources	226	**226 Days**	160,740	191,356	221,973	3,827
Assistant Superintendent Technology	226					
Assistant Superintendent Safety Operations	226					
						2% GPI
114		**Daily**	**$817.92**	**$973.72**	**$1,129.52**	**$19.47**
General Counsel	226	**226 Days**	184,850	220,061	255,272	4,401
						2% GPI
115		**Daily**	**$871.09**	**$1,037.01**	**$1,202.93**	**$20.74**
Chief Academic Officer	226	**226 Days**	196,866	234,364	271,862	4,687
Chief Financial Officer	226					
Chief Leadership Officer	226					

2024-2025 Proposed Technology Pay Plan
Garland ISD

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
201			**Daily**	**$170.98**	**$206.00**	**$241.02**	**$6.18**
	Campus Technology Assistant (ES)	191	**191 Days**	32,657	39,346	46,035	1,180
	Campus Technology Assistant Prekindergarten	191	**226 Days**	38,641	46,556	54,471	1,397
	GIS Assistant Technician	226					
202			**Daily**	**$181.24**	**$218.36**	**$255.48**	**$6.55**
	Campus Technology Assistant (MS)	196	**196 Days**	35,523	42,799	50,074	1,284
	Campus Technology Specialist I (HS)	196	**226 Days**	40,960	49,349	57,738	1,480
	Student Information System Support Specialist	226					
	Network Infrastructure Technician	226					
203			**Daily**	**$198.45**	**$239.10**	**$279.75**	**$7.17**
	Campus Service Technician	226	**226 Days**	44,850	54,037	63,224	1,621
	Desktop Integration Specialist	226					
	Digital Media Specialist	226					
	Field Service Software Specialist	226					
	Field Service Technician	226					
	GIS Auto Cad Technician	226					
	Helpdesk Specialist	226					
	Manager Kronos Oracle	226					
	Mobile Technology Assistant	226					
	Software Technician	226					
	Student Nutrition Service Field Service Technician	226					
204			**Daily**	**$267.42**	**$322.19**	**$376.96**	**$9.67**
	Athletics Technology Specialist	226	**226 Days**	60,437	72,815	85,193	2,184
	Field Service Technician Lead	226					
	GIS Program Manager	226					
	Mobile Technology Administrator	226					
	PEIMS Technical Assistant	226					
	Telecommunications Specialist	226					
205			**Daily**	**$308.87**	**$372.13**	**$435.39**	**$11.16**
	Enterprise Content Management Analyst	226	**226 Days**	69,805	84,101	98,398	2,523
	Programmer Analyst	226					
	Student Information System Analyst	226					
	Technical Analyst	226					
	Television Producer	226					
	Web Applications Systems Analyst	226					
206			**Daily**	**$353.23**	**$420.51**	**$487.79**	**$12.62**
	Man Wan Systems Engineer	226	**226 Days**	79,830	95,035	110,241	2,851
	Network Administrator	226					
	Network Infrastructure Engineer	226					
	Network Video Systems Analyst	226					
	Oracle Application Developer	226					
	Service Desk Lead	226					

207		Daily	$379.72	$452.05	$524.38	$13.56
Facilitator (Data and Administrative Systems)	226	226 Days	85,817	102,163	118,510	3,065
Facilitator Technology Digital Learning	226					
Oracle Business Analyst Developer	226					

208		Daily	$408.20	$485.95	$563.70	$14.58
Coordinator Technology	226	226 Days	92,253	109,825	127,396	3,295
Coordinator Technology Applications	226					
Coordinator Technology Digital Learning	226					

209		Daily	$440.86	$524.83	$608.80	$15.74
Asst Director Data Administrative Systems	226	226 Days	99,634	118,612	137,589	3,558
Asst Director It Operations and Budget	226					
Asst Director Technology Services	226					
Lead Network Engineer Applications	226					
Lead Network Engineer Communications	226					
Network Engineer	226					
Network Engineer Cyber-Security	226					
Oracle Database Administrator	226					
Oracle Lead Business Analyst Developer	226					
Oracle Technical Solutions Architect	226					
Project Manager Technology	226					
Senior Oracle Applications Developer	226					
Systems Manager Kronos	226					
Technology Applications System Manager	226					

210		Daily	$491.56	$585.19	$678.82	2% GPI $11.70
Director Data Administrative Systems	226	226 Days	111,093	132,253	153,413	2,645
Director Network and Operations	226					
Director IT Operations and Budgets	226					
Director Oracle Technology	226					

211		Daily	$577.58	$687.60	$797.62	2% GPI $13.75
Director Technology Services	226	226 Days	130,533	155,398	180,262	3,108

2024-2025 Proposed Health Care Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
301			**Daily**	**$136.95**	**$165.00**	**$193.05**	**$4.95**
	Health Clinic Medical Assistant	236	**236 Days**	32,320	38,940	45,560	1,168
304			**Daily**	**$357.33**	**$433.13**	**$508.93**	**$12.99**
	Health Clinic Manager	236	**236 Days**	84,330	102,219	120,107	3,067
305			**Daily**	**$439.52**	**$532.75**	**$625.98**	**$15.98**
	Health Clinic Nurse Practitioner	236	**236 Days**	103,727	125,729	147,731	3,772
	Health Clinic Physician Assistant	236					

2024-2025 Proposed Construction Bond Pay Plan
Garland ISD

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
402			**Daily**	**$288.91**	**$346.00**	**$403.09**	**$10.38**
	Database Specialist	260	**260 Days**	75,117	89,960	104,803	2,699
	Field Observer Safety Manager	260					
403			**Daily**	**$325.02**	**$389.25**	**$453.48**	**$11.68**
	Bond Budget and Procurement Analyst	226	**226 Days**	73,455	87,971	102,486	2,639
	Contracts Administrator	226					
	Construction Bond Specialist	226					
404			**Daily**	**$385.15**	**$461.26**	**$537.37**	**$13.84**
	Construction Project Manager	260	**226 Days**	87,044	104,245	121,446	3,127
	Construction Bond Manager	226	**260 Days**	100,139	119,928	139,716	3,598
405			**Daily**	**$456.40**	**$546.59**	**$636.78**	**$16.40**
	Design Manager Bond	226	**226 Days**	103,146	123,529	143,912	3,706
	Senior Construction Project Manager Bond	260	**260 Days**	118,664	142,113	165,563	4,263

2024-2025 Proposed Administrative Support Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
P11			**Daily**	**$116.25**	**$136.88**	**$157.50**	**$4.11**
	Aide Achievement Office	186	**186 Days**	21,623	25,459	29,295	764
	Aide McKinney Vento Office TEHCY	202	**187 Days**	21,739	25,596	29,453	768
	Aide Newcomer Title III	202	**202 Days**	23,483	27,649	31,815	829
	Aide Office	186					
	Aide Office Attendance	186					
	Aide Office Prekindergarten	186					
P12			**Daily**	**$120.00**	**$146.33**	**$172.65**	**$4.39**
	Aide Counselor	186	**186 Days**	22,320	27,216	32,113	816
	Aide Diagnostician	186	**193 Days**	23,160	28,241	33,321	847
	Aide SPED Facilitator	186					
	Aide SPED Facilitator Idea B	186					
	Attendance Clerk	193					
	Secretary SPED I	193					
P13			**Daily**	**$127.50**	**$155.48**	**$183.45**	**$4.66**
	Processing Manager	226	**186 Days**	23,715	28,918	34,122	868
	Receptionist (Communications, PDC, SPED, Student Serv., T&L)	226	**202 Days**	25,755	31,406	37,057	942
	Receptionist (GRCTC)	186	**226 Days**	28,815	35,137	41,460	1,054
	Secretary SPED II	202					
P14			**Daily**	**$135.00**	**$164.63**	**$194.25**	**$4.94**
	Receptionist (Communications)	226	**193 Days**	26,055	31,773	37,490	953
	Secretary (Fine Arts)	226	**198 Days**	26,730	32,596	38,462	978
	Secretary Assistant Principal	198	**226 Days**	30,510	37,205	43,901	1,116
	Secretary Counselor	193					
	Secretary Counselors Office	193					
	Secretary Guidance and Counseling	226					
	Secretary PEIMS	226					
	Secretary Receptionist`	226					
	Secretary Warehouse	226					
P15			**Daily**	**$142.50**	**$173.78**	**$205.05**	**$5.21**
	Accounting Clerk (Gilbreath-Reed Career and Technical Center)	226	**198 Days**	28,215	34,407	40,600	1,040
	Circulation Manager	226	**202 Days**	28,785	35,103	41,420	1,061
	Data Clerk (ES/MS)	198	**226 Days**	32,205	39,273	46,341	1,187
	Data Clerk (High School)	202					
	Data Clerk Medicaid	226					
	Data Clerk Prekindergarten	198					
	Secretary (Multilingual Program)	226					
	Secretary Coordinator (Professional Development Center/SPED)	226					
	Secretary Print Shop	226					
	Secretary Textbooks	226					
	Secretary Transportation	226					
	Virtual School Data Clerk	226					
P16			**Daily**	**$151.88**	**$185.25**	**$218.63**	**$5.56**
	Accounting Clerk	226	**186 Days**	28,249	34,457	40,664	1,034
	Accounting Specialist I Payables Clerk	226	**202 Days**	30,679	37,421	44,162	1,123
	Aide Parent Involvement Title I	186	**220 Days**	33,413	40,755	48,098	1,223
	Color Guard Specialist	186	**226 Days**	34,324	41,867	49,409	1,256
	District Interpreter Translator	226					
	Enrollment Center Advisor	226					

