

Agenda of Regular Meeting

The Board of Trustees Brock ISD

A Regular Meeting of the Board of Trustees of Brock ISD will be held September 8, 2025, beginning at 6:00 PM in the Brock High School Cafeteria.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- A. CALL MEETING TO ORDER
- B. INVOCATION
- C. PLEDGE OF ALLEGIANCE AND TEXAS PLEDGE
- D. ESTABLISH A QUORUM
- E. BROCK SPOTLIGHT
- F. PUBLIC COMMENT

Please note that a completed request form must be given to Board Secretary before the beginning of the board meeting. Forms are available prior to the meeting, or you may contact Chastity Puckett (cpuckett@brockisd.net) for an advance copy of the form.

- 1. Items on the Agenda
- 2. Items not on the Agenda
- G. CONSENT AGENDA
 - 1. Approve Minutes of August 11, 2025 Regular Meeting
 - 2. Approve Minutes of the August 25, 2025 Special Meeting
 - 3. Memorandum of Understanding with Parker County Juvenile Justice Alternative Education Program (JJAEP)
 - 4. Memorandum of Understanding (MOU) between Brock ISD and Weatherford College for 2025-2026
 - 5. Interlocal Agreement between Brock ISD and the PCSO for an SRO for 2025-2026
 - 6. Financial Reports - August
 - 7. Donation Report
- H. PUBLIC HEARING
 - 1. Public Hearing to discuss 2025-2026 Maintenance & Operations and Interest & Sinking Tax Rate
- I. SUPERINTENDENT REPORT
 - 1. Update on school business, activities and future events
 - 2. Bond Construction Update
- J. BUSINESS DISCUSSION
- K. BUSINESS ACTION
 - 1. Discuss and consider possible action regarding Student Dress and Grooming 2025-2026 - *Item requested by Toby Farmer*

2. Consider and adopt Resolution to set the 2025 Maintenance & Operations Tax Rate at \$0.7426 and the Interest and Sinking Rate at \$.50 per \$100 of taxable valuation, for a total tax rate of \$1.2426
 3. Consider approval of revised Board Operating Procedures
- L. CLOSED SESSION, PURSUANT TO TEXAS GOVERNMENT CODE, SECTIONS 551.071 through 551.087
- M. RECONVENE FROM CLOSED SESSION, FOR ACTIONS RELATIVE TO ITEMS CONSIDERED DURING CLOSED SESSION
1. Action on Matters in Closed Session.
- N. ADJOURN

The agenda for this meeting was posted in compliance with the Texas Open Meeting Act on Posted Friday, September 2, 2025 at 4:00pm.



For the Board of Trustees

IN ACCORDANCE WITH TEXAS GOVERNMENT CODE SUBTITLE A, CHAPTER 551, OPEN MEETINGS, THE BOARD MAY ADJOURN INTO EXECUTIVE SESSION.



PARKER COUNTY JUVENILE BOARD

Honorable Graham Quisenberry, 415th District Court, Juvenile Board Chairman

Honorable Craig Towson, 43rd District Court

Honorable Lynn Johnson, County Court at Law #2

Honorable Kirk Martin, County Court at Law #1

Honorable Pat Deen, County Judge

**PARKER COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
MEMORANDUM OF UNDERSTANDING WITH SCHOOL DISTRICTS
FOR THE 2025-26 SCHOOL YEAR**

Pursuant to Texas Education Code §37.01, the State of Texas mandates that all counties with a population greater than 125,000 are required to develop a Juvenile Justice Alternative Education Program (JJAEP).

The parties named herein-below have reached an agreement, as follows:

WHEREAS, Parker County, Texas has a population greater than 125,000, and therefore, the Parker County Juvenile Board is required to develop a JJAEP subject to the approval of the Texas Juvenile Justice Department (TJJD);

WHEREAS, the Parker County Juvenile Board, in conjunction with its partners, the School Districts within Parker County, desire the best educational outcomes for the at-risk juveniles who have been expelled into the JJAEP, or otherwise accepted into the program;

WHEREAS, the Parker County Juvenile Board and the School Districts desire to provide the at-risk juveniles with a quality level of educational and intervention Department, appropriately designed to positively impact the lives of such juvenile offenders, their families, and the local communities in which we all live;

WHEREAS, the parties to this agreement recognize the importance of a cooperative effort between the educational community and the juvenile justice system in achieving the primary goals of (1) responsibly mitigating at-risk factors; (2) deterring future juvenile delinquent conduct and criminal behavior; (3) increasing the acceptance of personal responsibility, self-discipline, accountability, and negative behavior; (4) improving life skills and career opportunities; (5) prudently balancing rehabilitation Department with community safety needs and (6) support the educational improvement for the juvenile to be academically successful.

WHEREAS, the parties seek to operate the JJAEP and accomplish the preceding goals within a State mandated regulatory framework requiring strict compliance and reporting;

NOW THEREFORE, in service to the citizens and youth of Parker County, the following public servants hereby agree on behalf of each respective public entity as follows:

1. Agreement & Parties to the Agreement

A. This agreement shall be known as the Parker County Juvenile Justice Alternative Education Program Memorandum of Understanding (MOU), and will hereby entered into by and between the Parker County Juvenile Board (Board) and the following nine independent school districts operating within Parker County (Districts), as listed below in alphabetical order:

- Aledo Independent School District
- Azle Independent School District
- Brock Independent School District
- Garner Independent School District
- Millsap Independent School District
- Peaster Independent School District

- Poolville Independent School District
- Springtown Independent School District
- Weatherford Independent School District

2. Subject Matter of Agreement – JJAEP

The Board, in cooperation with the Districts, hereby establishes, provides, and shall operate the Parker County Juvenile Justice Alternative Education Program (JJAEP), also known as, Pathways Academy, as specified by Chapter 37 of the Texas Education Code (TEC), both through the direct provision of Department and through contractual agreements with service providers.

Unless the context indicates otherwise, as used in this MOU, the term "day" means "school day" and the term "days" means "school days".

3. Student Placement, Due Process, Notice and Placement Term

A. The parties to this MOU acknowledge that Texas Education Code Sec. 37.011 (a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must participate in an educational program. It is therefore the intent of the JJAEP to provide educational services to all expelled students of Parker County.

B. Texas Education Code, Chapter 37.010 (a) requires that every expelled student, who is not detained or receiving treatment under an order of the juvenile court, must participate in an educational program. The JJAEP will provide education to students expelled under the mandatory expulsion criteria in Chapter 37.007, (a), (d), or (e), or who are ordered to attend the JJAEP by the Juvenile Court.

- a. The JJAEP will also provide education to students grade levels ages 10 to 18 expelled under the discretionary expulsion criteria in Chapter 37.007 (b), (c), or (f), and who are referred to the JJAEP by a school district or Court Order. Discretionary referrals will be accepted on an as space is available basis.
- b. The Juvenile Board will provide JJAEP education to expelled students who are less than eighteen (18) years of age. Students referred eighteen (18) years of age or older will be reviewed for admission on an individual basis and will be admitted or denied at the sole discretion of the Director of PCJJAEP. The JJAEP will be required to begin placement proceedings within two (2) working days of receipt of referral, and the student will attend the JJAEP within five (5) working days of the initiation of placement proceedings. Upon expulsion to JJAEP, parents of youth on supervision of Parker County Juvenile Probation Department electing to place their child in a private or home school will be required to meet with a Parker County Juvenile Probation Officer for intake and will provide private school information or home school curriculum information to the Probation Officer. The Probation Officer will review the terms of the expulsion order and all applicable terms of probation. If the District Court does not intervene by

ordering this student to attend the JJAEP, then PCJJAEP will notify the District liaison of the parent's decision to place their child in private or home school.

- c. According to Texas Education Code. Chapter 37.0083, the principal or other appropriate administrator may place a student who has been expelled, under section 37.007 or 37.0081, in a virtual expulsion program established by the district only if the school district is located in a county that operates a juvenile justice alternative education program or the school district contracts with the juvenile board of another county for the provision of a juvenile justice alternative education program, and the juvenile justice alternative education program rejects admission of the student or returns the student before the expiration of the discipline assignment.

C. For purposes of this agreement and pursuant to the Texas Family Code, Section 52.041 (e), notice by a school district of an expulsion must be provided to Parker County Juvenile Probation, 110 Throckmorton, Weatherford, Texas 76086 and Pathways Academy, Parker County JJAEP, 5189 I-20 West, Suite 109, Willow Park, Texas, 76087, within two (2) working days of the expulsion order. Failure to notify Juvenile Probation will result in the District's duty to compel the student to continue attending the school district's educational program, which will be provided to that student until such time as the notification to Juvenile Probation is properly made. Juvenile Probation will provide notification to school districts of action taken regarding expulsion referrals within two (2) working days of the disposition of those cases identified in accordance with Texas Family Code, Section 52.041 (d).

