Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, June 24, 2025

Agenda

5:00 PM

I. Call to Order and Determination of a Quorum
II. Pledges of Allegiance - **Officer Kimberly Korenek**
III. Public Hearing
A. Conduct a Public Meeting on the District's 2025-2026 Budget and Proposed Tax Rate - **Darrell Dodds, Elisa Cordova-Long** 6
IV. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: https://pol.tasb.org/Policy/Code/364?filter=BED.
V. Information Item
A. Evidence of Excellence
1. Recognize TASBO Award of Excellence in Financial Management and ASBO Meritorious Budget Award Recipients - **Jose Mata** 23
2. Recognize GISD Finance Department for ASBO Certificate of Excellence & GFOA Certificate of Achievement in Financial Reporting - **Jose Mata** 24
B. Introduction of District Administrators - **Dr. Gradyne Brown** 25
VI. Discussion Items
A. Discuss Revisions to Policy CFB(LOCAL) First Read - **Lisa Ray, Arturo Valenzuela** 26
B. Discuss Revisions to Policy CV(LOCAL) First Read - **Lisa Ray, Mark Booker** 28
C. Discuss Revisions to Policy DEC(LOCAL) First Read- **Lisa Ray, Dr. Gradyne Brown** 32
D. Discuss Revisions to Policy DH(LOCAL) First Read - **Lisa Ray, Joseph Parks** 39

E. Discuss Revisions to Policy DHE(LOCAL) First Read - **Lisa Ray, Joseph Parks** 46
F. Discuss Revisions to Policy FL(LOCAL) First Read - **Lisa Ray, Joseph Parks** 52
G. Trustees' Report 59
1. Trustee attendance at recent district and community events
2. Announcement of upcoming district and community events
3. Recognition of outstanding performance by district staff and students
4. Recognition of new programs and special activities
5. Message from Board President
H. Superintendent's Report 66
I. Future Agenda Items 67
VII. Consent Agenda - Consider approval of
A. Human Resources Report - **Dr. Gradyne Brown** 68
B. Consider Ratification of the FY25 Tax Refund Resolution – **Kristi Cooper** 74
C. Consider Approval of Budget Transfers and Amendments to the 2024-2025 General Fund and Debt Service Fund – **Elisa Cordova-Long** 78
D. Consider Approval of the Final Amended Budgets for 2024-2025 – **Elisa Cordova-Long** 83
E. Consider Approval of Independent Sources of Instruction for the Training of Investment Officers – **Darrell Dodds and Rhonda Rountree** 87
F. Consider Approval of Qualified Investment Brokers – **Darrell Dodds and Rhonda Rountree** 89
G. Review the Investment Policy and Investment Strategy and adopt a written instrument stating review of same and recording any changes made to either the investment policy or investment strategies – **Darrell Dodds and Rhonda Rountree** 91
H. Consider Approval of Resolution Designating Investment Officers for the District – **Rhonda Rountree** 97
I. Consider Approval of Resolution Authorizing Contribution to the Garland Economic Development Partnership – **Mechelle Hogan** 119
J. Consider Approval of Resolution Authorizing Contribution to the Rowlett Chamber Foundation – **Mechelle Hogan** 133
K. Consider Approval of Resolution Authorizing Contribution to the Sachse Economic Development Corporation – **Mechelle Hogan** 141
L. Attendance Waivers for Low Attendance and Missed School Days – **Angela Daniels and Dr. Babetta Hemphill** 148
M. Consider Approval of MOU with Region 10 Education Service Center – **Dr. Tanya Ramos** 158
N. Consider Approval of Resolution for Event at South Garland High School – **Dr. Ramona Morin** 175

O. Waiver for Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes – **Jacob Nunez** 177
P. Public Input Concerning the Proposed Application to Operate an Optional Flexible School Day Program (OFSDP) – **Dr. Babetta Hemphill and Angela Daniels** 183
Q. Dallas College 2025-2026 Dual Credit Agreement – **Kevin Massey** 189
R. Dallas College 2025-2026 EMT Agreement – **Kevin Massey** 194
S. Dallas College 2025-2026 GHS ECHS Inter Local – **Kevin Massey** 218
T. Dallas College 2025-2026 LCHS P-TECH Inter Local Agreement – **Kevin Massey** 242
U. Dallas College 2025-2026 NFHS P-TECH Inter Local Agreement – **Kevin Massey** 266
V. Dallas College 2025-2026 NGHS ECHS Inter Local Agreement – **Kevin Massey** 290
W. Dallas College 2025-2026 NGHS P-TECH Inter Local Agreement – **Kevin Massey** 314
X. Dallas College 2025-2026 RHS ECHS Inter Local Agreement – **Kevin Massey** 338
Y. Dallas College 2025-2026 RHS P-TECH Inter Local Agreement – **Kevin Massey** 362
Z. Dallas College 2025-2026 SGHS ECHS Inter Local Agreement – **Kevin Massey** 386
AA. Dallas College 2025-2026 SGHS P-TECH Inter Local Agreement – **Kevin Massey** 410
BB. Dallas College 2025-2026 SHS ECHS Inter Local Agreement – **Kevin Massey** 434
CC. Dallas College 2025-2026 SHS P-TECH Interlocal Agreement – **Kevin Massey** 458
DD. Firefighter 2025-26 Inter Local Agreement between Dallas College, City of Garland, and Garland ISD – **Kevin Massey** 482
EE. Consider Approval of Remote Homebound Waiver for FSP Funding – **Dr. Tanya Ramos** 496
FF. Consider Approval of Special Education Camera Resolution – **Dr. Tanya Ramos** 503
GG. New Bids
    1. Contract#108-26 - Consider Approval of Purchase of Security Supplies and Accessories – **Mark Booker and Dr. Shelley Garrett** 509
    2. Contract#136-26 - Consider Approval of Purchase of Canine Detection Services – **Mark Booker and Dr. Shelley Garrett** 510
    3. Contract#242-25-01 - Consider Approval of Purchase of Oracle Annual Maintenance and Support – **Mark Booker and Matt Yeager** 511

4. Contract#310-25-08 - Consider Approval of Purchase of Professional Staff Development, Consultant Services, and Materials – **Mark Booker and Coleman Bruman** 512
5. Contract#311-25-01 - Consider Approval of Purchase of Pre-Advanced Placement Materials and Services – **Mark Booker and Coleman Bruman** 515
6. Contract#397-25-02 - Consider Approval of Purchase of Instructional Software, Licensing Subs, Hardware, and Services – **Mark Booker, Coleman Bruman and Ashley Jackson** 516
7. Contract#9-26 - Consider Approval of Purchase of Disposable Products for Student Nutrition Services (SNS) – **Mark Booker and Jennifer Miller** 519
HH. Modification to Awarded Bids
1. Contract#141-26 - Consider Approval of Modification to Commodity Processing for Student Nutrition Services (SNS) – **Mark Booker and Jennifer Miller** 558
II. Increase to Awarded Bids
1. Contract# 325-25-07 - Consider Approval of Increase in Awarded Amount for Rescoring Assessments – **Mark Booker and Veronica Joyner** 560
VIII. Action Item (Non Consent)
A. Consider Approval of the 2025 - 2026 Salary Schedule and Compensation Information Handbook – **Gradyne Brown** 562
B. Consider Approval of the Proposed Budgets for the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year – **Elisa Cordova-Long** 600
C. Consider Approval of Revised Resolution to Build a Coalition with City of Garland, City of Sachse and City of Rowlett - **Dr. Ricardo Lopez, Johnny Beach** 602
D. Consider Approval of Temporary Right of Entry and Driveway Improvement Agreement between Garland ISD and Dallas County - **Javier Fernandez** 605
E. New Bid
1. Contract#293-25-01 - Consider Approval of Purchase of Medical Professional Services – **Mark Booker** 611
IX. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
B. Pursuant to Texas Government Code Section 551.072, deliberations about Real Property, a governmental body may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an

open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.