P16		Daily	$151.88	$185.25	$218.63	$5.56
Expediter	226					
Parent Engagement Aide Title III	202					
Payroll Receptionist	226					
Purchasing Clerk Maintenance	226					
Records Clerk (Human Resources)	226					
Registrar	220					
Secretary (Student Nutrition Services)	226					
Secretary Athletics	226					
Secretary Community Liaison	202					
Secretary Coordinator (Teaching and Learning Development)	226					
Secretary Coordinator Title I (Teaching and Learning Development)	226					
Secretary Dyslexia SPED	226					
Secretary Enrollment Center	226					
Secretary Enrollment Center Clinic	226					
Secretary Maintenance	226					
Secretary MTSS	226					
Secretary Natatorium	226					
Secretary Padgett Auxiliary Service Center	226					
Secretary Receptionist Human Resources	226					
Secretary Records Center	226					
Secretary SPED Student Information	226					

P17		Daily	$163.13	$198.90	$234.68	$5.97
Accounting Specialist II	226	205 Days	33,441	40,775	48,108	1,223
Accounting Specialist II Accounting Liaison	226	220 Days	35,888	43,758	51,629	1,313
Accounting Specialist II Campus Liaison	226	226 Days	36,866	44,951	53,037	1,349
Accounting Specialist II Payables Lead	226					
Accounting Specialist II Payroll Costing	226					
Accounting Specialist Projects	226					
Administrator Selection Specialist Human Resources	226					
Assessment Office Specialist	226					
Background Fingerprint Specialist	226					
Bookkeeper (Finance, Teaching & Learning)	226					
Bookkeeper Career and Technology Education	226					
Bookkeeper Federal Programs Title I	226					
Counseling Office Specialist	226					
Fleet Maintenance Operations Assistant	226					
Gifted Talented Special Programs Project Clerk	226					
Grant Project(s) Clerk Title I	226					
Leaves Specialist Auxiliary Human Resources	226					
Leaves Specialist Human Resources	226					
Maintenance Payroll Specialist	226					
Migrant Liaison Face Clerk Title I	226					
Payroll Specialist	226					
Purchasing Specialist Campus Liaison	226					
Secretary Athletics II	226					
Secretary AVID	226					
Secretary Director	226					
Secretary Director Employee Relations	226					
Secretary Director Grant Development Management	226					
Secretary Director Human Resources	226					
Secretary Director Integrated Literacy Studies	226					
Secretary Director SPED	226					
Secretary Director Student Services	226					
Secretary Federal Programs Title I	226					
Secretary Office of Innovation	226					
Secretary Oracle	226					
Secretary Principal ES	205					
Secretary Principal HS	226					
Secretary Principal MS	220					

P17		Daily	$163.13	$198.90	$234.68	$5.97
Secretary Principal Prekindergarten	205					
Secretary Project Clerk Title I	226					
Secretary Risk Management	226					
Secretary Student Service	226					
Staffing Specialist Human Resources	226					
Substitute Specialist I Human Resources	226					
Tax Clerk II	226					
Transportation Asst	226					
Transportation Payroll Specialist	226					
Transportation Specialist	226					

P18		Daily	$192.00	$234.15	$276.30	$7.02
Facility Leasing Specialist	226	226 Days	43,392	52,918	62,444	1,588
Free Reduced & Income Survey Processor Manager	226					
Grants Procurement Clerk Title I	226					
Office Manager CTE	226					
Secretary Area Director	226					
Secretary Executive Director Athletics	226					
Secretary Executive Director Communications / Public Relations	226					
Secretary Executive Director Curtis Culwell Center	226					
Secretary Executive Director Facilities	226					
Secretary Executive Director Leadership	226					
Secretary Executive Director Of Budget	226					
Secretary Executive Director Of Finance	226					
Secretary Executive Director Purchasing	226					
Secretary Executive Director SPED	226					
Secretary Executive Director Student Services Center	226					
Secretary Executive Director Teaching and Learning	226					
Secretary Executive Director Title II	226					

P19		Daily	$220.88	$269.40	$317.93	$8.08
Accounts Payable Supervisor	226	226 Days	49,918	60,884	71,851	1,827
Buyer	226					
Finance Assistant	226					
Office Manager (Transportation and SNS)	226					
Secretary Assistant Safety Operations	226					
Secretary Assistant Superintendent Human Resources	226					
Secretary Assistant Superintendent Technology	226					
Special Education Accounting Assistant	226					
Substitute Office Manager	226					
Tax Clerk III	226					

P21		Daily	$260.63	$317.85	$375.08	$9.54
Secretary Chief Academic Officer	226	226 Days	58,901	71,834	84,767	2,155
Secretary Chief Financial Officer	226					
Secretary Chief Leadership Officer	226					

2024-2025 Proposed Instructional Paraprofessional Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
PA1			**Daily**	**$116.25**	**$133.13**	**$150.00**	**$3.99**
	Aide Bilingual ESL Pre K	186	**186 Days**	21,623	24,761	27,900	742
	Aide Bilingual ESL Prekindergarten	186	**187 Days**	21,739	24,894	28,050	746
	Aide Bilingual Montessori	186					
	Aide Bilingual Prekindergarten	186					
	Aide Bilingual Title I	186					
	Aide Caregiver New Horizons	186, 187					
	Aide ESL	186					
	Aide ESL Prekindergarten	186					
	Aide Family Involvement Title I	186					
	Aide Instructional	186					
	Aide Instructional Prekindergarten	186					
	Aide Instructional Title I	186					
	Aide Instructional Title I Prekindergarten	186					
	Aide Literacy Title I	186					
	Aide Literacy Title I Prekindergarten	186					
	Aide Montessori	186					
	Aide PE	186					
	Aide PK	186					
	Aide Pre K Dual	186					
	Aide Pre K ESL	186					
	Aide Prekindergarten	186, 187					
	Aide Prekindergarten Bilingual	186					
	Aide Title I Prekindergarten	186					
	Emergent Bilingual Instructional Aide (ELL)	186					
	Instructional Aide Title I	186					
PA2			**Daily**	**$120.00**	**$141.15**	**$162.30**	**$4.23**
	Aide Bilingual Vietnamese Prekindergarten	186	**186 Days**	22,320	26,254	30,188	787
	Aide Library	186					
	Aide Library Prekindergarten	186					
PA4			**Daily**	**$132.38**	**$155.70**	**$179.03**	**$4.67**
	Aide Clinic	186	**186 Days**	24,622	28,960	33,299	869
	Aide Clinic Floater	186	**187 Days**	24,754	29,116	33,478	873
	Aide Clinic SSC Enrollment Center	226	**226 Days**	29,917	35,188	40,460	1,055
	Aide Early Childhood SPED ECSE Pre K	186					
	Aide Enrollment Center Clinic	226					
	Aide Prekindergarten ECSE	186					
	Aide Prekindergarten SPED ECSE	186					
	Aide SPED	186					
	Aide SPED ALE	186					
	Aide SPED ABC	186					
	Aide SPED ABC Idea B	186					
	Aide SPED ABC KN	186					

PA4		Daily	$132.38	$155.70	$179.03	$4.67
Aide SPED ALE	186					
Aide SPED ALE Idea B	186					
Aide SPED BA	186					
Aide SPED Behavioral Adjustment	186					
Aide SPED CBSE	186					
Aide SPED CBSE Idea B	186					
Aide SPED ECSE	186					
Aide SPED ECSE Idea B	186					
Aide SPED ECSE Inclusion	186, 187					
Aide SPED ECSE Inclusion Expansion Program	186					
Aide SPED ECSE Inclusion Idea B	186					
Aide SPED ECSE Prekindergarten	186					
Aide SPED ECSE Prekindergarten Idea B	186					
Aide SPED FBE	186					
Aide SPED PPCD	186					
Aide SPED VAC Job Coach	186					

2024-2025 Proposed Auxiliary Pay Plan

Garland ISD

Annual salaries are based on 8 hours per day.