D. For each student expelled under court order or mandatory and discretionary expulsion criteria, who is placed in the JJAEP by a District or Parker County Juvenile Probation, the minimum term of such placement will align with the term of the student's expulsion from school. The minimum placement in JJAEP will be 45 successful days of attendance and appropriate behavior. The maximum placement shall be twelve (12) months only for weapons offenses. The JJAEP may offer incentives for positive behavior which may include up to a 15-day reduction in the expulsion term. District expulsion orders will require the student to successfully complete all program requirements of the JJAEP. A weekly attendance progress record will be provided to the districts. For each student expelled under the mandatory expulsion criteria who is placed at the JJAEP, the Juvenile Court will consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. Upon the student meeting all expulsion and Court requirements or the JJAEP receiving official documentation that charges leading to the expulsion have been dismissed or reduced, the student's placement may be transferred to the sending district. These will be reviewed on a case by case basis.

E. If the student is expelled under any mandatory expulsion provision, the referral to the JJAEP requires a law enforcement report, including but not limited to an arrest report, an at-large charge, an arrest warrant, and/or notice under Article 15.27 of the Code of Criminal Procedure. If a student is removed to JJAEP under the registered sex offender provision, the referral to JJAEP requires official documentation of this registration.

4. Statutory Amendments

In the event the statutory law is amended to add, delete, or otherwise modify the grounds for mandatory and/or discretionary expulsions, then by operation of this provision all such amendments are deemed included within Section 3 of this MOU, as of the date such statutory amendments become legally effective.

5. Procedural Requirements for Referral & Placement Into JJAEP

In addition to the eligibility criteria contained in Section 3 above, the District must meet the following requirements for each student to be eligible for placement into the JJAEP:

A. Prior to expelling a student from the District and into the JJAEP, the District shall conduct a hearing at which the student is afforded appropriate due process as required by TEC §37.009(f).

- a. The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee as required by TEC §37.004. The admission, review, and dismissal committee must invite a JJAEP representative to attend the meeting to ensure that special education provisions, if needed, can be provided.
- b. Prior to any expulsion or removal hearing to consider placement of a student in JJAEP, the District must invite an JJAEP representative to attend the meeting. This will allow JJAEP to assess the education requirements needed for the student, and to allow the paperwork to begin for the referral to Parker County Juvenile Probation as required by TEC §37.010.

B. All students who are expelled or removed to the JJAEP will be required to attend until one of the following circumstances have been met:

- a. All referrals- The student has completed all graduation courses, or has completed the equivalent program requirements; whichever occurs first;
- b. Discretionary referrals- the JJAEP will accept those students from the District on an as-space-is-available basis. The minimum length of placement for a discretionary student will be forty-five (45) successful school days unless space is needed for mandatory students.

C. In referring a student to the JJAEP, regardless of whether the referral is mandatory or discretionary, the District will complete and submit the provided notification form, accompanied by a copy of the following student records prior to the expulsion hearing and student participating in the JJAEP:

- Expulsion or removal letter;
- Police notification or discipline referral;
- Most recent report card;
- Most current transcript;
- Fall & Spring class schedules;
- Statewide assessment scores;
- Attendance records;
- Discipline records;
- Immunization records;
- Home Language Survey;
- Free/reduced lunch eligibility letter (if applicable);
- Texas Student Data System (TSDS) or Texas Unique Student ID Number;
- The following special education records –
 - most recent comprehensive and complete ARD paperwork;
 - all manifestation determination ARD paperwork; and
 - the most recent evaluation for special education eligibility;
- Language Proficiency Assessment Committee (LPAC) determination and documentation;
- Section 504 eligibility determination; and
- ESL documentation.

D. If a student moves/transfers to another District in Parker County prior to the completion of the original expulsion or removal term, the receiving District will not extend the student's length of placement in the JJAEP beyond the term defined in the original expulsion or removal order. If a student moves/transfers out of Parker County the receiving school district may enforce the order at that time on placement in another district that honored the order.

E. The JJAEP and the District may agree to credit a student's length of placement in an alternative educational program such as drug rehabilitation, detention, so forth - which occurs after the date of expulsion, toward the student's term of expulsion or removal.

F. The JJAEP may offer incentives for good behavior and/or academic achievement which may result in the reduction of a student's term of expulsion term. The JJAEP and the District may consider a student's successful completion of the program to coincide with the end of a grading period.

6. Attendance Reporting

The District will maintain placement of all JJAEP students using a campus identification number specific for JJAEP as required by TEC §37.011(h). The JJAEP will track attendance for each student participating in the program, and report weekly attendance to the District. The District will be responsible for reporting violations of the compulsory attendance law to the appropriate court, with the JJAEP being provided notice of any such reporting.

A. Responsibilities of Pathways Academy, Pathways Academy will:

- a. Report weekly attendance to designated district personnel.
- b. Report truant conduct to designated campus personnel:
 - i. 5 Days unexcused
 - ii. Each subsequent 5 Days unexcused
 - iii. 10 consecutive Days unexcused.
- c. Collection of evidence of truancy contacts documented.
- d. Execution of the Behavior Plan to the Student and Family as prepared by the student's sending campus.

B. Threshold of Unexcused Absences Pathways Academy

- a. Mandatory Placements
 - i. At 30 absences student will be deemed inactive and referred back to the sending district.
- b. Discretionary Placements
 - i. At 15 non-consecutive unexcused absences student may transition back to sending district campus.
 - ii. At 10 Consecutive Unexcused Absences student will be deemed inactive and transition back to sending district campus.

C. Responsibilities of Partnering School Districts, Partnering School Districts will:

- a. Provide school or district contact Information for weekly attendance reporting.
- b. Provide school or district contact Information for truancy reporting.
- c. Implement of Behavior Improvement Plan as determined by district policy.
- d. Refer to Parker County Truancy Prevention Program Case Manager and as determined by District Policy.
- e. Notice to Pathways Academy of any truancy court filings.
- f. Notice to Pathways Academy when student is withdrawn.
- g. Notice to Families when student is withdrawn.
- h. Notice to Pathways Academy and Families of Instructions for Re-enrollment Procedure with the school district.

7. Funding for JJAEP

Funding for the JJAEP shall occur as follows:

- A. The Board and the JJAEP will be the recipient of all Texas Juvenile Justice Department (TJJD) sources of funding for mandatory students, which TJJD is required and/or permitted to pay under state law; and such funds shall partially offset the cost to the Board of operating the JJAEP.**
- B. Funding for all discretionary or other students will be provided to the Board and the JJAEP by the expelling District at a rate of \$125.00 per student attendance day. Payment will be made by the District to Parker County within 30 calendar days of receipt of an invoice.**
- C. With the exception of the payments made to the Board and/or the JJAEP and/or Parker County:**
 - a. as set forth in the preceding Sections 7(A) and 7(B);
 - b. those payments paid or incurred by the Districts as contemplated in the preceding Section 7(C);
 - c. as well as any other payments paid or incurred by the Districts as contemplated by any other provisions of this MOU – the Board is responsible for completing the annual special operating budget of the JJAEP and timely submitting it to the Parker County Commissioners Court for approval and funding.

8. Facilities, Staffing, and Daily Operations

The JJAEP will be provided in a facility operated and maintained by Parker County, specifically Pathways Academy, Parker County Juvenile Justice Alternative Education Program facility located at Willow Park Place, 5189 I-20 West, Suite 109, Willow Park, TX, 76087.

- A. The facility must comply with all applicable federal, state, and county regulations, as well as all TJJD standards.**
- B. The JJAEP will operate at least seven (7) hours a day and 180 days a year as required by TEC §37.011(t), unless a waiver has been submitted and approved by TJJD.**
- C. Staffing of the JJAEP will be the responsibility of Parker Juvenile Probation Department and a partnering school district.**
- D. Parker County Juvenile Probation Department will provide the following to all participating school districts:**
 - a. facility, maintenance and operations, and security directly related to typical school operations.

- b. electronic/computer related supplies, network wiring, technical support, and all other computer and networking operations.
- c. the web-based on-line academic curriculum.
- d. all curriculum for any life skills training, decision making and guidance, social emotional learning and self-discipline programing.
- e. Staffing of a program administrator, supervision staff members (juvenile probation officers, case managers and/or community activities officers).
- f. Nothing herein shall burden any school district with the responsibility for providing educational services beyond the normal school day and/or year, including summer school or after-hours tutoring.