1. Discussion and deliberation regarding updates on bond projects.

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

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

XI. Adjournment

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Conduct a Public Meeting on the District's 2025-2026 Budget and Proposed Tax Rate

Discussion Item

Executive Summary:

Darrell Dodds, Chief Financial Officer, and Mrs. Elisa Cordova-Long, Executive Director of Budget, will present the 2025-2026 budget and proposed tax rate. Immediately after the presentation, the Board President will open the meeting to any citizen who wishes to address the Board regarding the District's budget and proposed tax rate for 2025-2026.

After all interested individuals wishing to address the Board have expressed opinions about the budget and proposed tax rate, the Board President will close the meeting and all further input will cease. Formal adoption of the budget for 2025-2026 will be considered in the Board Meeting following the Public Meeting.

This agenda item was submitted for discussion to the Finance, Facilities and Operations Committee on June 10, 2025.

Administrative Recommendations:

Provided for your consideration.

GISD
BUDGET

Public Meeting on the 2025-2026 Budget & Proposed Tax Rate

June 24, 2025

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

Notice of Public Meeting

GISD BUDGET

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Garland Independent School District will hold a public meeting at 05:00 PM, June 24, 2025 in Harris Hill Administration Building - Annex at 601 S. Jupiter Rd Garland, TX 75042. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

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

Maintenance Tax	$0.772200/$100 (proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$0.384000/$100 (proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

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

Maintenance and operations	5.81 % increase
Debt Service	30.49 % increase
Total Expenditures	9.75 % increase

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

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$45,448,507,580	$49,174,254,070
Total appraised value* of new property**	$675,638,867	$1,011,190,877
Total taxable value*** of all property	$33,139,355,455	$37,825,188,992
Total taxable value*** of new property**	$673,533,885	$1,007,335,684

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

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $1,007,345,000

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$0.666900	$0.384000	$1.050900	$6,943	$5,785
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$0.665480	$0.432570	$1.098050	$7,673	$5,595
Proposed Rate	$0.772200	$0.384000	$1.156200	$8,343	$6,075

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

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

	Last Year	This Year
Average Market Value of Residences	$352,305	$350,382
Average Taxable Value of Residences	$252,305	$250,382
Last Year's Rate Versus Proposed Rate per $100 Value	$1.050900	$1.156200
Taxes Due on Average Residence	$2,651.47	$2,894.92
Increase (Decrease) in Taxes		$243.45

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

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.051448. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.051448.

Fund Balances

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

Maintenance and Operations Fund Balance(s)	$161,052,619
Interest & Sinking Fund Balance(s)	$70,522,788

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

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

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

To be Posted by June 13, 2025

- Garland ISD Website
- Dallas Morning News
- GRS TV

Property Tax Rates



M&O Tax Rate

Maintenance & Operations

- Funds day to day operation of the district
- Subject to ongoing compression due to HB#3 (2019)