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum	3.0% GPI
MT01			**Hourly**	**$15.50**	**$18.25**	**$21.00**	**$0.55**
	Custodial Pool	260	**181 Days**	22,444	26,426	30,408	796
	Custodian Natatorium	260	**182 Days**	22,568	26,572	30,576	801
	Custodian Part Time Natatorium	260	**185 Days**	22,940	27,010	31,080	814
	Parking Lot	181	**260 Days**	32,240	37,960	43,680	1,144
	SPED Bus Monitor Pool	185					
	Student Nutrition Full Time Pool	182, 185					
	Student Nutrition Part Time Pool	182, 185					
MT02			**Hourly**	**$16.50**	**$19.62**	**$22.74**	**$0.59**
	Athletics Equipment Lead	260	**260 Days**	34,320	40,810	47,299	1,227
	Custodian Lead	260					
	Custodian Lead (Cisneros PreK School)	226					
	Custodian Lead Natatorium	260					
	Grounds Fence Playground	260					
	Grounds Landscape Mowing Crew	260					
	Maintenance HVAC Filter Crew Worker	260					
MT03			**Hourly**	**$17.50**	**$21.21**	**$24.92**	**$0.64**
	Assistant Manager Intern	187	**187 Days**	26,180	31,730	37,280	957
	Delivery Expediter	226	**226 Days**	31,640	38,348	45,055	1,157
	Driver (Professional Development Center)	202	**260 Days**	36,400	44,117	51,834	1,331
	Driver Stocker	260					
	Driver Warehouse	260					
	Food Service Driver Stocker	226					
	Grounds Athletic Field	260					
	Grounds Crew Leader	260					
	Mail Clerk Driver	226					
	Maintenance Expeditor	260					
	Maintenance HVAC Filter Crew Leader	260					
	Purchasing / Warehouse Driver Stocker	260					
	Shipping and Receiving Clerk	226					
	Student Nutrition Driver Stocker	226					
	Tire Technician	260					
MT04			**Hourly**	**$18.50**	**$22.69**	**$26.88**	**$0.68**
	Athletic Fields Crew Leader	260	**185 Days**	27,380	33,581	39,782	1,006
	General Maintenance	260	**187 Days**	27,676	33,944	40,212	1,017
	General Vehicle Maintenance	185	**226 Days**	33,448	41,024	48,599	1,229
	Grounds Irrigation Installer	260	**260 Days**	38,480	47,195	55,910	1,414
	Grounds Landscape Foreperson	260					
	Manager - Food Service (Elementary)	185, 187					
	Press Operator	226					
	Print Binder	226					
	Screen Printer	226					
	Senior Lawnmower Mechanic	260					
	Student Nutrition Assistant Repair Technician	226					
	Testing Warehouse Distributer	226					
	Trainee Bus Driver Pool	185					
	Validator Receiving	226					
MT05			**Hourly**	**$19.55**	**$23.99**	**$28.43**	**$0.72**
	Building Engineer	260	**187 Days**	29,247	35,889	42,531	1,077
	Concrete	260	**226 Days**	35,346	43,374	51,401	1,302
	Customer Care Specialist	226	**260 Days**	40,664	49,899	59,134	1,498

MT05		Hourly	$19.55	$23.99	$28.43	$0.72
General Maintenance Worker I	260					
Graphic Artist Pre-Press Tech	226					
Grounds Irrigation Installer (Licensed)	260					
Maintenance Painter	260					
Manager - Student Nutrition Services (Middle School)	185, 187					
Manager Floating	187					
Manager Special Project	187					
Repair Expediter	226					
Shipping Receiving Manager	260					
Stadium Engineer	260					

MT06		Hourly	$20.75	$25.46	$30.17	$0.76
Foreman	226	215 Days	35,690	43,791	51,892	1,307
General Maintenance Worker II	260	226 Days	37,516	46,032	54,547	1,374
Grounds Herbicide Insecticide	260	260 Days	43,160	52,957	62,754	1,581
Maintenance Paint Foreman	260					
Transportation Dispatcher	215					

MT07		Hourly	$22.00	$26.99	$31.98	$0.81
Audio Visual Technician	260	187 Days	32,912	40,377	47,842	1,212
Certified Welder	260	226 Days	39,776	48,798	57,820	1,464
Concrete Foreman	260	260 Days	45,760	56,139	66,518	1,685
Custodian Lead Trainer	260					
General Maintenance Worker III	226					
Grounds Foreperson	260					
Locksmith	260					
Maintenance HVAC Controls Technician	260					
Maintenance HVAC Service Worker	260					
Maintenance Mechanic Foreman	187					
Maintenance Plumber Non Certified	260					
Manager - Student Nutrition Services (High School)	187					
Mechanic (Transportation)	260					
Routing Specialist	260					
Security Electronic Technician (Unlicensed)	260					
Security Electronic Technician Servers	260					
Security Officer	260					
Transportation Lead Dispatcher	226					
Transportation Lead Trainer	260					
Vehicle Maintenance Inventory	260					
Video Electronics Technician	260					

BUS		Hourly	$23.25	$28.53	$33.81	$0.86
Bus Driver Pool	180, 185	180 Days	33,480	41,083	48,686	1,238
Bus Driver Pool Field Trip	180, 185	185 Days	34,410	42,224	50,039	1,273
Bus Driver Pool Substitute	180, 185					

MT08		Hourly	$24.65	$30.25	$35.85	$0.91
Custodial Field Supervisor	260	226 Days	44,567	54,692	64,817	1,645
Equipment Tech	226	260 Days	51,272	62,920	74,568	1,893
Facility Maintenance Specialist Ag Barn	260					
Facility Maintenance Specialist CCC	260					
Fire Sprinkler Technician	260					
Grounds IPM Specialist	260					
Maintenance Electrician	260					
Maintenance HVAC Field Control Technician	260					
Maintenance Special Plumber	260					
Mechanic (Certified-Transportation)	260					
Pool Maintenance Technician Natatorium	260					
Security Electronic Technician (Licensed)	260					
Security Electronic Technician Networks	260					

MT09						
			Hourly	$26.15	$32.08	$38.01	$0.96
Grounds Herbicide Pesticide IPM Coord	260		260 Days	54,392	66,726	79,061	1,997
It Warehouse Operations Supervisor	260						
Maintenance Plumber Backflow Assembly Tester	260						
Security Electronic Technician Supervisor	260						
Security Supervisor Operations	260						
Transportation Field Trip Supervisor	260						
Transportation Route Supervisor	260						

MT10						
		Hourly	$31.38	$38.50	$45.62	$1.16
Armed Officers Pool	187	187 Days	46,944	57,596	68,248	1,735
Grounds Supervisor	260	260 Days	65,270	80,080	94,890	2,413
Maintenance Field Supervisor Electrical	260					
Maintenance HVAC Supervisor	260					
Maintenance Supervisor Carpentry Remodeling	260					
Maintenance Supervisor Painting	260					
Maintenance Supervisor Plumbing	260					
Maintenance Supervisor Roofing	260					
Supervisor Environmental And Utilities	260					
Supervisor Of Locks Doors	260					
Supervisor Warehouse	260					
Transportation Operations Supervisor	260					
Transportation Vehicle Maintenance Supervisor AM/PM	260					
	260					