E. Participating school districts agree to the following provisions:

- a. All ADA funding entitlement generated from the date of each student's placement in educational programs shall remain with the sending or "home" district in which the student is participated, in accordance with TEC Section 37.0062
- b. The sending or "home" districts will maintain all educational records applicable to the students in the program.
- c. Any District which applies for and/or obtains such funds, grants, or otherwise receives any form of federal/state financial reimbursement for such meals, in relation to students participated and in actual attendance at the JJAEP, then the District will upon receipt immediately remit such funds to the school district providing meals.
- d. In the case of special population students as defined in Section 13 of this MOU, the District will be financially responsible for the provision of any related services determined necessary for such students.

F. The daily operating capacity of the JJAEP must not exceed 30 students.

- a. Upon reaching capacity, mandated students will be given priority for placement over non-mandated students.
- b. The JJAEP reserves the right to return any discretionary student to their home District in order to accommodate a mandatory student from any District.
- c. The JJAEP may recommend up to 15 days reduction of a mandatory student's expulsion term based on the student's overall compliance with the program, attendance, and grades.

- d. The JJAEP may reject admission or return a student before the expiration of the discipline assignment of a mandatory student based on various reasons, including, but not limited to level of offense, daily operating capacity, educational resources and staffing capabilities. Situations will be staffed with PCJPD and the sending district to determine what action may be necessary to serve the family and the community.

9. District Specific Agreements

Unless expressly outlined below, the participating school districts shall not be burdened with any undue responsibilities.

A. Aledo Independent School District agrees to the following:

- a. The Aledo Independent School District will provide both breakfast and lunch, for each student in attendance at the JJAEP. Aledo ISD will bill the Parker County Juvenile Probation Department (JJAEP) for meals prepared/served on a quarterly basis. Aledo ISD Child Nutrition staff will be responsible for obtaining the free/reduced/paid meal status of students attending JJAEP from the Child Nutrition staff of the student's home district. Aledo ISD will include the JJAEP students served on the monthly claim report filed with all other appropriate agencies. The cost of breakfast and lunch is as follows:

Breakfast for all grades:

Paid meal price students: \$2.20 per day

Lunch for all grades:

Paid meal price students: \$3.95 per day

There will be no charge for students who qualify for free or reduced meal price for breakfast and/or lunch.

B. Weatherford Independent School District agrees to the following:

- a. The Weatherford Independent School District agrees to provide as many teachers and paraprofessionals as deemed appropriate to meet educational needs at the JJAEP. One (1) of the certified teachers shall be Special Education certified. Salaries and related benefits shall be based on the Weatherford Independent School District pay scale. Weatherford ISD will bill Parker County Juvenile Probation (JJAEP) on a quarterly basis. Reimbursement of salaries/benefits will be made to Weatherford Independent School District by Parker County Juvenile Probation Department (JJAEP) on a quarterly basis.

10. Transportation

Transportation of all students (mandatory and discretionary) to and from the JJAEP will be the responsibility of each respective District which has placed a student (or students) within the program.

This requirement does not preclude the District from making special arrangements with a student's parent(s)/legal guardian(s) on a case-by-case, for the purpose of allowing the student's parent(s)/legal guardian(s) to handle and provide for all such transportation to and from the JJAEP.

11. Meals

The Parker County Juvenile Probation Department in partnership with a local school district will provide both breakfast and lunch, for each student in actual attendance at the JJAEP.

It is the understanding of the Board that the current federal/state funding and reimbursement mechanism to the Districts for qualified students who receive meal assistance (breakfast and lunch) is based upon federal/state rates which are subject to change and may vary.

12. Curriculum

As a part of the JJAEP curriculum, it is agreed:

A. The JJAEP provides the following required courses in accordance with TEC §37.011(d):

a. Core Courses:

- English and Language Arts;
- Math, Science and Social Studies;
- Self-Discipline; and
- High School Equivalency Program (GED).

B. The JJAEP provides the following elective courses in its curriculum:

a. Elective courses –

- As age appropriate- life skills, character training, and career guidance.
- With respect to any elective course which the student is participated at their home campus, JJAEP will offer some courses (ex. Spanish, art) but not all courses due to the limitations of the curriculum and teacher certifications.

C. The JJAEP will communicate the student's academic progress to both the District and the student's parent(s)/legal guardian(s), in accordance to the student's home district's grade reporting periods.

- a. Through this communication process, the JJAEP will encourage both the District and the student's parent(s)/legal guardian(s) to participate in reviewing and monitoring the student's academic progress.
- b. In the case of a high school student, the JJAEP will review the student's progress toward meeting high school graduation requirements and establish a specific graduation plan for the student as required by TEC §37.011(d); however, the JJAEP is not required to provide a course necessary to fulfill a student's high school graduation requirements, other than as specified above in TEC §11(a) and §11(b).
- c. All completed coursework will be accepted by the District and any credit(s) earned by the student while participated in the JJAEP will be reflected on the student's school transcript.

13. Special Populations

Special populations and related provisions are as follows:

A. Special Education Services - the following provisions pertain to those students who are eligible for special education services:

- a. A student with a disability who receives special education services may be expelled or removed to the JJAEP only after a duly constituted Admission, Review, and Dismissal Committee (ARD) determines that the alleged offense and/or behavior was or was not a manifestation of the student's disability in accordance with TEC §37.004.
 - i. The JJAEP will be notified by the District and invited to participate in all ARD committee meetings scheduled to discuss the expulsion or removal of a special education student to the JJAEP. The District will provide a copy of the student's current Individual Education Plan (IEP) and/or Behavior Intervention Plan (BIP) to the JJAEP for review prior to the meeting. The JJAEP may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP.
 - ii. If a student who is either eligible for, or is receiving special education services, is expelled or removed to the JJAEP, then the District will continue to provide any related services as outlined in the IEP and/or BIP which are not available at the JJAEP. These related services may include, but are not limited to counseling, transportation, interpretive services, and special curriculum.
 - iii. If the JJAEP determines that a student, who has not previously been qualified as a student eligible for special education, may be eligible for services, then the JJAEP will refer the student to the District for evaluation

and determination of eligibility for special education services, in accordance with applicable state and federal statutes and regulations.

- iv. If the JJAEP determines that the student's educational and/or behavioral needs cannot be met in the program, then the JJAEP will immediately notify the District. Upon receiving such notice from the JJAEP, the District will convene an ARD committee meeting to determine if the student's IEP and/or BIP need to be modified, or whether the student's placement will be reconsidered.

B. English as Second Language Learners - students identified as English as a Second Language (ESL) Learners will be assisted by the JJAEP and the District as follows:

- a. The JJAEP will provide ESL Learners with the necessary services, instruction, and/or accommodations as recommended by the Language Proficiency Assessment Committee (LPAC). The JJAEP intends to have one full time teacher who is ESL certified; however, to the extent that the JJAEP is not equipped to provide some, or all related services, then the District will continue to provide and pay for those related services recommended by the LPAC which the JJAEP is unable to provide.

C. Students with Section 504 Plans - the JJAEP will serve identified students who require a Section 504 Plan to address a physical or mental impairment by providing the necessary services, instruction, or accommodations as recommended by the 504 Committee. The District will continue to provide and pay for any related services recommended by the 504 Committee which the JJAEP is unable to provide.

14. Statewide Assessment Tests

All students participating in the JJAEP at the time of statewide assessment testing will be provided an opportunity to test. The Districts will be responsible for administering all statewide assessment tests to include providing all required materials, supplies, and personnel to actively monitor students at the time of testing. Arrangements may be made to test students at the JJAEP or at a campus designated by the Districts.

15. Exit and Transition of Students

The process associated with students exiting the JJAEP will include the following:

- A. A certified teacher assigned by the JJAEP will review all academic work of a student prior to the student's exit from the JJAEP and will certify completion of coursework based upon a determination that the student has mastered the essential knowledge and skills for a course at the seventieth percentile pursuant to TEC §28.002.**

B. Upon completion of the program, the JJAEP will notify the District of the student's plan to return to the District. This notification will be provided in writing and will include, at a minimum, the student's attendance days, withdrawal grades, any credits earned, and the results of the IOWA assessment administered to the student.

C. In accordance with TEC §37.011(d), all completed coursework will be accepted by the District and any credit(s) earned by the student while participated in the JJAEP will be reflected on the student's school transcript.

16. Term of MOU

The term of this MOU will be from September 1, 2025, or upon execution of the MOU by the last signatory to the MOU, whichever is later. The MOU will only need to be reviewed and approved by the Board and each of the Districts as necessary.