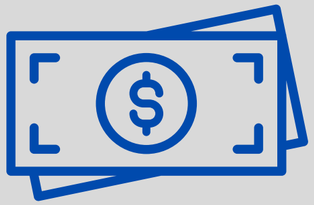
I&S Tax Rate

Interest & Sinking

- Used exclusively to pay the principal and interest of voter approved bonds



Total Tax Rate



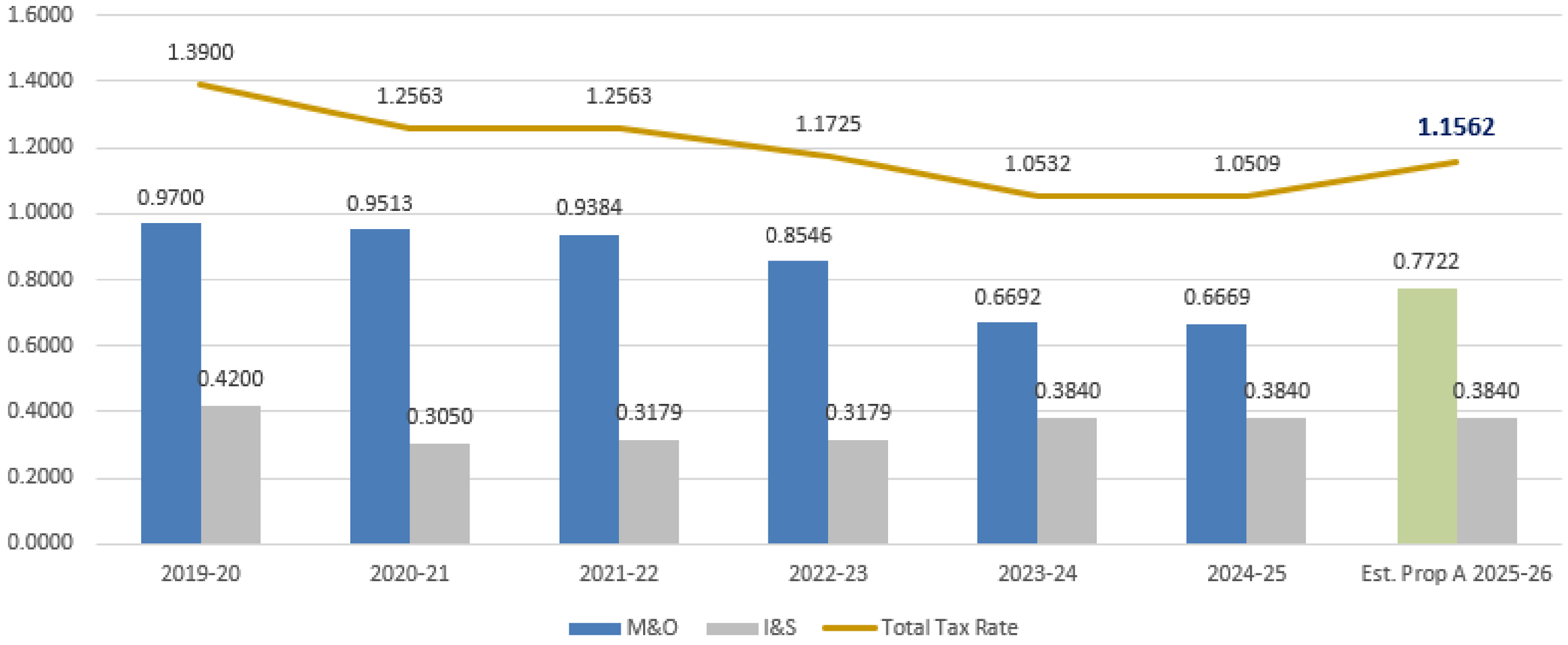
Property Tax Rates

District Proposed Rate Change

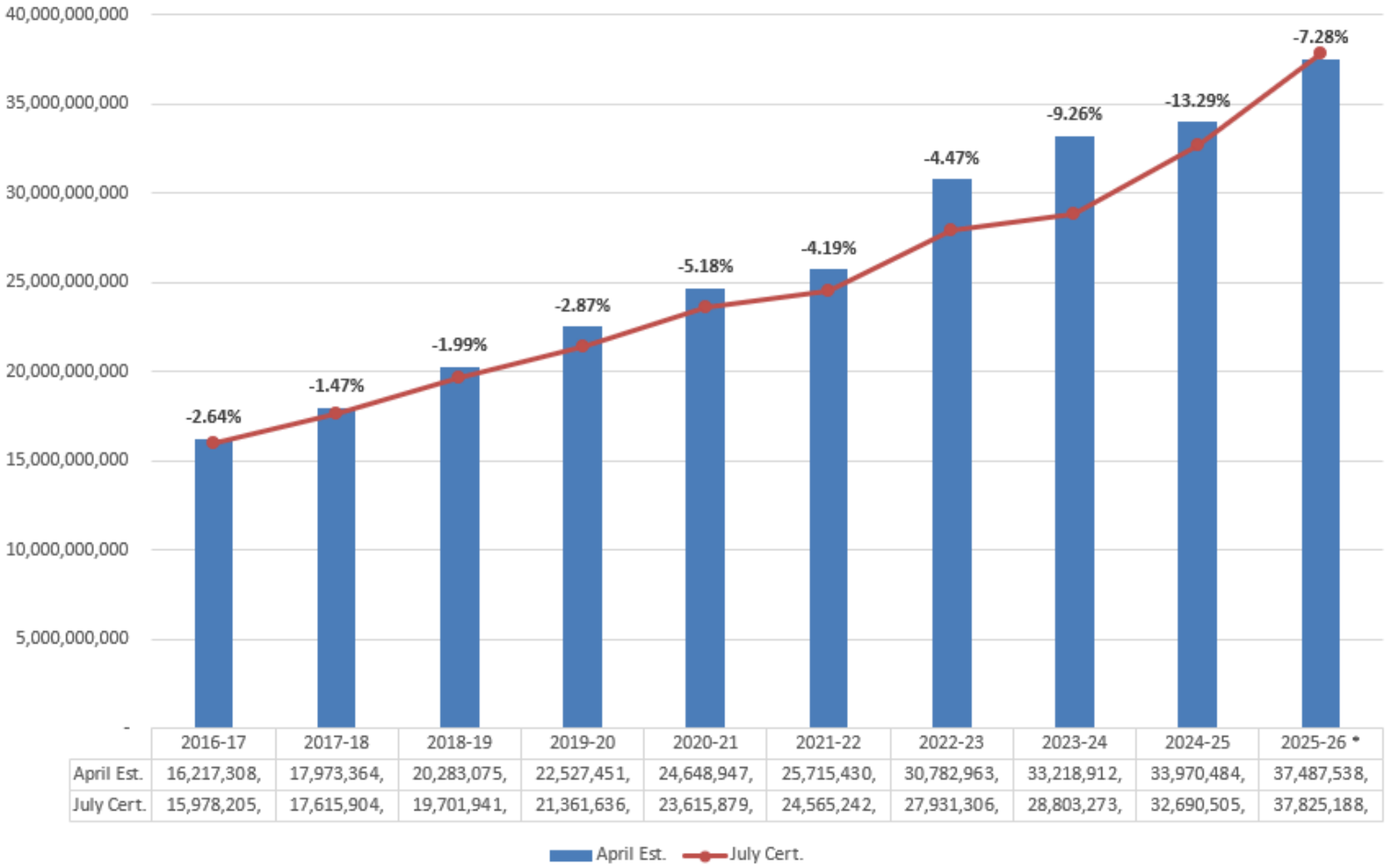
	Current 2024-25	Proposed 2025-26	Change in Rate
Maintenance & Operations Tax Rate + Estimated Maximum Prop A	**0.6669**	0.6522 + 0.1200 = **0.7722**	**0.1053**
Interest & Sinking Tax Rate	**0.3840**	**0.3840**	**0.0000**
Total Tax Rate	**1.0509**	**1.1562**	**0.1053**

Property Tax Rates

Through Fiscal Year 2025



Taxable Property Value Trend



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 *
April Est.	16,217,308,	17,973,364,	20,283,075,	22,527,451,	24,648,947,	25,715,430,	30,782,963,	33,218,912,	33,970,484,	37,487,538,
July Cert.	15,978,205,	17,615,904,	19,701,941,	21,361,636,	23,615,879,	24,565,242,	27,931,306,	28,803,273,	32,690,505,	37,825,188,