2024-2025 Proposed Stipends

ATHLETICS COACHING STIPENDS

Coaching Stipend High School	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Athletics HS Head Coach [1]	$5,000	187	15
Baseball	$5,000	187	15
Cross Country	$5,000	187	15
Gymnastics	$5,000	187	15
Softball	$5,000	187	15
Soccer	$5,000	187	15
Track	$5,000	187	15
Volleyball	$5,000	187	15
Athletics HS Assistant Coach (2 sports)	$4,500	187	15
Basketball[2]	$2,250	187	15
Cross Country	$4,500	187	15
Football	$4,500	187	15
Golf [2]	$2,250	187	15
Soccer	$4,500	187	15
Softball	$4,500	187	15
Tennis [5]	$2,250	187	15
Track	$4,500	187	15
Volleyball	$4,500	187	15
Athletics HS Assistant Coach (3 sports)	$7,000	187	15
Athletics HS Football Defensive Coordinator	$4,850	187	15
Athletics HS Football Offensive Coordinator	$4,850	187	15
Athletics HS Basketball-Head Coach	$5,750	187	15
Athletics HS Girls Sports Coordinator [3]	$2,150	187	33
Athletics HS Golf-Head Coach [5]	$2,500	187	6
Athletics HS Tennis-Head Coach [5]	$2,500	187	6
Athletics HS Trainer	$8,500	187	15
Athletics HS One Sport Coach [4]	$2,500	187	0

Coaching Stipend Middle School	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Athletics MS Coach (2 sports)	$3,300	187	6
Basketball	$3,300	187	6
Football	$3,300	187	6
Track	$3,300	187	6
Volleyball	$3,300	187	6
Athletics MS Coordinator [3]	$1,000	187	6
Athletics MS Soccer Coach [3]	$1,500	187	0

[1] Does not include Head Football Coach or Head Basketball Coach

[2] Coaches two sports except for High School Lead Assistant and Golf Assistant

[3] Additional Stipend for the coach assigned

[4] Only with special approval of Athletic Department and School Principal

[5] The Supplemental Annualized Amount is **per semester** based on the academic calendar and includes head and assistant coach allocations if warranted.

2024-2025 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR

Position at High School	Supplemental Annualized Amount	Contract Days	Supplemental Days
Academic Decathlon (assigned by campus Principal-Annual amount per campus)	$5,500	187	0
ACT/PSAT/SAT Accuplacer Prep Coach	$1,500	187	0
Activities Director	$938	187	5
Band-Assistant Director	$4,650	187	15
Band-Director	$29,000	187	27
Cheerleader-Freshman	$2,000	187	10
Cheerleader-Junior Varsity	$2,000	187	10
Cheerleader-Varsity	$2,808	187	15
Choir-Assistant Director	$2,875	187	5
Choir-Director	$5,914	187	5
Community Action Serv. IB Prog./Creativity Activity Serv. (CAS) @ GHS	$1,500	187	0
CTE I Counselor	$1,500	202	0
CTE Student Organization Lead Sponsor (HOSA, Skills, DECA, TAFE, FCCLA)	$1,000	187	0
Department Head (eligible only if extra conference period is not provided)	$938	187	0
Drill Junior Varsity	$1,625	187	10
Drill Varsity	$2,923	187	19
ELAR Teacher	$3,000	187	0
Extended Essay Coordinator	$1,500	187	0
Extra Period (up to $5,000 HR approval required)	$2,500	187	0
Librarian-Secondary	$750	187	0
Magnet Advisor/Industry Liaison	$3,000	187	28
Math Teacher	$3,000	187	0
Newspaper	$1,300	187	0
Octathlon Sponsor (assigned by campus Principal-Annual amount per campus)	$3,400	187	0
Orchestra-Assistant Director	$2,400	187	5
Orchestra-Director	$5,000	187	5
Performing Arts Endorsement Coordinator	$2,000	187	0
Piano Lab Instructor	$500	187	5
Residency Coach	$5,000	187	0
Robotics	$1,000	187	0
Science Teacher	$3,000	187	0
Speech/Debate	$1,684	187	5
Spirit Group	$1,250	187	0
Step Team	$2,500	187	0
Student Council	$1,000	187	5
Theater Arts/Drama	$3,671	187	5
UIL Coordinator	$1,000	187	2
World Dance	$2,500	187	0
Yearbook Advisor	$1,500	187	0

2024-2025 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR

Position at Middle School	**Supplemental Annualized Amount**	**Contract Days**	**Suppl. Days**
Austin Academy-Piano Lab / Extra day	$4,500	187	0
Austin Academy -Gospel Choir	$650	187	0
Austin Academy -Jass Band	$1,600	187	0
Austin Academy -Spanish	$2,250	187	0
Austin Academy-Art / Extended	$4,500	187	0
Austin Academy-Physical Education	$1,400	187	0
Band-Assistant Director	$2,500	187	15
Band-Director	$5,925	187	15
Cheerleader (Up to two sponsor's per campus)	$1,493	187	0
Choir-Assistant Director	$2,500	187	5
Choir-Director	$2,925	187	5
Department Head	$625	187	0
Librarian	$750	187	0
Magnet Advisor/Industry Liaison	$3,000	187	15
Orchestra-Assistant Director	$1,600	187	5
Orchestra-Director	$3,500	187	5
Pentathlon (assigned by campus Principal)	$3,400	187	0
Pep Squad	$965	187	0
Piano Lab Instructor	$500	187	5
Robotics	$1,000	187	0
Theater Arts/Drama	$1,250	187	0
Yearbook	$625	187	0

Position at Elementary	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Bilingual Certified Classroom Teacher	$4,000	187	0
Children's Chorus Accompanist	$2,875	187	0
Children's Chorus Assistant Director	$2,875	187	0
Children's Chorus Director	$3,750	187	0
Librarian	$1,000	187	0
Robotics	$1,000	187	0

Other Supplemental Stipends	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Master's Degree	$1,300	187-226	0
Doctoral Degree	$2,000	187-226	0
Administrative Intern/Associate	$1,000	187	10
Certified Educational Office Professional (CEOP)	$600	186-226	0
Fine Arts Lead Teacher	$1,000	187	0
i3 (Innovation in Instruction)	$750	187	0

2024-2025 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR

Other Supplemental Stipends	Supplemental Annualized Amount	Contract Days	Supplemental Days
Teacher LPAC Lead (Bilingual/ESL Certified@Multilingual Prog. or Sec Campus)	$1,120	187	0
Mandarin Chinese Teacher	$3,000	187	0
Mariachi Program Coordinator	$5,600	187	0
Nurse Cluster Lead	$750	187	0
Nurse Specialist	$3,500	226	0
SPED-Campus Support Coach	$1,000	197	0
SPED-Head of Delegation for Special Olympics	$6,000	187	10
SPED-Lead Adaptive PE Teacher	$1,500	187	0
SPED-Lead Diagnostician	$1,500	197	5
SPED-Lead School Psychologist	$1,500	202	0
SPED-Lead Occupational or Physical Therapist	$1,500	188	5
SPED-Lead Speech Language Pathologist	$1,500	197	5
SPED-Lead Vision Teacher	$1,500	187	10
SPED-Resource Teacher (Inclusion/CBSE/Visually Impaired)	$2,000	187	0
SPED-Self Contained Teacher (ALE, ABC, BA, BASE, PPCD/ESCE)	$3,500	187	0
SPED-Special Olympics Coach	$3,000	187	0
Residency Coach	$5,000	187	0
Technology Devices	$1,000	0	0

Campus Administrative Stipends	Supplemental Annualized Amount	Contract Days	Supplemental Days
Campus Administrative Intern	$1,000	187	10

Educational Training Stipend	Annualized Rate	Payment Calendar
Dual Credit Award	$5,000	November
Non-Dual Credit Award	$2,500	100%

Advanced Academics Achievement Stipends	Supplemental Annualized Amount	Payment Calendar
Advanced Placement (AP) Reader	$1,000	September 100%
Advanced Placement (AP) Coordinator Incentive	$1,000	November 100%
Advanced Placement (AP) Teacher Course Enrollment Incentive	$1,500	
Advanced Placement (AP) Teacher Exam Performance Incentive	$1,500	
Advanced Placement (AP) Lead Teacher	$7,000	December 50%
Early College Lead Teacher	$7,000	and May 50%
Advanced Placement (AP) Coordinator	$2,000	May 100%
College, Career, Military Ready (CCM-R) Administrator (College- Career and/or Academic-College eligible stipend amount per duties)	$2,000	
Dual Credit (DC) Administrator	$2,000	
Dual Credit Teacher	$3,000	Monthly

2024-2025 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR

School Consolidation Stipend	Annualized Amount
Stipend for Principals undergoing consolidation Campuses: Freeman ES, Handley ES, Kimberlin/Hillside Academy, and Williams ES	$10,000

Sheltered Approach for Improved Literacy (G-SAIL)	Annualized Amount
Stipend for Principals piloting the program Campuses: Freeman ES, Handley ES, Shugart ES, and Williams ES	$5,000

Construction Bond Stipend [1]	Annualized Amount
Bond Management	$24,000
[1]Management of district's $1.279 billion bond referendum (Eligibility: Exe. Director and Director Facilities Planning Construction Serv.)	