A. This agreement may be reviewed at any time at the written request of either party.

17. Miscellaneous Provisions

A. This MOU may be amended at any time; however, with the exception of Section 4 above, this MOU may only be amended by a written agreement which has been approved and signed by the Board and each District.

B. In the event that any provision, or provisions, contained in this MOU is/are held to be unenforceable, then this MOU shall be construed without such provision(s), and the remaining provisions shall continue in full force and effect. This MOU constitutes the complete, exclusive, and final agreement between the parties, and supersedes all oral or written proposals, prior written agreements, and/or other prior communications between the parties concerning the subject matter of this MOU.

18. Signatures

This MOU is hereby approved and signed by the Board and each of the nine named School Districts (in alphabetical order) on the signature pages that follow:

PARKER COUNTY JUVENILE BOARD

Honorable Graham Quisenberry
Juvenile Board Chairman
415th District Court

(Date)

Ashley Marineau, LBSW-IPR
Director/Chief, Juvenile Probation
Parker County Juvenile Probation

(Date)

ALEDO INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

AZLE INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

BROCK INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

GARNER INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

MILLSAP INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

PEASTER INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

POOLVILLE INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

SPRINGTOWN INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

WEATHERFORD INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

Dual Credit Partnership Agreement Weatherford College and Brock Independent School District

This Memorandum of Understanding (“MOU”) is entered into as of the 8th day of September, 2025, (the “Effective Date”) between Brock Independent School District, a Texas Education Agency certified secondary education provider in the State of Texas, and Weatherford College (“WC” or “College”), of the Parker County Community College District. This document will serve as the instructional partnership agreement between the educational organizations identified herein and shall be approved and signed by the governing boards or designated authorities of those participating parties.

The term of this agreement shall begin on the date identified and continue for a period of three years. Thereafter, this MOU may be renewed according to terms mutually agreeable to both institutions. The initial term and any renewal term(s) are collectively referred to in this MOU as “Term.” Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties. Students within the current term will be allowed to complete their courses should the request occur during a regular semester.

The District and Weatherford College agree to the following:

Elements of Partnership Agreement:

- A. Statewide Goals
- B. FERPA
- C. Student eligibility requirements
- D. Eligible Courses
- E. Course Equivalency Crosswalk
- F. Attendance and satisfactory academic progress
- G. Location of class
- H. Composition of class
- I. Faculty selection, supervision, and evaluation
- J. Course curriculum, instruction, and grading
- K. Exam Proctoring
- L. Academic policies and student support services
- M. Transcription of credit
- N. Funding
- O. Notice of Partnership
- P. Shared Confidential Student Data Provisions
- Q. Legal Liability and Compliance Standard

(A) Statewide Goals

In HB 1638, the State of Texas lists the following goals of dual credit education:

1. Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.
2. Dual credit programs will assist District students in the successful transition to and acceleration through postsecondary education.
3. All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.
4. The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

In partnership with the District, Weatherford College offers the following means of meeting these goals:

1. The College partners with the District to present information to students and parents at annual dual credit informational nights hosted at the District. The College's website includes a dual credit page that outlines the steps to apply for, enroll in, and pay for dual credit classes. The College hosts two annual meetings for District administrators, one in the fall for superintendents, principals, and counselors; and one in the spring for counselors. The College markets its dual credit programs in cooperation with its secondary education partners. All such information is posted to the College's dual credit website.
2. Weatherford College manages data on student performance and persistence after leaving the WC dual credit program through organizationally generated records and through data collected from the National Student Clearinghouse. These data include post-secondary enrollments, student majors, persistence, time to degree completion, and graduation from participating colleges and universities.
3. Weatherford College provides academic advising to dual credit students, both in making dual credit course selections as well as in the transfer of dual credit coursework to postsecondary institutions after completion of secondary education.
4. Weatherford College maintains the same credentialing and curricular standards for dual credit faculty and courses that it does for non-dual credit faculty and courses, as outlined in detail below.

(B) FERPA

Federal regulations stipulate that college students must be regarded as adults, regardless of age, with respect to their student records. This standard compels Weatherford College to adhere to the Family Education Rights and Privacy Act (FERPA) as the College handles issues of student records. See Addendum C for details about FERPA and the Weatherford College FERPA release forms.

(C) Student Eligibility Requirements

To be eligible for enrollment in a dual credit course, a student who is enrolled in a public, private, or non-accredited secondary school or who is home-schooled must:

1. attain freshman year high school standing.
2. meet all of the College's regular prerequisite requirements designated for the course (e.g., minimum score placement test scores, minimum grade in a specified previous course, etc.).
3. exhibit and maintain the level of intellectual, personal, and social maturity associated with college-level coursework.
4. participate in adult/college-level class discussions that may include controversial issues or subject matter.
5. expect to invest at least as much time out of class as in class reading, studying, and completing assignments.

Further, to be eligible for enrollment in a dual credit course for which college readiness assessment is required, the student must present a passing score on a Board-approved college readiness assessment instrument in the area or areas deemed relevant by the College for the intended dual credit course in which the student shall enroll.

WC recommends demonstration of college-level reading proficiency for all transfer-intended college courses. WC requires demonstration of college-level reading and writing proficiency for the following courses: ENGL 1301, ENGL 1302, all 2000-level ENGL classes, HIST 1301, HIST 1302, all 2000-level HIST classes, GOVT 2305, GOVT 2306, PHIL 1301, and PHIL 2306. WC requires demonstration of college-level mathematics proficiency for the following courses: all MATH at the 1000 or higher level; BIOL 1406, BIOL 1407, CHEM 1411, PHYS 1401, ACCT 2301.

1. Appropriate scores on any of the following approved tests may be used, depending on grade level: SAT/ACT, STAAR EOC, and TSI Assessment.
2. The testing standards are:
 - a. ACT: composite score of 23 with 19 on English AND Math.
 - b. SAT: composite scores of 1070 (critical thinking + math) with 500 on critical reading AND Math.
 - c. STAAR End of Course (EOC) for Dual Credit eligibility: score of 4000 on English II, a score of 4000 on Algebra I and a passing grade in the Algebra II course.
 - d. TSIA2 Assessment standards: ELAR score of 945+ AND Essay score of 5 - 8 OR ELAR score under 945 AND ELAR Diagnostic Level of 5 - 6 AND Essay score of 5 - 8; Math score 950+ or Math score under 950 AND Math Diagnostic Level of 6

To be eligible for enrollment in a dual credit course included in a Technical Certificate Program ranging from 15 – 42 semester credit hours, the student must complete a Weatherford College application.

(D) Eligible Courses

According to Texas S.B. 1091, courses offered for dual credit must be (1) in the core curriculum of the public institution of higher education providing college credit; (2) a career and technical course; or (3) a foreign language course. Some academic transfer courses considered "technical" in nature may be offered for dual credit; these courses include those with the

following rubrics: ACCT (accounting), AGRI (agriculture), ARCH (architecture), BCIS (business computer information systems), COSC (computer science), CRIJ (criminal justice), ENGR (engineering), ENGT (engineering technology), FORE (forestry), and HORT (horticulture). Dual credit courses are offered through partnership between the institutions identified.

Dual credit courses do not include courses attempted independently by students of the secondary education partner. Such students are classified as early admissions rather than dual credit. The student is responsible for communicating with the District regarding coursework completed by the individual student through early enrollment if that coursework is to be considered toward completion of secondary education graduation requirements.

Dual credit courses must meet comparable minimum and maximum enrollment standards as applied to the same course at all other campuses of the College. Weatherford College will notify the District in a timely manner if enrollment does not meet the minimum enrollment in order to allow time for alternative scheduling arrangements.

A Dual Credit course is a College course in all respects. The curriculum and teaching methods are the same as in other College courses. All dual-credit course instruction and materials must be identical to that used for the same courses taught at all other campuses of the College.

(E) Course Equivalency Crosswalk

Dual-credit-to-high-school-credit crosswalks are unique to each participating institution. The crosswalk is identified as Addendum B to this document. The crosswalk can be updated each year as agreed upon by the college.

(F) Attendance and Satisfactory Academic Progress

Dual credit students are expected to attend class and maintain satisfactory academic progress. Students are subject to the College's attendance policy, outlined below:

“Participation in College-sanctioned activity is considered an excused absence, provided that students complete the Excused Absence Form, have it signed by the activity advisor, and present it to all instructors prior to the impending absence. For students in dual-credit classes, high-school-and/or UIL-sponsored absences will also be considered excused absences, provided that, prior to the impending absence, students provide instructors with signed documentation from the activity advisor.