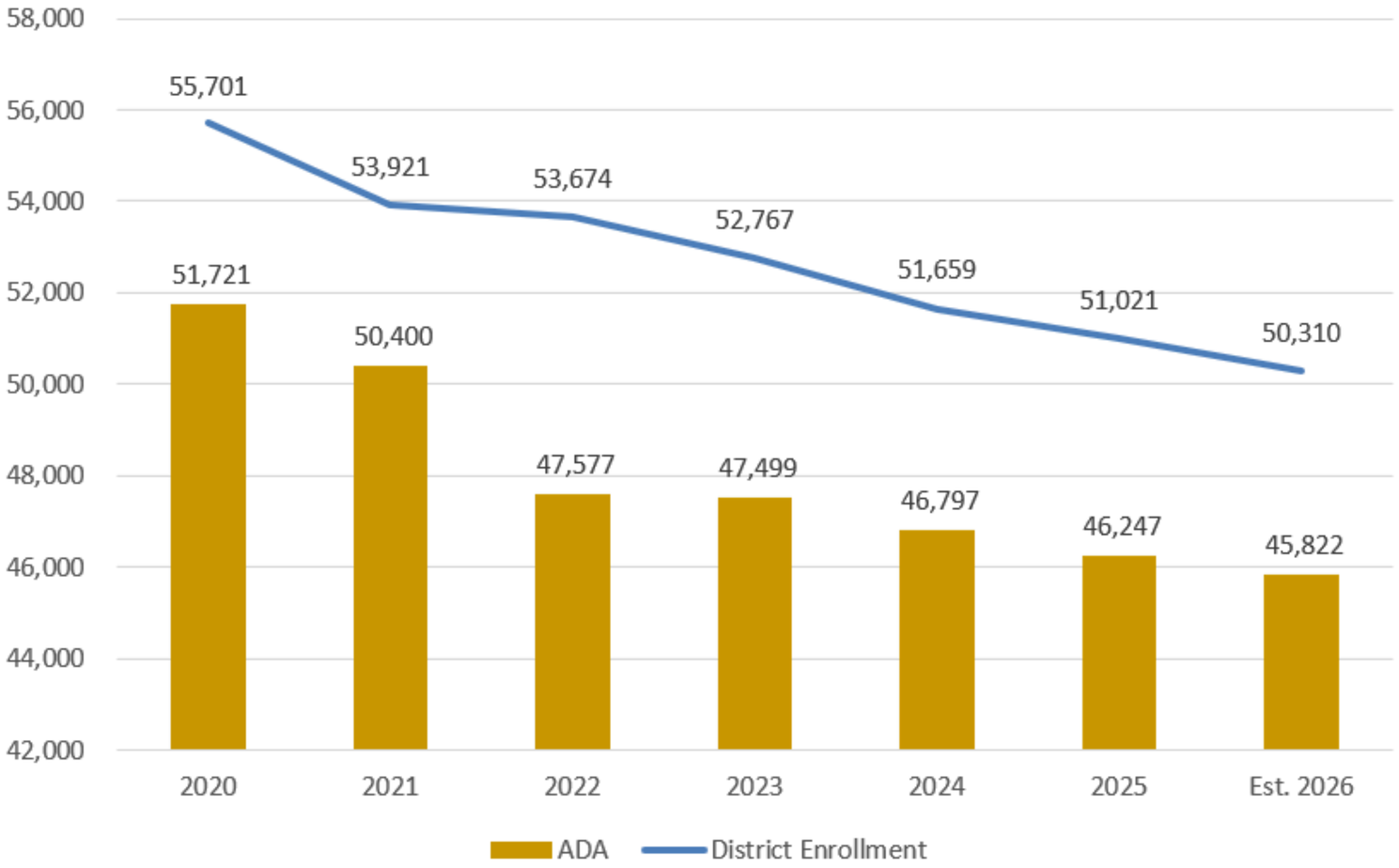
*2025-26 numbers is the TV from May 2nd Prelim

Updated:

2025-26 Est.

CAD Preliminary Values

ADA vs. Enrollment



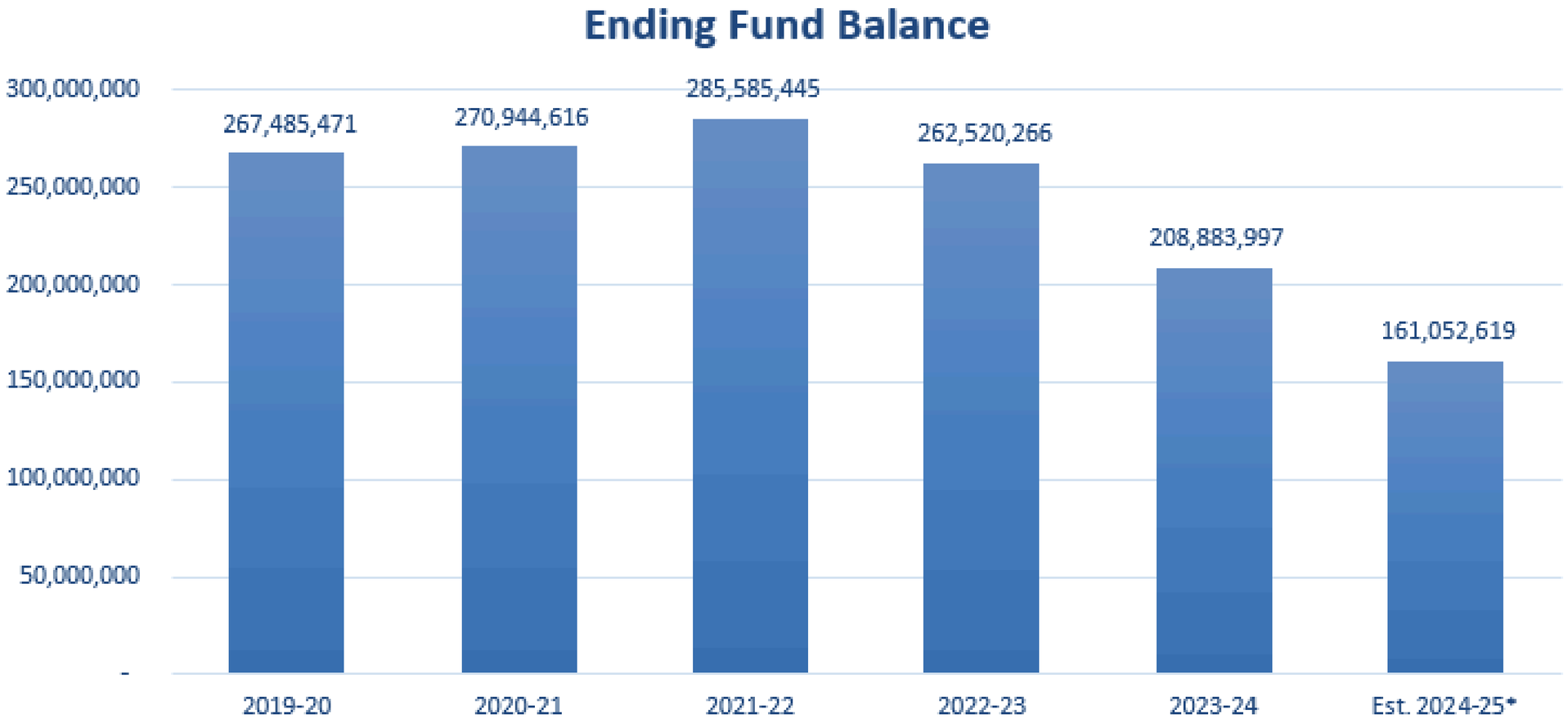
Enrollment **50,310**

Decrease of 711 from FY25

ADA **45,822**

Decrease of 425 from FY25

Fund Balance



Required 3 Months Fund Balance
$150,941,742

General Fund 2025 - 2026

Budget Highlights

Fiscal Year: July 1, 2025 to June 30, 2026

Proposed Tax Rates:

- **M&O 0.7722**
- **I&S 0.3840**

Total Proposed Tax Rate: 1.1562

Revenue:

- Total Taxable Certified Values of Property
  - 6.65% Estimated increase from 2025-2026
- 99% Tax Collection Rate
- Projected Student Enrollment of 50,310
- Projected ADA 45,822

The Prop A steering committee will proposed the M&O tax rate.

This is the maximum rate that can be proposed.