Employee of the Year (One Time Payment)	Supplemental Annualized Amount
GISD Administrator of the Year	$2,000
GISD Teacher of the Year	$2,000
GISD Paraprofessional of the Year	$2,000
Region 10 Teacher of the Year	$3,000
Region 10 Administrator of the Year	$3,000
Region 10 Nurse/Nurse Administrator of the Year	$3,000
Texas TASA Teacher of the Year	$4,000
Texas LSSCA Counselor of the Year	$4,000
Texas TSNO Nurse/Nurse Administrator of the Year	$4,000
Texas TEPSA/TASSP Administrator of the Year	$4,000
National AASA Teacher of the Year	$5,000
National ASCA Counselor of the Year	$5,000
National NASN Nurse/Nurse Administrator of the Year	$5,000
National AASA Administrator of the Year	$5,000

2024-2025 Supplemental Pay

Provision and Applications of Garland ISD District Salary Schedule

Hourly Employees

District personnel employed on an hourly basis are hired and placed on a wage scale commensurate with the position and established by the Board of Trustees and Administration. Under no circumstances is an hourly worker to be placed on a higher hourly rate of pay without prior authorization from Human Resources.

Payday

Payday is the 27th of each month for paid professional and paraprofessional employees. Payday will be the preceding Friday when the 27th falls on a weekend. In December, payday will be the last workday before winter break. For Biweekly paid employees (Food Service, Maintenance, Transportation, Warehouse, and Substitute), payday is every other Friday. An employee's payroll statement contains detailed information, including deductions, withholding information, and accumulated leave.

Mandatory Deductions

Medicare Tax - For all employees hired after April 1, 1986, a 1.45% Medicare Tax is deducted, which is matched by the district and sent to the Social Security Administration. The benefit of this tax to the employee is that at the age of 65, the employee would be eligible for free Medicare Part A coverage if this tax or a combination of this tax and regular Social Security participation has been paid for at least ten years (40 credits or 40 quarters).

Teacher Retirement - Effective September 2023, 8.25% of the employee's gross salary is sent to the Teacher Retirement System of Texas for deposit in the employee's account once the employee is eligible for TRS membership. This money accumulates with interest as a tax-deferred retirement benefit. The state contributes to the retirement system, also. The money that an employee contributes and the interest that money earns may be withdrawn only if the employee ceases to work for a Texas public school. Upon withdrawal, federal income tax is due on the principal and interest that has been treated as tax-deferred. For more detailed information on the retirement system, contact Texas Teacher Retirement System at (800) 223- 8778 or visit the TRS website at www.trs.texas.gov.

TRS Care - TRS-Care receives state general revenue contributions equal to 1% of the salaries of all active public education employees. In addition to these contributions, TRS-Care is funded by retiree premiums as well as contributions from active public education employees and local school districts. The active public education employee contribution rate is 0.65% of payroll, while school districts contribute 0.55 % of payroll.

FICA Alternative- All employees who are not eligible to participate in the Teacher Retirement System of Texas (part-time, seasonal, temporary employees). Employees are not subject to Social Security taxes while covered by this plan. 7.65% of an employee's gross salary is contributed to the FICA Alternative Plan. Contributions to this plan are on a pretax basis. Any previously earned benefits under another retirement plan, such as Social Security, will not be reduced by participation in this plan.

2024-2025 Supplemental Pay

Provision and Applications of Garland ISD District Salary Schedule

Supplemental Salary for Advanced Hours/Degrees
• Supplemental salary amounts are paid for degrees conferred or hours earned reported to Human Resources by submitting **official transcripts** (no photocopies accepted). New hires will be eligible for retro, based on the hire date during the current school year or conferred date of degree earned. Current employees will be paid based on the date of receipt of official transcripts. • All **classroom teachers and nurses** who have a master's degree are eligible to receive $1,300 annually. This supplement is not paid to employees with a higher pay grade of 104 and above except for selected positions, noted on the Administrative Professional Pay Plan pay grade 104. • All **teachers, professional support employees, and administrators** with earned doctorate degrees will receive $2,000 annually. This supplement replaces the master's supplement and is not in addition to it.
Per DK(Local): “Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may notify the Superintendent or designee in writing. Paid supplemental duties are not part of the District’s contractual obligation to the employee, and an employee shall not expect continuing assignment to any paid supplemental duty.”

2024-2025 Supplemental Pay

Professional Categories of Pay details Rates

Professional Extended Day-Instructional	Rate per Hour **$30**
Includes, but is not limited to:	
Bike/Dance Grant-Project	
Curriculum Writing	
Enrichment	
ESL Extended Day	
Evening School (ARI/AM/Title I, STAR, Credit Recovery)	
Extended Day	
Instructional Planning	
Saturday School	
Thursday School	
Zero Period	

Professional Extended Day -Staff Development	Rate per Hour **$20** [1]
[1] Maximum 8 hours paid per day	

Professional Extended Day -Non-Instructional	Rate per Hour **$10** [1]
Includes, but is not limited to:	[1] Employee must be assigned as a daily responsibility for the current school year
Bus Duty	
Hall Monitor Duty	
Commons Monitor Duty	
Grounds Monitor Duty	
Marquee Maintenance	

Professional Extended Day-Special Qualifications [1]
Includes, but is not limited to: [1] Rate dependent on Licensing / Qualification and Administrator approval
Diagnosticians
Therapists
Security Officers

Part-Time Temporary
Rate as listed on the individual job posting

2024-2025 Supplemental Pay

Guidelines for Supplemental Pay

•Policy DK (Local) states: “Non-contractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may notify the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall not expect continuing assignment to any paid supplemental duty.”

•Policy DEAA (Local) states: “The Superintendent or designee may assign non-contractual supplemental duties to personnel exempt under the Fair Labor Standards Act (FLSA), as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the compensation plan of the District.”

•Additional payment is given to a regular employee beyond their base pay for additional considerations or approved purposes at approved amounts and is comprised of:

Stipends: compensation that can be established on a regular basis with an equal amount per pay period being paid over the length of a contract or a specified period of time and for which monthly documentation is not required by Payroll or Human Resources. Human Resources must approve the approval of a stipend that is not attached to a position, such as travel expenses, or given due to employee status, such as advanced degrees or employment assignment, after consultation with appropriate administrators.

Supplemental Pay: compensation that is occasional, periodic, or sporadic for additional considerations by the employee and is not paid in equal amounts each pay period and for which specific documentation must be submitted and approved according to these guidelines.

While not contractual, overtime is paid to employees considered Non- Exempt under the FLSA for work done beyond 40 hours per workweek. Approval of overtime should be given before the work, accompanied by supporting documentation to payroll, and approved according to district guidelines.

•All stipends and supplemental pay amounts or rates must be approved by the Board and published in the District Salary Schedule booklet.

•All monetary compensation to an employee must be made through the payroll system to maintain proper records for reporting purposes to state and federal agencies.

•**Non-Exempt Employees** under the FLSA include employees whose duties do not meet FLSA exemption criteria. Non-exempt employees will be compensated according to the following Supplemental Pay guidelines:

For work done over 37.5, but 40 or fewer hours per week, non-exempt employees who are scheduled for 37.5 hours per week shall be compensated in one of two ways:

1-Compensatory time equal to time worked

2-Pay equal to the straight time at their hourly rate, without any overtime calculation

2024-2025 Supplemental Pay

Guidelines for Supplemental Pay

For work done over and above the 40-hour workweek, non-exempt employees shall be compensated in one of two ways:

1-Compensatory time equal to time-and-a-half of time worked

2-Pay equal to time-and-a-half of their hourly rate for time worked

- **Exempt employees** do **not** qualify for overtime pay or compensatory time

- **Administrators:** For the purpose of determining supplemental pay, the term administrator refers to any central office administrator, principal, or assistant principal. These individuals **do not** qualify for overtime or supplemental pay

Exception: Administrators may be eligible for additional pay if the work performed is beyond the scope of their professional contract duties. For example, they may supervise an athletic event for the athletic department or a summer school program as long as the work does not conflict with fulfilling their regular duties and responsibilities. Approval must be obtained explicitly in advance from the administrator's supervisor.