In the case of work missed due to an excused absence, when it is feasible to submit work early, students will be permitted the opportunity to do so, provided that before the absence occurs they 1) supply their instructors with documentation of the absence and 2) make arrangements with their instructors to make up the work missed. If the nature of the missed work cannot be adequately reproduced outside of the class, instructors should note how the absence may be expected to impact the student's progress in a course. The activity advisor shall consider the instructor's comments while determining if the student should participate in the identified activity.”

Excessive and/or prolonged absences from class will negatively affect a student's grade. Likewise, failure to maintain satisfactory academic progress in formative assignments will

impact summative course grades. Faculty will report students to the Secondary Education Institution for excessive absences and/or significant failure to maintain satisfactory academic progress. The College reserves the right to withdraw the student from a dual credit class due to excessive absences and/or failure to maintain satisfactory academic progress.

Students who miss more than one week of class due to secondary school suspension, assignment to alternative education and/or expulsion may be withdrawn from the College course. Student continuation in the course may be approved by mutual agreement between the College and the Secondary Education Partner.

(G) Location of Class

Dual credit courses may be provided on the College campus, the District campus, online, or in a hybridized format. For dual credit courses provided exclusively to secondary students on the District campus and for dual credit courses provided electronically, the College shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses provided electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically.

For dual-credit courses taught at the District, the District shall appoint a liaison officer who is responsible for facilities, supplies, support of faculty, and communications.

For dual-credit courses taught online, the District shall appoint a classroom facilitator whose responsibility is to support the teaching-learning process.

For dual credit courses taught at the District, the Secondary Education Institution shall provide an atmosphere which promotes a collegiate environment for classes. This includes adequate classroom facilities, limited disruptions for announcements, pep rallies, and other District related activities, and support in students' course attendance.

No dual credit student shall attain more than 29 semester credit hours of instruction as provided by Weatherford College through dual credit coursework provided at a single District campus unless a Substantive Change notice has been filed with and accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to offer more than half of the associate degree curriculum at the District.

(H) Composition of Class

Dual credit courses provided online or at a College campus may be composed of dual credit students only or of dual and college credit students.

Dual credit courses provided on a high school campus may be composed of dual credit students only or of dual credit and non-dual-credit high school students.

(I) Faculty Selection, Supervision, and Evaluation

The College shall select instructors of dual credit courses. These instructors must be regularly employed as faculty members of the College. These instructors must meet the same standards

(including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the College to select faculty responsible for teaching the same courses at all other campuses of the College. The College shall supervise and evaluate instructors of dual credit courses using the same procedures used for faculty at all other campuses of the College.

High school faculty who teach dual credit academic transfer courses will be paid for services rendered under this agreement in accordance with the College's established rate and schedule for embedded faculty. Faculty who teach dual credit technical courses will be paid for services rendered under this agreement at the rate of \$200 per semester credit hour. All classes for which a faculty member is compensated by Weatherford College must meet a minimum headcount of 12 at the time the 12th class day rosters are certified. Continuation of classes with headcounts below 12 at the time of the 12th class day must be approved by the College, the Secondary Education partner institution, and the faculty member. Unless otherwise agreed to in writing between all parties, a faculty member teaching a class with an enrollment of fewer than 12 students shall be compensated at a proportional rate with each enrolled student counting 1/12 toward the normal rate of compensation for the course.

(J) Course Curriculum, Instruction, and Grading

The College shall ensure that every dual credit course is equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation to the same course at all other campuses of the College. When applicable, College preparatory coursework is addressed in Addendum A of this document.

(K) Exam Proctoring

Exams for online or hybrid classes may be taken at the District provided they are proctored by a WC- approved proctor with a signed proctor agreement on file with the WC Dual Credit office. Exam proctors are expected to ensure test integrity and to report any academic integrity violations to the WC Dual Credit office. Online testing for WC Dual Credit courses may require the use of a remote proctoring service. WC Technology Services will assist District personnel with the process of acquisition and set-up of the technology where applicable.

(L) Academic Policies and Student Support Services

Academic policies applicable to courses provided at all other campuses of the College must apply to dual credit courses. These policies may include, but are not limited to, the appeals process for disputed grades, the drop policy, the communication of course syllabi and grading policy to students, etc.

Dual Credit students desiring to take more than 16 semester credit hours in a long (fall or spring) semester must have a recommendation from their high school counselor and written permission from the WC Executive Vice President of Academic Services. All requests for semester overloads must be made no later than the last business day before the first day of the semester for which the request is being made. No student will be permitted to enroll in more than 20 semester credit hours in any long semester.

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded non-dual credit College students. The College is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. The following support services are available online or in person at a WC campus: WC library resources, writing support, tutoring, and ADA/504 accommodations. The following support services are available online, over the phone, or in person at a WC campus: payments and academic advising.

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Adam Finley

Position: Executive Dean of Enrollment Management and Registrar

Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817)598-8831

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Disability Services

Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817)598-6350

The College and the School District will work collaboratively to share in a timely manner any and all information necessary in the event of an investigation involving harassment and/or discrimination.

(M) Transcription of Credit

For dual credit courses, secondary as well as college credit should be transcribed immediately upon a student's completion of the course.

(N) Funding

1. The state funding for dual credit courses will be available to both public school districts and colleges based upon the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. For Academic Year 2024-25, the College has opted to participate in the Financial Aid for Swift Transfer (FAST) system established under HB8. Students of public independent school districts are eligible to participate in the FAST program after qualifying for the Free and Reduced Lunch program as outlined by the USDA Food and Nutrition Service at any time during the previous four years, and when qualified may not pay any portion

of tuition, fees, course materials or other charges. The District agrees to provide dual credit students' Texas Student Data System (TSDS) number to the College. The College shall upload dual credit rosters including the TSDS or other allowable ID to the state portal for eligibility to be verified by the Texas Education Agency (TEA) in conjunction with Texas Higher Education Coordinating Board (THECB). The College does not determine eligibility for student participation in FAST.

3. All dual credit classes shall be billed at the FAST maximum tuition rate set by the Texas Higher Education Coordinating Board. Dual credit students who are not eligible for FAST shall be assessed dual credit tuition, fees, and textbook charges as approved by the WC Board of Trustees. The College shall waive all tuition and fees for students who qualify for FAST as verified by the Texas Higher Education Coordinating Board.
4. For dual credit students who do not qualify for FAST but may qualify for financial aid, the College may provide need-based scholarship awards. Each student who wants to be considered for the Dual Enrollment Grant (DEG) will fill out the Free Application for Federal Student Aid (FAFSA) or, if ineligible to complete the FAFSA, the Texas Application for Student Financial Aid (TASFA). Eligible students may be awarded up to 6 hours of FAST tuition and fees each fall and spring semester. The scholarship awards cover tuition and fee costs only. Eligibility is based on the Student Aid Index (SAI) as determined through the FAFSA or TASFA. All award decisions are made by the Weatherford College Financial Aid office. Funds may be limited, and priority is given to applications made by mid-June prior to that fall's enrollment.
5. Any costs for textbooks and supplies shall be paid by the District or by the student, but may not be paid by a FAST-eligible student. Textbooks and supplies for FAST-eligible students shall be paid by the District or its philanthropic designee.
6. Educational costs are paid as designated below (check appropriate box):
 - a. Tuition for non-FAST students shall be paid by
 The student
 The District
 - b. Fees for non-FAST students shall be paid by
 The student
 The District
 - c. Textbooks and supplies for non-FAST students shall be paid by
 The student
 The District
 - d. Textbooks and supplies for FAST-eligible students shall be paid by
 The student
 The District

(O) Notice of Partnership

The District will provide the Weatherford College Dual Credit office with a list of all institutions it partners with and dual credit opportunities those partnerships provide the District's students (e.g., OnRamps, other colleges and universities, etc.)

(P) Shared Confidential Student Data Provisions

1. The District grants WC, and WC grants the District, permission to use confidential student data only for the following purpose and for no other purpose: To track current District students who earned credit in a College course offered for dual credit; or have graduated and completed a sequence of courses leading to certification, licensure, or an Associate Degree from WC while maintaining enrollment at the District; and to establish eligibility to participate in the FAST program.
2. Prior to the first day of class for each fall and spring term, the District shall provide to the College a Texas Student Data System (TSDS) identification number and/or the District Student Identifier for each District student enrolled in dual credit with the College.

(Q) University Interscholastic League (UIL) Eligibility

Weatherford College assumes no responsibility for loss of eligibility of District students enrolled under this program to participate in UIL activities.