2025-2026 Proposed Budget

General Fund - HB2

Revenue	2024-25 Adopted Budget	2025-26 Proposed Budget	Amount Increase / (Decrease)	% Diff
Local	203,109,814	229,990,287	26,880,473	13.2%
State	300,269,000	342,260,284	41,991,284	14.0%
Federal	8,000,000	8,000,000	-	-
Total	511,378,814	580,250,571	68,871,757	

Expenditures	2024-25 Adopted Budget	2025-26 Proposed Budget	Amount Increase / (Decrease)	% Diff
Payroll Costs	508,161,508	532,218,578	24,057,070	4.7%
Prof / Contracted Srvs	45,260,457	55,945,481	10,685,024	23.6%
Supplies and Materials	30,617,582	29,413,568	(1,204,014)	(3.9%)
Other Operating Costs	15,224,555	14,447,141	(777,414)	(5.1%)
Debt Service	751,097	2,400,144	1,649,047	219.6%
Capital Outlay	274,512	765,607	491,095	178.9%
Total	600,289,711	635,190,519	34,900,808	5.8%

Net Difference	(88,910,897)	(54,939,948)		

2025-2026 Proposed Budget

Student Nutrition Services

The School Nutrition Fund is a governmental fund that monitors and reports the National School Breakfast and Lunch Program

Revenue	2024-25 Current Budget	2024 -25 Current Actuals*	2025-26 Proposed Budget
Local	4,035,000	3,797,961	3,035,000
State	170,000	3,890	185,000
Federal	32,295,000	24,499,024	36,711,119
Total	**36,500,000**	**28,300,875**	**39,931,119**

Expenditures	2024-25 Current Budget	2024 -25 Current Actuals*	2025-26 Proposed Budget
Payroll Costs	20,250,000	12,742,085	17,842,995
Contracted Services	984,000	712,451	707,375
Supplies and Materials	19,212,500	16,149,846	23,078,493
Other Operating Costs	117,000	93,527	110,800
Capital Outlay	4,705,000	2,912,893	2,350,000
Total	**45,268,500**	**32,610,802**	**44,089,663**

2025-2026 Proposed Budget

Debt Services

The Debt Service Fund is a governmental fund with, budgetary control, that must be used to account for general long-term debt principal and interest for debt issues and other long-term debts and other long-term debts for which a tax has been dedicated.

Revenue	2024-25 Current Budget	2024-25 Current Actuals*	2025-26 Proposed Budget
Local	119,640,240	117,980,715	135,286,739
State	20,550,540	20,550,540	13,000,000
Federal	471,994	239,323	471,994
Total	**140,662,774**	**138,770,578**	**148,758,733**

Expenditures	2024-25 Current Budget	2024-25 Current Actuals*	2025-26 Proposed Budget
71 Debt Services - Principal on Long-Term Debt	104,420,000	104,420,000	99,251,080
72 Debt Services Interest on Long-Term Debt	58,781,267	58,735,898	49,407,653
73 Bond Issuance Cost and Fees	1,000,000	19,002	100,000
Total	**164,201,267**	**163,174,900**	**148,758,733**

2025-26 Proposed Budget

Garland ISD
2025-26 Proposed Budget
June 24, 2025

	General Fund 199	Student Nutrition Services Fund 240	Debt Service Fund 599
REVENUES:			
57 Local Revenue	$ 229,990,287	$ 3,035,000	$ 135,286,739
58 State Revenue	342,260,284	185,000	13,000,000
59 Federal Revenue	8,000,000	36,711,119	471,994
Total Revenues	$ 580,250,571	$ 39,931,119	$ 148,758,733
EXPENDITURES:			
11 Instruction	$ 361,475,779	$ -	$ -
12 Instructional Resources and Media Services	8,556,751		
13 Curriculum Development and Instructional Staff Development	15,090,654		
21 Instructional Leadership	8,144,386		
23 School Leadership	36,091,619		
31 Guidance, Counseling and Evaluation	36,800,041		
32 Social Work Services	500,841		
33 Health Services	10,644,798		
34 Student Transportation	23,188,841		
35 Food Services	370,812	44,089,663	
36 Extracurricular Activities	14,219,930		
41 General Administration [1,2]	20,715,067		
51 Facilities Maintenance and Operations	60,079,868		
52 Security and Monitoring Services	16,173,422		
53 Data Processing Services	18,051,462		
61 Community Services	1,470,285		
71 Debt Service - Principal on Long-Term Debt	2,400,144		94,255,000
72 Debt Service - Interest on Long-Term Debt			53,503,733
73 Bond Issuance Cost and Fees			1,000,000
81 Facilities Acquisition and Construction			
95 Juvenile Justice Program	35,000		
99 Other Intergovernmental Charges	1,180,819		
Total Expenditures	$ 635,190,519	$ 44,089,663	$ 148,758,733
Excess (Deficiency) Revenues Over (Under) Expenditures	$ (54,939,948)	$ (4,158,544)	$ -
Other Financing Sources (Uses)	$ -	$ -	$ -
Net Change in Fund Balance	$ (54,939,948)	$ (4,158,544)	$ -

1 Includes 6491 - Statutorily Required Public Notice - Required Posting $128,315
2 Includes 6214 - Statutorily Required Public Notice - Lobbying $20,050

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

- **General Fund (199)**
- **Student Nutrition Services (240)**
- **Debt Services (599)**

GISD
BUDGET

Questions

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

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Debt Service	30.49 % increase
Total Expenditures	9.75 % increase

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Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $1,007,345,000

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

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Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.051448. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.051448.

Fund Balances

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

Maintenance and Operations Fund Balance(s)	$161,052,619
Interest & Sinking Fund Balance(s)	$70,522,788

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

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

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

GARLAND INDEPENDENT SCHOOL DISTRICT

Garland ISD
2025-26 Proposed Budget
June 24, 2025

	General Fund 199	Student Nutrition Services Fund 240	Debt Service Fund 599
REVENUES:			
57 Local Revenue	$ 229,990,287	$ 3,035,000	$ 135,286,739
58 State Revenue	342,260,284	185,000	13,000,000
59 Federal Revenue	8,000,000	36,711,119	471,994
Total Revenues	$ 580,250,571	$ 39,931,119	$ 148,758,733
EXPENDITURES:			
11 Instruction	$ 359,899,542	$ -	$ -
12 Instructional Resources and Media Services	8,996,525		
13 Curriculum Development and Instructional Staff Development	15,912,761		
21 Instructional Leadership	8,994,026		
23 School Leadership	36,516,396		
31 Guidance, Counseling and Evaluation	37,943,725		
32 Social Work Services	510,841		
33 Health Services	10,115,572		
34 Student Transportation	23,188,841		
35 Food Services	370,812	44,089,663	
36 Extracurricular Activities	14,186,930		
41 General Administration [1 2]	20,715,067		
51 Facilities Maintenance and Operations	63,737,518		
52 Security and Monitoring Services	16,173,422		
53 Data Processing Services	18,051,462		
61 Community Services	1,471,512		
71 Debt Service - Principal on Long-Term Debt	2,400,144		99,251,080
72 Debt Service - Interest on Long-Term Debt			49,407,653
73 Bond Issuance Cost and Fees			100,000
81 Facilities Acquisition and Construction			
95 Juvenile Justice Program	35,000		
99 Other Intergovernmental Charges	1,180,819		
Total Expenditures	$ 640,400,915	$ 44,089,663	$ 148,758,733
Excess (Deficiency) Revenues Over (Under) Expenditures	$ (60,150,344)	$ (4,158,544)	$ -
Other Financing Sources (Uses)	$ -	$ -	$ -
Net Change in Fund Balance	$ (60,150,344)	$ (4,158,544)	$ -

1 Includes 6491 - Statutorily Required Public Notice - Required Posting $128,315
2 Includes 6214 - Statutorily Required Public Notice - Lobbying $20,050

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

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 06/24/25

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Evidence of Excellence Recognition June 2025 - TASBO Award of Excellence in Financial Management and ASBO Meritorious Budget Award

Information Item

Executive Summary:

Garland ISD is proud to announce that the Budget Department has been recognized with two prestigious awards that highlight the district's commitment to excellence, transparency, and innovation in financial management.