- All supplemental pay items must be entered through Kronos, recording:
  - √ description of work performed
  - √ number of hours worked
  - √ time and date work was performed
  - √ applicable Kronos code associated with the appropriate budget code number
- All supplemental pay assignments must be conducted at a GISD facility unless done outside the district. Deviations must have prior approval.
- All supplemental pay must be recorded as hours worked at the preapproved hourly rate. No lump sum payments are permitted without a completed "Request for Deviation from Supplemental Pay Policy" form and approval of the Chief Officer or designee.
- All Kronos supplemental pay codes must be requested in advance and approved by the administrator or principal responsible for those supplemental pay funds, along with approval from the Business Office.
- Supplemental pay entered via Kronos will be approved by the appropriate principal, supervisor, or manager through the Oracle approval workflow. Unless otherwise noted in the Payroll Calendar, all approvals must be completed in Oracle by the 15th of each month.
- The Supplemental Pay rates are preset and coded to the approved Supplemental Pay Element in Oracle and cannot be changed without a written request submitted by completing a "Request for Deviation from Supplemental Pay Policy" form. Changes will be added to the Supplemental Pay Rate schedule.
- Supplemental pay must be budgeted within the school budget in fund 199 or approved project; no supplemental pay may be paid with 461 or 865 funds without prior approval from the Business Office.

2024-2025 Supplemental Pay

Guidelines for Supplemental Pay

- Employees shall not receive additional compensation for work within their assignment or position scope if it occurs during regular working hours within the published contract work dates unless specified in these guidelines

- Before or after school duty, hall duty, CNS duty, bus duty, or other similar types of tasks that occur occasionally or on a rotating basis and occur within official school hours are considered part of the regular teaching assignment and are **not eligible** for additional compensation.

2024-2025 Student Nutrition Technical Certification Supplemental Pay Program

Student Nutrition Technical Certification Supplemental Pay Program **Effective January 2024**
Program is available for the following campus-based hourly employee types:
▪ Cafeteria Managers ▪ Cafeteria Manager Interns ▪ Full-Time SNS Campus Employees ▪ Part-Time SNS Campus Employees
TASN Certification Levels & Supplemental Payment Amounts [1] [1]Payments will be made via hourly rate increases spread throughout contract days
▪ Level I: $100.00 ▪ Level II: $200.00 ▪ Level III: $300.00 ▪ Level IV: $400.00 ▪ Level V: $500.00

2024-2025 Proposed Teacher Incentive Allotment (TIA)

Performance Pay: Teacher Incentive Allotment (TIA)
For any funds received by Garland ISD for a designated teacher under the Teacher Incentive Allotment (TIA), **90%** percent will be paid to the designated teacher. -The remaining **10%** will be used for training and supporting the system, expansion of the system, administrative expenses, and professional development. TIA compensation stipends will be eligible for use when calculating retirement benefits for TRS-eligible staff. **Employees are responsible for paying both the employee and employer benefits and tax costs over what TIA funding covers**. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).
Eligibility for TIA Designated Teacher
• PEIMS code of 087 • Hold a TEA Standard, Professional, Provisional or One-year certificate • If the district receives funding for a designated teacher who has resigned or retired prior to completing their contractual obligation, the funds will be distributed to the designated campus. • Employees at multiple campuses will be eligible for a percentage comparable to the time serving at the designated campus. • Part-time staff will receive salary compensation for a minimum of 180 days at half time in the school year. Compensation payout will be in June but no later than the last paycheck of the fiscal year.

2024-2025 Proposed Salary Schedule for Non-Certified Instructors, Teacher Residents and CAPE Program

GISD

2024-2025

Non-Certified Instructors (NCI)

√ Employees who are either currently in a certification program or have been accepted into a certification program are offered Letters of Reasonable Assurance (LORA).

√ When certification program requirements are completed, a contract will be issued.

√ Upon completion of certification, the Non-Certified Instructors/ Permanent Substitutes will be placed at the correct level according to the GISD teacher salary scale.

√ The Teacher Hiring Salary Guide can be referenced on page 2 .

Requirements:
√ Employee must provide an acceptance letter from an Alternative Certification Program

Teacher Residents

Requirements:
√ Must be enrolled in the Educator Preparation Program (EPP) at the University of Texas at Dallas or Dallas College, working towards a teaching certificate

√ Annualized salary of $20,000 paid in ten months (August - May)

Certify And Prepare Educators (CAPE) Program

Requirements:
√ Employed as a GISD Instructional Aide for a minimum of one (1) year OR Substitute Teacher with at least 100 days worked during
√ Must apply and go through the selection process
√ Must be recommended by the campus administrator
√ Currently enrolled in a college or university working towards a Bachelor's degree
√ Completed at least 30 college hours with at least a 2.5 GPA

√ Annualized salary of $45,000 paid in twelve months (September - August)

√ Employees who are accepted into a cohort will be offered a Letters of Reasonable Assurance (LORA).

√ The number of CAPE instructors for each cohort will depend on the number of students who graduated the previous year. It will also be based on evaluating the program and district needs.

2024-2025 Proposed Substitute Pay Scale

Substitutes-Classification Type	**Incentive Daily Rate (Tuesday thru Thursday)**	**Incentive Daily Rate (Friday and Monday)**
Secretaries/Clerks/Non Classroom	$85.00	$95.00
Instructional/Special Education Aide	$95.00	$105.00
Associates/ 48 hours	$110.00	$120.00
Degreed, Non-certified	$110.00	$120.00
Degreed, Certified Teacher	$125.00	$135.00
Retired GISD Certified Teacher	$145.00	$155.00
Nurse	$225.00	$235.00
Must be willing to work at least two to three days a week. Instructional /Special Education Aide minimum requirement: High School diploma or equivalent		

Long Term Pay Rates	**Incentive Daily Rate (Tuesday thru Thursday)**	**Incentive Daily Rate (Friday and Monday)**
Associates/ 48 hours, Degreed, Certified	$145.00	$155.00
Degreed, Certified Teacher	$160.00	$170.00
Retired GISD, Certified Teacher	$160.00	$170.00
Substitute teachers that work 10 days in a row in the same substitute teaching position, increase in pay on the 11th day without a break in service. As long as substitute doesn't miss a full day, long-term pay will continue. Half-days do not break the sequence. Long Term Pay Rates do not apply to aide positions.		

Other Substitutes- Classification Type		**Daily Rate (Tuesday thru Thursday)**	**Daily Rate (Friday and Monday)**
Counselor -Elementary		$150.00	$160.00
Counselor -Middle School		$175.00	$185.00
Counselor-High School		$200.00	$210.00
Assistant Principal- Elementary		$175.00	$185.00
Assistant Principal- Middle School		$200.00	$210.00
Assistant Principal- High School		$225.00	$235.00
Principal- Elementary		$275.00	$285.00
Principal- Middle School		$325.00	$335.00
Principal- High School		$400.00	$410.00
Speech Language Pathologist		$275.00	$285.00
Diagnostician	$140.00	$150.00	$160.00
These position do not have substitutes on a daily absence so Human Resources approval is required.			

Should you have any questions, please contact the Human Resources Department at salary@garlandisd.net .

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of Budget Transfers and Amendments to the 2023-24 General Fund and Debt Service Fund

Action Item

Executive Summary:

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund and Debt Service Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 11, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the budget transfers and amendments to the 2023-24 General Fund and Debt Service Fund.

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of the Final Amended Budgets for 2023-2024

Action Item

Executive Summary:

This item shows the final amended budgets for the General Fund, Student Nutrition Fund and Debt Services Fund for the fiscal year ending June 30, 2024.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 11, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the final amended budgets for the General Fund, Student Nutrition Fund and Debt Services Fund for the fiscal year ending June 30, 2024

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Coleman Bruman, Executive Director Secondary Teaching and Learning

Subject: Consider Approval of Purchase of Secondary Math Instructional Materials and Services **(**#325-25-02)

Action Item

Executive Summary:

Readiness Set Go! Provides targeted educational resources and support services to help students master mathematics. Through TEKS-aligned modules, the curriculum supplement offers strategic interventions for grades 6-8, Algebra 1, and TSIA2 that address learning gaps, enhance STAAR and CCMR student performance, and ensure readiness for academic challenges. Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learning, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Secondary Math Instructional Materials and Services from, Pam Fierro dba Readiness Set Go, provide the best value to the Garland Independent School District.