(R) Legal Liability and Compliance Standards

1. **Non-Compliance**: Notwithstanding any provision herein to the contrary, if WC does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from the District, this MOU may be terminated immediately upon written notice from the District, in the District's sole discretion.
2. **Liability**: Neither the District or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person or group arising from (a) the use of district property and/or equipment by WC and WC's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) non compliance with this MOU, or (c) any act, omission, or negligence of WC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors. Except as may otherwise be provided herein, the District makes no express or implied warranties of any kind. To the fullest extent permissible under applicable law, the District disclaims all warranties, express or implied, including, but not limited to, warranties of performance, merchantability, fitness for a particular purpose, accuracy, omissions, completeness, and delays. Except as expressly provided herein or as required by law, under no circumstances shall the District be liable for exemplary, special, punitive, consequential, or incidental damages, including, without limitation, lost profits, business revenue, or goodwill due to any cause whatsoever, even if the District has been advised of the possibility of such damages.
3. **Indemnity**: WC agrees that WC shall indemnify, defend, and hold harmless the District and the District's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of WC and/or WC's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. WC's obligations under this clause shall survive termination or expiration of this MOU. The District agrees

that it shall indemnify, defend, and hold harmless WC and WC's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of the District and/or the District's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. The District's obligations under this clause shall survive termination or expiration of this MOU.

4. **Notice:** All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to the District: Dr. Shannon Luis
Superintendent
Brock Independent School District
410 Eagle Spirit Lane
Brock, TX 76087
sluis@brockisd.net

If to WC: Dr. Shannon Ydoyaga
Executive Vice President of Academic Services
Weatherford College
225 College Park Drive
Weatherford, Texas 76086
sydoyaga@wc.edu

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

- a. **Relationship of the Parties.** It is understood and agreed that WC is a separate legal entity from the District and WC is not an employee, agent, joint venture, or partner of the District. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the District and either WC or any employee or agent of WC.
- b. **No Waiver of ISD's Immunity.** The execution of this MOU and the performance by the District or WC of any of its obligations hereunder are not, and are not intended to waive or relinquish, and neither the District nor WC shall waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to the District, its trustees, officers, employees, or agents under federal or Texas laws.
- c. **No Third Party Beneficiaries.** Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.

- d. **Governing Law and Venue.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Parker County, Texas.
- e. **Entire Agreement.** This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
- f. **Severability.** In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
- g. **Interpretation.** The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
- h. **Changes and Amendments.** This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
- i. **Assignment.** Neither this MOU nor any rights, duties, or obligations under it shall be assignable by WC without the prior written acknowledgment and authorization of ISD. Any attempted assignment by WC without ISD's prior written consent shall be void.
- j. **No Waiver.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.
- k. **Captions.** The captions herein are for convenience and identification purposes only, are not an integral part hereof and are not to be considered in the interpretation of any part hereof.
- l. **Counterparts.** This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Acknowledgements

Upon approval by the respective governing boards of both partners, and upon signing by the Board Presidents or their designees, this Agreement shall remain in effect until renewed, amended, or terminated with 30 days' written notice by either party to the other.

District Superintendent or Designee

Shannon Ydoyaga, Ph.D., M.S.
Executive Vice President of Academic Services

Date

Date.

Addendum A

Between the District and Weatherford College An Agreement regarding College Preparatory Mathematics and English Language Arts Courses

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

WHEREAS the parties have agreed to enter into a collaborative agreement where students at the District who are deemed to not be college ready per House Bill 10, Section 10;

WHEREAS, the District and WC jointly recognized an opportunity to create seamless pathways for students to enter into college-level work in mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the District and WC, intending to be legally bound, agree as follows:

1. **Scope of Services**. The District and WC agree to collaborate to develop and maintain developmental mathematics and English language arts courses that meet the terms of this agreement as outlined in the Support and Services section of this Addendum. The District and WC will meet regularly to maintain the integrity and evaluate the effectiveness of the program.
2. **Support and Services**. The District and WC agree to the following conditions -
 - a. WC agrees to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success in entry-level college mathematics and English language arts courses;
 - ii. To train college advisors to recognize college readiness course(s) on district transcripts;
 - iii. To ensure students who complete the identified college preparatory course or courses are regarded as qualified students and are counseled directly into college-level mathematics, English language arts, and all other courses requiring mathematics and English language arts college readiness;
 - b. WC agrees to the following for the college preparatory mathematics course:
 - i. To provide the Student Learning Outcomes for MATH 0342 (listed in section G of this Addendum);
 - ii. To provide the syllabus for the courses;
 - iii. To provide the departmental final exam preparation materials, sample questions, and evaluation standards for the courses;

- c. WC agrees to the following for the college preparatory English language arts course:
 - i. i. To provide the Student Learning Outcomes for DIRW 0302 (listed in section H of this Addendum);
 - ii. ii. To provide the exit standard and exercises used to determine college readiness in DIRW 0302.
 - iii. iii. To provide the master syllabus for the course;
 - iv. iv. To provide the final exams for the course;
 - v. v. To provide assignment descriptions for the essays required and the rubrics for grading those essays;
- d. The District agrees to the following for both the mathematics and English language arts courses:
 - i. To provide qualified instructors for the courses being taught;
 - ii. To identify students who are not college ready as stated in HB 5;
 - iii. To provide professional development and resources required to teach mathematics and English language arts courses;
 - iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
 - v. To provide curriculum for the course that is consistent with WC Student Learning Outcomes;
 - vi. To deny students enrolled in these courses exemptions from final exams for these courses;
- e. The District agrees to the following for the college preparatory mathematics course -
 - i. To administer an exam directly comparable to the WC departmental completion exam for MATH 0342 and award credit for the course only if the student's final exam grade is at least 70 percent;
 - ii. To provide My Foundations Lab or equivalent and require use by each student in the course;
 - iii. To prohibit the use of calculators and formula sheets on the course final exam.
- f. The District agrees to the following for the college preparatory English language arts course:
 - i. To administer an academic exercise equivalent to the WC DIRW 0302 course completion exercise;
 - ii. To teach and grade the required essays according to the rubrics provided by WC. (T.E.A. Rubrics for Expository, Persuasive, and Literacy Analysis);
 - iii. To teach a preliminary semester course that focuses on college readiness and literacy skills;
 - iv. To provide My Foundations Lab or equivalent and require use by each student in the course.
- g. **Student Learning Outcomes for College Prep Math.** These objectives will prepare the student for MATH 1332 and Math 1342; students who are planning

on studying in the STEM fields are advised to enroll in the Co-Requisite MATH0314/MATH1314 or the MATH0314 course their first semester attending Weatherford College to further prepare the student for success in the STEM Pathway:

LEARNING OBJECTIVES

After successfully completing the course, the student will be able to demonstrate competency in:

- 1.0 Real Number System.
- 2.0 Proportions, Percents, Statistics, Tables and Graphs
- 3.0 Solving Linear Equations and Inequalities.
- 4.0 Graphing Linear Equations and Inequalities.
- 5.0 Exponents and Polynomials.
- 6.0 Factoring.

COURSE COMPETENCIES:

1.0 Real Number System

To demonstrate competency in the real number system, a student will be able to:

- 1.1 Use Properties of the Real Number System. Including Identities and inverses for Addition and Multiplication
- 1.2 Simplify Expressions with Exponents, Parentheses, Signed Numbers, Decimals and the Order of Operations.
- 1.3 Combining of Like Terms.
- 1.4 Use the Commutative Property, Associative Property, And Distributive Property.
- 1.5 Order numbers Using Inequalities.

2.0 Proportions, Percents, Statistics, Tables and Graphs

To demonstrate competency in the Proportions, Percents, Statistics, Tables and Graphs, a student will be able to:

- 2.1 Use Ratios and Rates.
- 2.2 Solve problems using Proportions.
- 2.3 Solve Per-cent Equations.
- 2.4 Determine the Mean, Median, and Mode for a Set of Data
- 2.5 Read and Interpret Information Given in Tables, Pie Charts, Bar Graphs, and

3.0 Solving Linear Equations and Inequalities.

Line Graphs.

To demonstrate competency in solving linear equations and inequalities, a student will be able to:

- 3.1 Solve Linear Equations containing both Integer and Fractional Values.
- 3.2 Solve Linear Equations with Infinitely Many or No Solutions.
- 3.3 Solve a formula for a Specified Variable.