The Texas Association of School Business Officials (TASBO) has awarded Garland ISD the Award of Excellence in Financial Management—an esteemed honor reserved for school districts that demonstrate outstanding achievement in applying professional standards, best practices, and forward-thinking strategies in financial operations.

In addition, the Association of School Business Officials International (ASBO) has presented the district with the Meritorious Budget Award (MBA) for the 2024–25 school year, recognizing excellence in budget presentation and communication.

Participation in the MBA program reflects the Budget Department's dedication to making the district's financial plans clear, accessible, and understandable. A clear, well-presented budget strengthens community trust by highlighting how funds are thoughtfully generated and allocated, while also providing a transparent look at future goals and opportunities for continued growth.

Congratulations to our Budget Department for their amazing work and these well-earned awards. Their dedication keeps Garland ISD moving forward and sets the standard for transparency and smart financial leadership.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 06/24/25

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Evidence of Excellence Recognition June 2025 - ASBO Certificate of Excellence & GFOA Certificate of Achievement in Financial Reporting

Information Item

Executive Summary:
Garland ISD is proud to announce that the Finance Department has earned two of the most distinguished awards in financial reporting. The district received the Certificate of Excellence in Financial Reporting (COE) from the Association of School Business Officials International (ASBO) and the Certificate of Achievement for Excellence in Financial Reporting (COA) from the Government Finance Officers Association (GFOA).

These accolades are awarded only to school districts that demonstrate the highest levels of financial transparency, accuracy, and accountability. Garland ISD's Annual Comprehensive Financial Report for the fiscal year ending 2024 met the rigorous criteria established by both national organizations—affirming the district's unwavering commitment to fiscal integrity and public trust.

By taking part in these programs, Garland ISD shows its commitment to being open and responsible with how we manage our finances—helping build trust with our community every step of the way.

A big congratulations to our Finance Department for earning this well-deserved recognition and for raising the bar in how we handle and report our finances.

Administrative Recommendations:
Informational Item

Financial Impact and Funding Source:
N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Introduction of District Administrators

Information Item

Executive Summary:

The Human Resources Department will be introducing the following new Garland ISD Directors to the Board of Trustees and to the community.

Executive Director Elementary Teaching & Learning	Michael Ruiz
Director of Maintenance	Brian Finley

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Arturo Valenzuela, Executive Director of Finance

Subject: **CFB Local – First read**

Discussion Item

Executive Summary:

The proposed changes align the definition of equipment and capital assets to federal guidelines under EDGAR to $10,000.00 as opposed to the previous amount of $5,000.00.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Capitalization Threshold

The capitalization threshold for purposes of classifying individual capital assets and infrastructure assets shall be ~~$5,000~~ $10,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Capital Assets

Property shall be classified as a capital asset if it:

1. Has an initial cost exceeding ~~$5,000~~ $10,000 per item;
2. Is not consumed as a result of use;
3. Has a useful life of at least one year; and
4. Is controllable, can be identified by a permanent or assigned number, and can be accounted for through a physical inventory system.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Mark Booker, Executive Director of Purchasing

Subject: **CV Local – First read**

Discussion Item

Executive Summary:

The proposed changes align the board approval amount for construction contracts to the previously approved amount of $150,000.00 outlined in Board policy CH Local that was approved by the Board in March 2025.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above $150,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above $150~~75~~,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or the Superintendent prior to any changes being made in the approved plans or the actual construction of the facility.

In this policy, a change order means any change to the contract sum, not to exceed 10 percent of the total contract cost, contract time, or construction documents approved by the Board or the Superintendent.

Construction Contingency Funds

Where a contract includes a construction contingency, the Superintendent may approve an expenditure from the contingency fund not to exceed the greater of an amount expressly delegated to the Superintendent in the underlying contract or amount granted to the Superintendent in policy CH(LOCAL). Where the contract does not delegate to the Superintendent authority to approve expenditures from the construction contingency in terms of a specific dollar amount, the Superintendent's authority to approve an individual contingency expenditure shall be limited to the purchasing authority granted to the Superintendent in policy CH(LOCAL). Contingency expenditures shall be supported by written documentation required in the contract.

Where the contract does not express the minimum documentation requirements, supporting documentation shall include a written

explanation of the reason for the contingency expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board for review on or before the next regularly scheduled Board meeting following the approval of the contingency expenditure. Where the contract states a specific dollar limitation on the Superintendent's authority to approve a contingency expenditure, the Superintendent shall not have authority to approve a contingency expenditure that exceeds the limits described in this policy, and any such approval shall be void to the extent that it exceeds the limitations set forth herein.

Change Order Procedures

The following guidelines have been established by the Board for the District to implement change orders:

1. The Board has the sole authority to approve change orders and may delegate limited authority to the Superintendent to approve change orders.
    a. The Board may delegate the authority to approve change orders through the approval of Board policy.
    b. The Board may delegate the authority to approve a specific change order that has been presented for the Board's consideration.
    c. The Board may delegate the authority to approve change orders by approving a contract that sets forth the limits of the Superintendent's authority to approve change orders.
2. Where the Board delegates the authority to approve change orders to the Superintendent through the Board's approval of a contract that contains a provision which delegates limited authority to the Superintendent to approve change orders, the dollar limit of the Board's delegation of authority shall be equal to or less than the total dollar amount of the line-item contained of the contract sum identified using the term "contingency" (i.e., "The Owner's Contingency" or "The Construction Manager's Contingency").
3. Where the Board delegates the authority to approve change orders, the maximum amount of authority shall be no greater than the budgeted amount expressly stated in the Board's action.
4. No change order shall be valid and enforceable unless the Board has budgeted for the expenditure prior to execution of the change order by the District.

5. Where the contract does not express the minimum documentation requirements for a change order, supporting documentation shall include a written explanation of the reason for the change order expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board for review at the next regularly scheduled Board meeting that follows the date the change order is presented to the District for execution.