New Award

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with one (1) annual renewal option

Recommended Motion for Action Items:

Move to approve contract#325-25-02 Secondary Math Instructional Materials and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $200,000
199 General Fund

Proposal for Garland ISD June 20, 2024

Secondary Mathematics Support



Pamela Fierro
Education Consultant
281-433-6661
pam@readinesssetgo.com

Readiness Set Go!

Executive Summary

Readiness Set Go! provides resources, ASSIST Modules, that align with the Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards as well as services that support teachers with the implementation of those resources . Because each teacher's experience and level of expertise are unique, the services of Readiness Set Go! match the needs and learning goals of the mathematics teachers.

The services support teachers through facilitating discussions and creating a collaborative environment in which all members feel safe and supported. The learning stays focused on transferring new knowledge into classroom practice. Its effect on student achievement is evaluated through collaborative analysis of multiple data points. Instructional decisions are then made accordingly. Readiness Set Go! provides ongoing professional development to support teachers and teacher leaders during the implementation phase of new classroom practices.

12 Day Professional Development Plan for ASSIST Modules Implementation for Garland ISD

To maximize access to high quality education for all students, mathematics content support is provided as needed through the deep curriculum alignment of the TEKS, classroom instruction, and the rigor of state and and national assessments.

Services to support teachers' growth opportunities include:

Overview and Implementation of the ASSIST Modules (Teachers: 3 days)

- Grade levels 6,7,8, Algebra 1 and TSIA2
- District and campus mathematics representatives will learn the What, Why and How of the ASSIST Modules as well as the basic structure for planning and implementing effective lessons. This professional development will help teachers better understand the components, instructional design, and resources as the first step toward using the resources with fidelity.

Implementation of the ASSIST Modules (Trainer of Trainers 4 Days)

- District and campus mathematics representatives will receive content and instructional support for the implementation of the ASSIST Modules so that they can develop mathematics teachers on their respective campuses. Representatives will work together to reflect on how to effectively plan and deliver instruction.
- District and campus mathematics representatives will co-plan and collaborate to implement the ASSIST Modules using summative and formative assessment data points and discuss mathematical concepts to inform instructional practices that address all levels of learners, including special populations.
- District and campus mathematics representatives will learn how the ASSIST Modules can be used to develop engaging student-centered lessons that are aligned to the TEKS and follow the lesson cycle to maximize instructional time and student outcomes,and reflect on the implementation of those lessons..
- District and campus mathematics representatives will learn how the ASSIST Modules can be used to promote inquiry and problem-solving skills through best practices that help students apply mathematical reasoning.
- District and campus mathematics representatives will learn how the ASSIST Modules can be used to promote critical thinking through questioning strategies and increase students' reading, writing, speaking and listening skills.
- District and campus mathematics representatives will learn how calculator strategies can promote concept development.

Campus Touchpoints (3 Days)

Classroom and PLC visitations, or "touchpoints," will support campus mathematics representatives in effective implementation of the ASSIST modules by providing meaningful feedback and coaching that will lead to better outcomes for students.

Consultative Services (2 Days)

Planning with stakeholders to ensure a seamless implementation of the ASSIST Modules in the Garland ISD mathematics curriculum for grades 6-8, Algebra 1 and TSIA2 that includes summative data analysis to identify target areas; current resources review to identify targeted use for ASSIST Modules, reflection and coaching of resources implementation.

ASSIST Modules

The Readiness Set Go! ASSIST Modules are a series of high yield lessons that provide all students access to rigorous, on level content through targeted learning experiences that will support campuses in achieving Student Achievement, School Progress, Closing the Gaps, and CCMR goals.

Summary

Readiness Set Go! resources and professional development will help your educators to be able to deliver TEKS-aligned, content-rich, effective lessons and intervention that are based on best practices. Students, in turn, will better understand the concepts taught and will demonstrate greater comprehension to prepare them with the skills needed for college, career, military, and life.

The ASSIST Modules consist of instructional support for the math TEKS in grades 6, 7, 8, Algebra 1, and TSIA2.

- Each module is broken down into components to support the different contexts of the TEKS.
- The modules will support the lesson cycle and can be used with whole group instruction, small group instruction, intervention classes, push-ins, pull-outs, stations, and tutoring.
- They were designed to ensure that every student achieves progress through prescriptive, targeted instruction in face-to-face, blended, and hybrid learning models.

Components of a Module

3 Full Lessons are highly structured around the TEKS and STAAR® and unpacked into "Sub-TEKS" based on the content elements in the TEKS and STAAR®.

2 Module Assessments assess the different ways the standard is tested. These 10-question assessments can be used as a Pre-Assessment and Post-Assessment. These assessments can be use to diagnose the knowledge and skills of each student to support strategic differentiation and to monitor student progress. The assessments also include Assessment Analyses so students can monitor their own learning.

Components of a Full Lesson (3 per module)

Micro-Lessons are short, chunked TEKS-aligned focus lessons for targeted instruction.

Mathematical Problems Practices were designed for students to acquire skills required for solving mathematical problems aligned to the TEKS and STAAR®.

Real World Problems Practices were designed for students to master the process standards and apply skills to solve real-world problems as tested on STAAR®.



Micro-Assessments are short formative assessments designed to check for understanding of the learning targets within each lesson.

STAAR® is a registered trademark of the Texas Education Agency, which does not endorse this program or product.

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Quote			
School/District	Garland ISD		
Address	501 S. Jupiter Garland, TX 75042		
Contact	Dr. Jason Adams, Chief Academic Officer; Coleman Bruman, Executive Director of Teaching and Learning		
Phone	(972) 494-8201	**FAX**	
Email	JMAdam2@garlandisd.net; CLBruman@garlandisd.net		

Product	Units (Students)	Unit Price	Total
A.S.S.I.S.T. Modules, Grades 6-8, Algebra 1, and TSIA2 Perpetual License	18,200	5.50	$100,100
Professional Development Product Implementation-Year 1	**Units (Days)**	**Unit Price**	**Total**
Middle School Math and HS Algebra 1 Teachers: Overview and Implementation of the ASSIST Modules	3	4,000	$12,000
Trainer of Trainers: Implementation of the ASSIST Modules (Grades 6-8, Algebra 1 and TSIA2)*	4	4,000	$16,000
Campus Touchpoints	3	4,000	$12,000
Consultative Services*	2	4,000	$8,000
		Grand Total	**$148,100**

*Dates to be determined

Contact	Pamela Fierro
Phone	281-433-6661
Email	pam@readinesssetgo.com
Date	6-20-2024

This quote is valid through July 22, 2024.

Readiness Set Go! Confidential. All rights reserved.



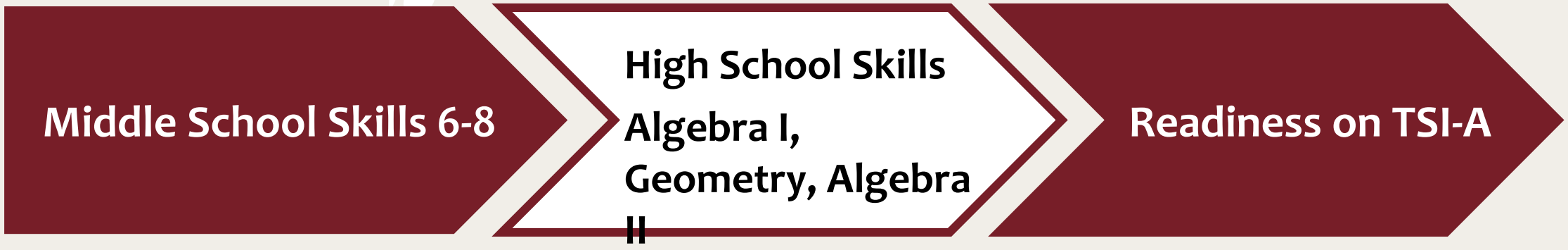
Essentials for Secondary Math

Readiness Set Go!

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Readiness Set Go!