3.4 Solve Formulas and Applications of Linear Equations.

3.5 Solve Linear Inequalities

3.6 Write Solutions of Inequalities as Number Lines.

3.7 Write Solutions using Interval Notation.

4.0 Graphing Linear Equations and Inequalities.

To demonstrate competency in graphing linear equations and inequalities, a student will be able to:

4.1 Use the Cartesian Coordinate System to Illustrate Linear Equations in Two-Variables.

4.2 Read and Interpret Linear Graphs.

4.3 Evaluate Intercepts.

4.4 Determine the Slope of a Line.

4.5 Find and Use Slope-Intercept and Point-Slope Forms of a Linear Equation.

4.6 Write Equations for Parallel and Perpendicular Lines.

4.7 Graph Linear Equations.

4.8 Graph Linear Inequalities.

5.0 Exponents and Polynomials.

To demonstrate competency in exponents and polynomial, a student will be able to:

5.1 Use Product Rule of Exponents.

5.2 Use Power Rules for Exponents.

5.3 Use Quotient Rule for Exponents.

5.4 Manipulate with Negative Exponents.

5.5 Solve Applications Using Exponents and Scientific Notation.

5.6 Evaluate Polynomials.

5.7 Add and Subtract Polynomials.

5.8 Multiply Polynomials.

5.9 Use Special Products of Polynomials.

5.10 Divide Polynomials by a Monomial.

5.11 Divide Polynomials by a Polynomial.

6.0 Factoring.

To demonstrate competency in factoring, a student will be able to:

6.1 Determining the Greatest Common Factor.

6.2 Factor by Grouping.

6.3 Factor a Trinomial with a Leading Coefficient of 1.

6.4 Factor a Trinomial with a Leading Coefficient of Not 1.

6.5 Use Special Factoring Formulas.

6.6 Solving Quadratic Equations by Factoring.

h. Learning Outcomes for DIRW0302, used for College Prep Reading and Writing. Upon the successful completion of this intervention, students will:

- i. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- ii. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- iii. Identify and analyze the audience, purpose, and message across a variety of texts.
- iv. Describe and apply insights gained from reading and writing a variety of texts.
- v. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- vi. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- vii. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
- viii. Evaluate the relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- ix. Develop and use effective reading revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- x. Recognize and apply the conventions of standard English in reading and writing.

Addendum B

Between the District and Weatherford College An agreement regarding course credit equivalencies

**Please complete your part of the Excel Spreadsheet attached to this email. One completed, it will be converted into a format compatible with this document and will comprise Addendum B.



Brock High School

Academic Dual Credit Course Crosswalk

Weatherford College	Course Code	# of Coll. Credits	H.S. Equivalent	# of H.S. Credits	H.S. PEIMS Code
US History to 1877	HIST 1301	3	US Hist. A	0.5	3340100
US History from 1877	HIST 1302	3	US Hist. B	0.5	3340100
Freshman Coll. English I	ENGL 1301	3	English 4 A	0.5	3220400
Freshman Coll. English II	ENGL 1302	3	English 4 B	0.5	3220400
Calculus	MATH 2413	4	Ind. Study Math	0.5	3102502
Elementary Stats.	MATH1342	3	Ind. Study Math	0.5	3102500
Contemporary Math	MATH 1332	3	Ind. Study Math	0.5	3102501
College Algebra	MATH 1314	3	Ind. Study Math	0.5	3102500
Business Calculus	MATH 1325	3	Ind. Study Math	0.5	3102500
Trigonometry	MATH 1316	3	Ind. Study Math	0.5	3102501
Intro to Psychology	PSYC 2301	3	Psychology	0.5	3350100
Intro to Sociology	SOCI 1301	3	Sociology	0.5	3370100
Intro to Speech	SPCH 1311	3	Speech	0.5	3241200
Federal Government	GOV 2305	3	Government	0.5	3330100
Macroeconomics	ECON 2301	3	Eco	0.5	3310300
Art Appreciation	ARTS 1301	3	Art Appreciation	0.5	3500100
Music Appreciation	MUSI 1306	3	Music Appreciation	0.5	3155600
Survey to English Lit.	ENGL 2322	3	Ind. Study Eng.	0.5	3221500
Survey to English Lit.	ENGL 2323	3	Ind. Study Eng.	0.5	
Advanced Animal Sci	AGRI 1419	4	Adv. Animal Sc.	0.5	13000700
Advanced Animal Sci Lab	AGRX 1419	0	Adv. Animal Sc.	0.5	13000700
Learning Frameworks	EDUC 1300	3	Coll. Readiness	0.5	3270100
General Biology I	BIOL 1408	4	IHE Science	0.5	IHE11200
General Biology II	BIOL 1409	4	IHE science	0.5	IHE11200
Texas Government	GOVT 2306	3	Government	0.5	3330100
Environmental Biology	BIOL 1406	4	IHE Science	0.5	IHE11200
Principles of Biology	BIOL 1407	4	IHE Science	0.5	IHE11200
Intro. To Economics	ECON 1301	3	Eco	0.5	3310300
Intro to Teaching Prof.	EDUC 1301	3	Education	0.5	New Fall 2021
Intro to Special Pop.	EDUC 2301	3	Education	0.5	New Fall 2021

Addendum C

The Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights with the respect to their education records. These rights are listed below.

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Weatherford College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-5901.

Directory Information is information which may be released to the general public without the written consent of the student. A student may request that all or any part of the directory information be withheld from the public by making a written request to the Admissions and

Records during the first 12 class days of a fall or spring 16-week semester. The following is to be included as directory information: name, date and place of birth, current and permanent address (including email address), telephone listing, major and minor fields of study, enrollment status (full-time, part-time), classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, and photographs.

The Weatherford College Early Admissions & Dual Credit website may be found at

<https://www.wc.edu/admissions/how-to-apply/early-admissions-dual-credit.php>

The Weatherford College Student Consent for Access to Education Records (FERPA release Form) may be found at

[https://www.wc.edu/current-students/policies-conduct/files/FERPA%20Release%2004 2014.pdf](https://www.wc.edu/current-students/policies-conduct/files/FERPA%20Release%2004%2014.pdf)

For further information contact Admissions and Records at 817-598-6241

**INTERLOCAL COOPERATION AGREEMENT BETWEEN PARKER
COUNTY AND THE BROCK INDEPENDENT SCHOOL DISTRICT
FOR A SCHOOL RESOURCE OFFICER**

THIS AGREEMENT (“Agreement”) is hereby entered into effective this 1st day of October, 2025 (“Effective Date”), by and between the Brock Independent School District, a duly organized Texas independent school district located in Parker County (“District”), and the County of Parker, acting through its County Judge and duly elected members of the Parker County Commissioner’s Court (“County”) and in concert with the approval of the Parker County Sheriff’s Office (“Sheriff’s Office”). For convenience, the District and the County may hereinafter be referred to collectively as “parties” and individually as a “party.”

WHEREAS, The District has a need for a certified peace officer to assist in the enforcement of state and local laws on District property, especially with respect to the student population at the elementary, intermediate, junior high, and high school campuses;

WHEREAS, The County employs certified peace officers to enforce state and local laws and the jurisdiction of the County's peace officers includes the District's property;

WHEREAS, The enforcement of state and local laws is a function that both the County and the District are authorized to perform individually, the parties mutually desire to enter into this Agreement for the purpose of providing police protection to the District under the Interlocal Cooperation Act, Texas Government Code Chapter 791, hereinafter "the Act," which provides authorization for a local government to contract with one or more local governments to perform governmental functions and services under the terms of the Act and the County and the District hereby mutually agree to be subject to the provisions of the Act;

WHEREAS, the parties, in performing governmental functions or in paying for the performance of governmental functions hereunder, shall make that performance or those payments from current revenues legally available to that party; and

WHEREAS, the parties find that the performance of this Agreement is in the common interest of both parties and that the division of costs fairly compensates the performing party for those services or functions under this Agreement;

NOW THEREFORE, this Agreement is hereby made and entered into by the County and the District upon and for the mutual consideration stated herein:

1. Pursuant to Texas Government Code §791.011, the County offers and the District hereby accepts the services of one (1) certified peace officer "School Resource Officer" to assist the District in enforcing state and local laws on the District's property for a period of one (1) year. This agreement shall automatically renew annually on October 1st and is to be paid for out of current available revenues.

2. The primary duties of the School Resource Officer (SRO) include ensuring the safety and well-being of all individuals within their jurisdiction and protecting the property of the District. The SRO will have access to all District facilities needed to perform the responsibilities outlined in this Agreement, with a primary focus on the Brock Learning Academy, elementary, intermediate, junior high, and high school campuses during the regular school session. The SRO will adhere to a standardized work schedule, working a total of 40 hours per week from Monday to Friday, divided into five days of 8.5 hours each, which includes a 30-minute unpaid lunch break. If the District requires additional hours beyond the established 40-hour work week of the regular school session, the responsibility for those extra hours will rest with the District.

3. The School Resource Officer shall provide a firearms accident prevention program at least one (1) time each school year in the elementary school as required by Section 1701.603 of the Texas Occupations Code.