6. Where the contract is silent as to the limits of the Superintendent's authority, the Superintendent shall not have the authority to approve a change order that exceeds the amount set forth by law or this policy.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and shall also provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board or the Board's designee has accepted the work.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Dr. Gradyne Brown, Assistant Superintendent of Human Resources

Subject: **DEC Local – First read**

Action Item

Executive Summary:

Administration desires to provide parameters to the extended sick leave policy. The proposed changes include defining catastrophic illnesses and aligning eligibility to the Family Medical Leave Act. Additionally, temporary disability is available to all employees, and the proposed change accurately reflects the practice.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family for a prolonged period of time which causes the employee to exhaust all earned accrued leave time and results in loss of compensation from the District. Such conditions typically require the services of a licensed practitioner and/or prolonged hospitalization or recovery or are expected to result in disability or death.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave for the current year available for use at the beginning of the school year. When an employee is present for his or her first duty day of the school year, local leave shall be made available for use at the beginning of the school year. If an employee is not present on his or her first duty day of the school year, local leave shall be made available for use at the beginning of the school year, but the employee shall be subject to earning any local leave taken when the employee returns to work.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or more than three consecutive workdays for illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.
4. The employee requests extended leave for a catastrophic illness.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Restrictions

No employee shall be granted discretionary use of state personal leave on days scheduled for state-mandated assessments. Individual supervisors may also restrict the use of state personal leave for discretionary purposes on other days. These restrictions shall be communicated by individual supervisors to their employees.

Local Leave

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations. If an employee is not present on his or her first duty day of the school year, the employee must earn the five paid local leave days in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 60 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Extended Sick Leave

After all available paid leave days and any applicable compensatory time have been exhausted, an eligible employee with 12 continuous months of service in the district shall be granted for the duration of his or her employment with the District a maximum of 30 leave days of extended leave. ~~to be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year [see DEC(LEGAL)] or for absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.~~

Eligibility:

1. Twelve (12) continuous months of service in the District.
2. Appropriate documentation to support one of the following:

    a. Catastrophic Illness of the employee.
    b. Catastrophic Illness of a member of the employee's immediate family.
    c. Death in the employee's immediate family.
    d. During military leave [see Use During Military Leave, below].
    e. Absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.

~~A written request~~ An official extended leave request form ~~for extended leave~~ must be ~~made~~ submitted to ~~the employee's supervisor~~ Human Resources prior to or within 30 days of returning to work from eligible event. ~~and, if leave will be taken for illness or injury of the employee or of an employee's immediate family, the request must be accompanied by medical certification of the illness or injury.~~

The District shall ~~deduct the average daily rate of pay of a substitute for the employee's position~~ pay the adjusted daily rate as outlined in the employee handbook for each day of extended leave taken. ~~whether or not a substitute is employed, or one-half of the employee's daily rate shall be deducted for each day of extended leave taken, whichever results in the greater payment to the employee.~~

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee ~~whose position requires educator certification by the State Board for Educator Certification or by the District~~ shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset	The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment for Accumulated Leave Upon Retirement

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

5. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.

6. The employee provides documentation of retirement through the Texas Teacher Retirement System (TRS).

7. The employee has at least ten years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 20 days, at the employee's daily rate of pay immediately preceding retirement. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Joseph Parks, Director of Employee Relations

Subject: **DH Local – First read**

Discussion Item

Executive Summary:

Administration desires to define prohibited substances and misuse of medication for employees. Additionally, proposed changes include defining reportable arrests.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an

employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Relationships with Former Students

An employee shall not engage in a romantic relationship with a former District student who:

1. Is not yet 21 years of age; and
2. Has graduated from the District within the past two years.

A romantic relationship is characterized by a pattern of exclusivity and shall be determined using criteria outlined in DF(LEGAL).

Tobacco and Nicotine Products and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the

workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances ("Prohibited Substances") during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a ~~controlled~~ Prohibited ~~s~~Substance.

It is prohibited for an employee, while at work or conducting District business, to have the odor of an alcoholic beverage on their breath or on their person from having previously consumed alcoholic beverages.

[For information on alcohol/drug testing, see policy DHE (Local)]

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;

2. Referral to employee assistance programs;
3. Termination from employment with the District; and/or
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Misuse of Medication

An employee's misuse or abuse of authorized prescriptions or over-the-counter medications shall be considered a violation of this policy.

Misuse shall be defined as use in a manner not prescribed by a health-care professional, including using someone else's prescription or a personal prescription in a way not directed by a physician.

An employee shall not report for duty if impaired due to the use of prescribed or over-the-counter drugs.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for: ~~any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:~~

1. Any crime constituting a felony; or ~~Crimes involving school property or funds;~~
2. Any crime constituting a misdemeanor, excluding minor traffic offenses punishable by fine only. ~~Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;~~
3. ~~Crimes that occur wholly or in part on school property or at a school-sponsored activity; or~~
4. ~~Crimes involving moral turpitude, which include:~~

- ~~Dishonesty; fraud; deceit; theft; misrepresentation;~~
- ~~Deliberate violence;~~

- ~~Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;~~
- ~~Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;~~
- ~~Felony driving while intoxicated (DWI); or~~
- 3. ~~Acts constituting abuse or neglect under the Texas Family Code~~.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Joseph Parks, Director of Employee Relations

Subject: **DHE Local – First read**

Discussion Item

Executive Summary:

The proposed changes provide additional guidance and a procedural framework for prohibited substance testing of employees suspected of being under the influence of a prohibited substance.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Reasonable Suspicion Searches

The District reserves the right to conduct searches when the District has reasonable suspicion to believe that a search will uncover evidence of work-related misconduct. The District may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on District premises or worksites or used in District business. Searches that reveal a violation of the District's standards of conduct may result in disciplinary action. [See DH]

Note: The following alcohol and drug testing provisions apply to employees who are performing duties or job functions that are **not** subject to the federal Department of Transportation rules applicable to commercial vehicle operators.

Reasonable Suspicion Alcohol and Drug Testing

[For information on Prohibited Substances, see policy DH (Local)]

The District may remove an employee from duty and require testing if there is reasonable suspicion that the employee is under the influence of ~~alcohol or drugs~~ Prohibited Substances ~~used~~ in violation of District policy. ~~The determination of reasonable suspicion may be based on specific observations of the appearance, behavior, speech, or body odors of the employee whose motor ability, emotional equilibrium, or mental acuity seems to be impaired while on duty or other relevant information.~~ Any employee who is asked to submit to drug or alcohol testing shall be given the opportunity to provide relevant information about prescription or nonprescription medications that may affect the screening.

A District employee who refuses to comply with a directive to submit to testing based upon reasonable suspicion shall be subject to disciplinary action, up to and including termination of employment.

A District employee confirmed to have violated the District's policy pertaining to alcohol or drugs may be subject to disciplinary action. [See DF series and DH]

A supervisor or administrator who suspects an employee is under the influence of a Prohibited Substance shall immediately notify Employee Relations or Human Resources. If reasonable suspicion exists to believe the employee is under the influence of a Prohibited Substance, a director of Employee Relations or Human Resources, or their designee, may direct that the suspected employee immediately submit to appropriate testing to determine the presence of a Prohibited Substance in the employee's body. The required testing may include the use of a portable breath test (PBT) device

administered by or at the request of an Employee Relations or Human Resources director, or their designee.

The suspected employee shall be informed either in writing, or verbally with a witness, that the employee is directed to submit to testing for Prohibited Substances and that the employee's failure to submit to such testing is grounds for disciplinary action, up to and including termination of employment.

Ordinarily, the District's drug and alcohol testing vendor will respond to the District facility where the suspected employee is located, and collect the required sample(s) at that location. If testing must be performed at the testing vendor's business location, the suspected employee shall be transported by District vehicle, accompanied by the employee's supervisor and one (1) additional employee.