Purpose: Improve College Readiness Math



Build foundations coming out of 5th to 6th grade transition

Utilize scaffolded and structured resources

Intervene with explicitly aligned tools

Build teacher capacity and content knowledge

2024 Algebra I & Biology Preliminary Results

Algebra 2024

	Did Not Meet	Approaches+	Meets+	Masters
District	16	**84**	**53**	**29**
Region	20	80	47	28
State	21	79	45	25

Biology 2024

	Did Not Meet	Approaches+	Meets+	Masters
District	8	**92**	**62**	**22**
Region	9	91	59	21
State	9	91	58	19

2024 Middle Year Preliminary Results

6th Math 2024

	Did Not Meet	Approaches+	Meets+	Masters
District	39	62	25	6
Region	28	72	41	16
State	30	69	37	13

7th Math 2024

	Did Not Meet	Approaches+	Meets+	Masters
District	65	35	17	4
Region	42	58	38	16
State	47	51	30	10

8th Math 2024

	Did Not Meet	Approaches+	Meets+	Masters
District	32	67	36	11
Region	30	70	40	15
State	30	70	40	15

Existing Curriculum

- Carnegie
- Maneuvering the Middle

Teacher Feedback

- STAAR aligned resources
- Independent Practice

2024 Mesquite ISD Preliminary Results

Organization	Test Name	Administration	Tests Taken	Average Scale	Did Not Meet%	Approaches and Above%	Meets and Above%	Masters%
GARLAND ISD	Grade 06 Math	Spring 2024	3394	1672	39	61	25	6
MESQUITE ISD	Grade 06 Math	Spring 2024	2697	1707	30	70	38	10
GARLAND ISD	Grade 08 Math	Spring 2024	4346	1834	32	68	37	11
MESQUITE ISD	Grade 08 Math	Spring 2024	2842	1859	23	77	48	13

Readiness Set Go! ASSIST Modules

Skill Focus

1 Derrick is training for a marathon. He can run 6 miles per hour.

a) Use this information to complete the graph.



b) Derrick ran 18 miles in _____ hours.

Scaffolded Practice

1 Reagan charges $8 per hour for walking dogs on the weekends.

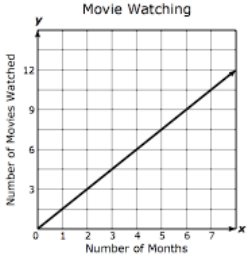
a)



b) Reagan will charge $_____ for walking dogs for 1.5 hours.

Real World Application

Jamie likes watching movies. The graph shows the relationship between the number of movies watched, *y*, and the time in months, *x*.



a) Calculate the unit rate: _____ movies watched per month

b) Determine the constant of proportionality: _____

c) Jamie can watch _____ movies in 5 months.

STAAR Formative Assessments

The graph shows the relationship between the total amount of money spent and the number of pounds of pineapples bought.

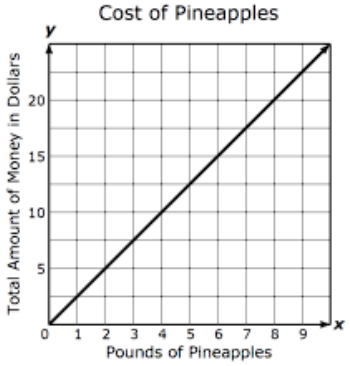
What is the cost per pound of pineapple?

F $2.50

G $5.00

H $0.40

J $0.20



Explicit TEKS Alignment

- Multiple layers of support through each standard with a focus on essential leaching
- Catalog of tools to build teacher capacity quickly through structured support and professional development
- Alignment disaggregates the TEKS that ensures that the materials address the depth of an intervention

7th Grade Scope of Readiness Set Go! Lessons and Standards Alignment for A.S.S.I.S.T. Modules

Concepts	7th Grade TEKS	Lessons	Micro-Lesson	Practice 1	Practice 2	Micro-Assessment	Assessment 1	Assessment 2
Classifying Rational Numbers	7.2A	7.2A Classifying Sets and Subsets of Rational Numbers	x	x	x	x		
Add, Subtract, Multiply, and Divide Rational Numbers	7.3A	7.3A.1 Adding Rational Numbers Fluently to Solve One-Step Problems	x	x	x	x	7.3A Module Assessment 1	7.3A Module Assessment 2
		7.3A.2 Subtracting Rational Numbers Fluently to Solve One-Step Problems	x	x	x	x		
		7.3A.3 Multiplying Rational Numbers Fluently to Solve One-Step Problems	x	x	x	x		
		7.3A.4 Dividing Rational Numbers Fluently to Solve One-Step Problems	x	x	x	x		
Solve Problems Using Addition, Subtraction, Multiplication, and Division	7.3B	7.3B.1 Solving Two-Step Problems with Addition, Subtraction, and Multiplication	x	x	x	x	7.3B Module Assessment 1	7.3B Module Assessment 2
		7.3B.2 Solving Two-Step Problems with Addition, Subtraction, and Division	x	x	x	x		
		7.3B.3 Solving Two-Step Problems with Addition, Subtraction, Multiplication, and Division	x	x	x	x		
		7.3B.4 Solving Multi-Step Problems with Addition, Subtraction, Multiplication and Division				x		
Represent and Calculate Rate of Change	7.4A, 7.4B, 7.4C	7.4ABC.1 Representing and Calculating Constant Rate of Change with a Graph	x	x	x	x	7.4ABC Module Assessment 1	7.4ABC Module Assessment 2
		7.4ABC.2 Representing and Calculating Constant Rate of Change with a Table				x		
		7.4ABC.3 Representing and Calculating Constant Rate of Change with an Equation	x	x	x	x		
		7.4ABC.4 Representing Constant Rates of Change with Multiple Representations	x	x	x	x		

What is included?

Instructional Resources and Materials		Professional Development and Related Services	
Grade 6 Modules	All Resources	Math Leadership Consultation	2 Days
Grade 7 Modules	All Resources	Teacher Professional Development	3 Days
Grade 8 Modules	All Resources	Module Development	6 Days
Algebra I Modules	All Resources	Implementation Walks	3 Days
TSI-A Modules ** Geometry and Alg II	All Resources		
One-time Resource Cost	*$100,100*	*Professional Development Cost*	*$48,000*
Total Cost for Implementation: $148,100			



Questions?

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Mark Booker, Executive Director of Purchasing
Charles Rose, Textbook Coordinator

Subject: Consider Approval of Leased Warehouse Space (#271-24)

Action Item

Executive Summary:

This recommendation will make available leased warehouse space used to house the Bond Department, surplus warehouse items and auction. Reviewed and approved by Charles Rose, Textbook Coordinator, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Leased Warehouse Space from, DGordan Rentals, LLC, provide the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposals

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#271-24 Leased Warehouse Space as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $200,000
199 General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Contractor for Sachse High School Field Turf Replacement, Track, and Lighting Replacement/Repair

Action Item

Executive Summary:

On March 26, 2024, the Board of Trustees approved the use of Interlocal Purchasing Cooperative procurement method for select athletic field projects. Previously approved field turf replacement was completed as part of the project, however, due to severe storm damage additional repairs and replacements will be required. Reviewed and approved by Javier Fernandez, Director of Facilities Planning and Construction Services, Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is administration's recommendation to utilize Cooperative to award the Sachse High School Field and Lighting Replacement to Hellas Construction, Inc., which provides the best value to Garland Independent School District. Also, the recommendation by the administration is to authorize the Superintendent or his designee to enter into a contract.

Recommended Motion for Action Item:

Move to approve Hellas Construction, Inc. for the Sachse High School field turf and sports lighting replacement and running track repairs as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $1,434,638

654 Local Capital Projects – GEN FB

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 25, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Recommended Guaranteed Maximum Price (GMP) #2 for Bond 2023 Multi-Program Activity Centers at All Seven High Schools with Field House Replacement

Action Item

Executive Summary:

On November 28, 2023, the Board of Trustees approved to award the CMaR for Multi-Program Activity Centers at all seven High Schools with Fieldhouse Replacement to CORE Construction Services of Texas, Inc. Reviewed and approved by Javier Fernandez, Director of Facilities Planning and Construction Services, Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is administration's recommendation to approve the Recommended Guaranteed Maximum Price (GMP) #2 for Pre-Engineered metal building structures and erection for Bond 2023 Multi-Program Activity Centers at all Seven High Schools with Field House Replacement which provides the best value for Garland Independent School District. Also, the recommendation by the administration is to authorize the Superintendent or his designee to enter into a contract.

Recommended Motion for Action Item:

Move to approve Recommended Guaranteed Maximum Price (GMP) #2 for Bond 2023 Multi-Program Activity Centers at all Seven High Schools with Field House Replacement as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $21,925,607

683 Bond 2023