4. For year one, the District shall compensate the County \$ 46,162.17 per District Financial year to cover costs of the School Resource Officer. This is based on forty (40) percent of the average cost of an SRO deputy (salary + benefits = \$115,405.43) and is subject to change due to annual raises and/or cost of living allowance increases. The District shall be billed annually on October 1st and shall make payment within thirty (30) days by mailing payments to the Parker County Treasurer, 1112 Santa Fe Drive, Weatherford, Texas 76086. Current and subsequent contract years billing percentages/costs are provided below and subject to change:

5.

CONTRACT YEAR	SCHOOL YEAR	PERCENTAGE	ACTUAL COST*
1	2025-2026	40%	\$ 46,162.17
2	2026-2027	50%	
3	2027-2028	60%	
4	2028-2029	70%	
Subsequent Yrs.		70%	

*Contract year cost in the table above is based on current year ('24-'25) salaries and benefits.

6. Services provided to the District under this agreement shall be provided by an officer or officers employed by the County. The SRO shall remain an employee and under the supervision of the County and shall remain subject to all personnel policies and procedures of the County. Such officers shall wear their County uniform and equipment while providing services under this agreement.

7. The term of this Agreement shall be from October 1, 2025 to September 30, 2026 the Effective Date. Unless terminated earlier pursuant to the terms of this Agreement, this Agreement shall automatically renew for successive 1-year periods.

8. This Agreement may be terminated by either party if the other party is in default of any term or provision of this Agreement, provided that the non-defaulting party sends written

notice of the default to the defaulting party and provides a 7-day cure period. Such notice shall specify that if the default is not cured within such period, this Agreement shall automatically terminate upon the expiration of such period and without further notice to the defaulting party. In the absence of a default, either party may terminate this Agreement for any reason by providing 30 days written notice to the other party.

9. It is expressly understood and agreed that, in the execution of this Agreement, neither party waives, nor shall be deemed hereby to waive, any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions.

10. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

11. The failure of either party to enforce any provision of this Agreement shall not constitute a waiver by it of that or any other provision.

12. THIS AGREEMENT SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS. IN THE EVENT A LAWSUIT IS FILED ARISING OUT OF THE TERMS OR CONDITIONS OF THIS AGREEMENT, VENUE SHALL BE IN PARKER COUNTY, TEXAS.

13. Neither party shall assign or transfer its rights or obligations under this Agreement, in whole or in part, without the prior written consent of the other party.

14. In the event it becomes necessary to bring legal action to interpret or enforce the terms of this Agreement, the prevailing party in such action shall be entitled to recover from the non-prevailing party, in addition to the prevailing party's actual damages, reasonable attorneys' fees and court costs.

15. Any notice required or permitted by this Agreement shall be sufficient if delivered by certified mail, return receipt requested, facsimile or by hand-delivery to the party intended to receive same at the following address for such party or at such other address as such party may hereafter provide in accordance with this section:

If to the District
410 Eagle Spirit Ln.
Brock, Texas 76087

If to the County
One Courthouse Square
Weatherford, Texas 76086

16. This Agreement constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all prior or contemporaneous written or verbal agreements regarding such subject matter. This Agreement may be amended only by a written instrument signed by both of the parties. This Agreement shall bind and shall inure to the benefit of the parties' respective successors and permitted assigns. Each party represents that the individual signing this Agreement on its behalf is the duly-authorized representative of

such party with the power to bind the party to this Agreement.

EXECUTED this ____ day of _____, 2025.

PAT DEEN
COUNTY JUDGE OF PARKER COUNTY

EXECUTED this ____ day of _____, 2025.

SHANNON LUIS
SUPERINTENDENT OF BROCK ISD

APPROVED as to content:

RUSS AUTHIER
SHERIFF OF PARKER COUNTY

September 2025

BROCK ISD MULTIPURPOSE STUDENT CENTER



51

September 8th, 2025

REEDER
CONSTRUCTION



52

Looking Northwest

September 2025

REEDER
CONSTRUCTION



Looking Southeast

September 2025



54

Looking Northeast

September 2025

REEDER
CONSTRUCTION



55

Looking Southwest

September 2025

REEDER
CONSTRUCTION



Top View of Building Pad



57

Burrow Hole

September 2025

REEDER
CONSTRUCTION



58

*Retaining Wall on North of
the building*

September 2025

REEDER
CONSTRUCTION

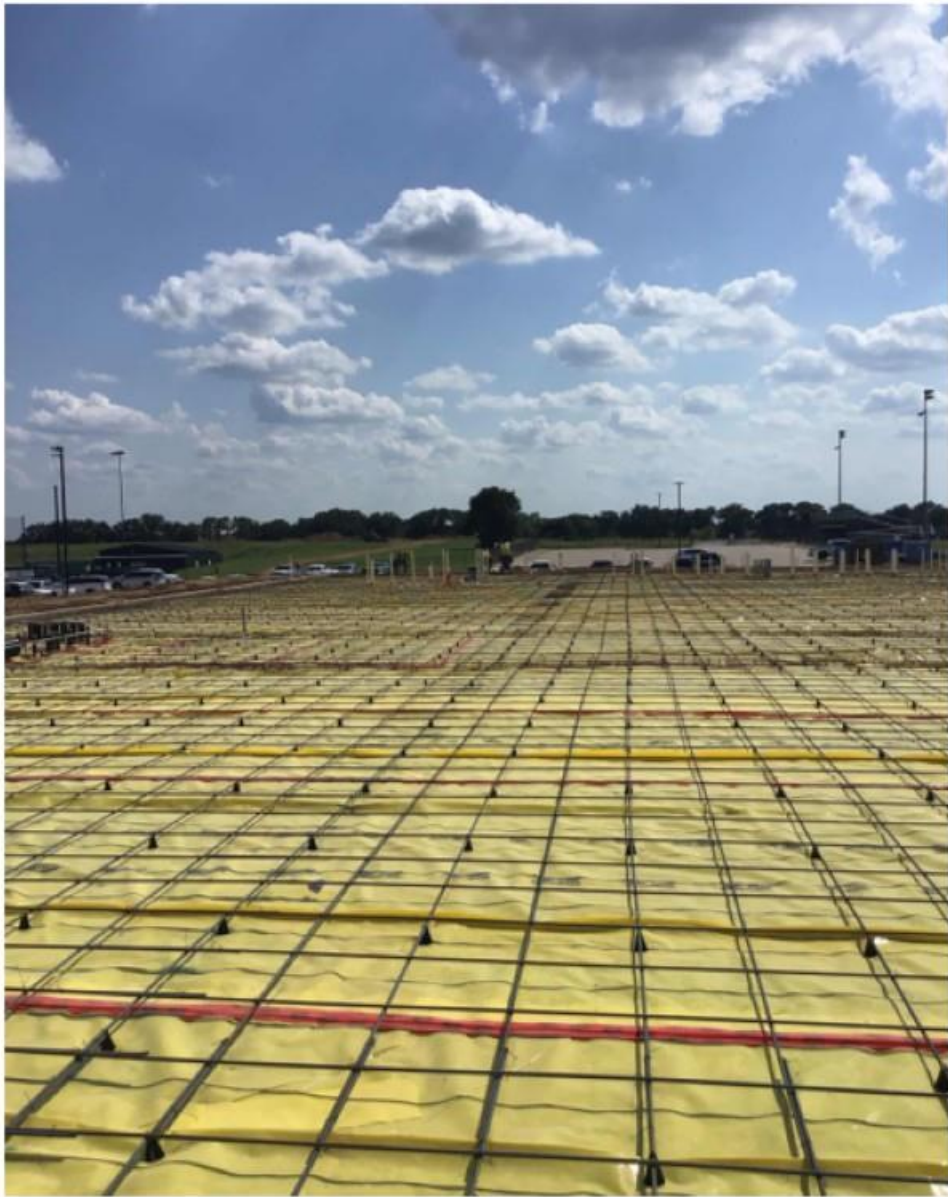


59

Asphalt Repairs on the West of Building

September 2025

REEDER
CONSTRUCTION



Rebar for Slab on Grade in Progress



*Site Paving Work Completed at
Field House*

Thank you, Brock ISD.

Questions?

62

Resolution of the Board to Set Tax Rate

Date: September 8, 2025

On this date, we, the Board of Trustees of the Brock Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2025 at a total tax rate of \$1.2426, to be assessed and collected by the duly specified assessor and collector as follows:

\$ 0.7426 for the purpose of maintenance and operations, and

\$ 0.5000 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 4.12 PERCENT (*percentage by which the tax rate exceeds the no-new-revenue maintenance & operations rate*) AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$29.40.

Adopted this 8th day of September, 2025, by the Board of Trustees.

President's Signature

Secretary's Signature