In determining whether reasonable suspicion exists to believe an employee is under the influence of a Prohibited Substance, the following factors are possible, but not exclusive, indicators to consider in conjunction with other relevant information, including the employee's explanation:

1. Physical symptoms or manifestations of use of Prohibited Substances, including, but not limited to, altered or slurred speech or repeated incoherent statements, dialated or constricted pupils, flushed skin, excessive sweating, reddened or glassy eyes, excessive drowsiness, or loss of consciousness without reasonable explanation.
2. Unexplained, abrupt or radical changes in behavior, including but not limited to, violent outbursts, hyperactivity, extreme suspiciousness, or frequent and/or extreme mood swings, without reasonable explanation.
3. Inability to walk steadily, or in a straight line, or perform normal manual functions without reasonable explanation.
4. Unexplained, prolonged or frequent disappearances from the work area.
5. Accidents or near-accidents on the job that appear related to unexplained sensory or motor skills deficiencies.
6. Smell of alcoholic beverage or marijuana on the employee when the employee while at work or on duty.
7. The direct observation of Prohibited Substances use by an employee while at work or on duty.
8. A report of reasonable suspicion provided by a source believed to be reliable.

Test Results

The results of any testing conducted under these provisions shall be delivered to the director of Employee Relations or designee.

An employee is considered "under the influence", for purposes of this policy, if testing indicates:

1. The employee has a blood alcohol content of 0.02 or greater; or
2. The employee has a sufficient quantity of a Prohibited Substance, other than alcohol, to register a positive result on the drug screen utilized by the District's testing vendor.

An employee with any detectable amount of a Prohibited Substance shall be placed on administrative leave, at minimum, until the following work day. An employee placed on administrative leave shall be advised to contact a responsible adult to provide transportation home.

Refusal by an employee to submit to a test for Prohibited Substances shall be considered a positive test result creating a presumption the employee is under the influence. Any employee who refuses to submit to testing shall immediately be prohibited from performing job duties. An employee who does not produce an adequate test sample (breath or urine) without a valid medical reason or who obstructs or adulterates the sample collection or testing process shall immediately be prohibited from performing job duties and is subject to disciplinary action up to and including termination of employment.

Note: The following provisions apply to employees who are covered by the federal Department of Transportation (DOT) rules.

Federally Required DOT Testing Program

In accordance with DOT rules, the District shall establish an alcohol and controlled substances testing program to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by the drivers of commercial motor vehicles, including school buses. The primary purpose of the testing program is to prevent impaired employees from performing safety-sensitive functions.

The Superintendent shall designate a District official who shall be responsible for ensuring that information is disseminated to employees covered under this testing program regarding prohibited driver conduct, alcohol and controlled substances tests, and the consequences that follow positive test results.

Drug-Related Violations

The following constitute drug-related violations under the DOT rules:

1. Refusing to submit to a required test for alcohol or controlled substances.
2. Providing an adulterated, diluted, or a substituted specimen on an alcohol or controlled substances test.
3. Testing positive for alcohol, at a concentration of 0.04 or above, in a post-accident test.
4. Testing positive for controlled substances in a post-accident test.
5. Testing positive for alcohol, at a concentration of 0.04 or above, in a random test.
6. Testing positive for controlled substances in a random test.
7. Testing positive for alcohol, at a concentration of 0.04 or above, in a reasonable suspicion test.
8. Testing positive for controlled substances in a reasonable suspicion test.

An employee who operates a commercial motor vehicle, including a bus, and commits a drug-related DOT violation as defined above shall not be eligible for reinstatement as a driver.

Alcohol Results Between 0.02 and 0.04

In accordance with DOT rules, a driver tested under this policy and found to have an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended from driving duties for at least 24 hours.

[In the event of a subsequent positive test result for alcohol of 0.02 or greater but less than 0.04, see the disciplinary consequences at District-Imposed Consequences, below.]

Reasonable Suspicion DOT Testing

Only supervisors specifically trained in accordance with federal regulations may, based upon reasonable suspicion, remove a driver from a safety-sensitive position and require testing for alcohol and/or controlled substances. The determination of reasonable suspicion shall be based on specific observations of the appearance, behavior, speech, or body odors of the driver whose motor ability, emotional equilibrium, or mental acuity seems to be impaired. Such observations must take place just preceding, during, or just after the period of the workday that the driver is on duty.

The observations may include indication of the chronic and withdrawal effects of controlled substances. Within 24 hours of the

observed behavior, the supervisor shall provide a signed, written record documenting the observations leading to a controlled substance reasonable suspicion test.

District-Imposed Consequences

In addition to the consequences established by federal law, a District employee confirmed to have violated the District's policy pertaining to alcohol or controlled substances, including a second or subsequent positive test result for alcohol of 0.02 or greater but less than 0.04, shall be subject to District-imposed discipline, as determined by his or her supervisor and the Superintendent. Such discipline may include any appropriate action from suspension without pay during the period of removal from safety-sensitive functions, up to and including termination of employment. [See DF series]

In cases where a driver is also employed in a nondriving capacity by the District, disciplinary action imposed for violation of alcohol and controlled substances policies shall apply to the employee's functions and duties that involve driving. Additionally, upon recommendation of the employee's supervisor, disciplinary measures up to and including termination of employment with the District may be considered.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Lisa Ray, General Counsel**
Joseph Parks, Director of Employee Relations

Subject: **FL Local – First read**

Discussion Item

Executive Summary:

The proposed changes define when student records are available for parents and aligns the fee schedule for copies with the Texas Public Information Act which is defined by state law. If a student qualifies for free or reduced-price lunch it provides a complimentary copy of the records up to one hundred pages per school year.

Administrative Recommendations:

For discussion.

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The executive director of student services is custodian of all records for currently enrolled students. The executive director of student services is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
    a. The results of any tuberculin tests required by the District.
    b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
    c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

~~Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.~~

The District shall provide up to twenty-five (25) pages of paper copies of records per school year, at no cost. Copies of records in excess of twenty-five (25) pages or paper copies per student per year or provided on electronic media are available upon payment of the applicable fees. Copies of records must be requested in writing. In calculating the applicable fee for paper copies of student records or student records provided on electronic media, the District shall use the same fee schedule that applies to records requested in accordance with the Texas Public Information Act under Chapter 552 of the Texas Government Code. Applicable fees shall not include charges for searching or retrieving the education records of a student.

Fees shall be waived, as determined appropriately by the District, if the imposition of a fee effectively prevents a parent or eligible student from exercising their right to inspect and review the student's education records.

If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge up to hundred (100) pages per school year.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students in Special Education

The executive director of student services shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at each campus and in the special education department.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the

contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

The District has designated the following categories of information as directory information: student name, address, telephone listing, photograph, place of birth, honors and awards received, dates of attendance, grade level, enrollment status, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals who request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District.

The District shall only release directory information:

1. To military recruiters and institutions of higher education, as required by law; and
2. For school/District-sponsored purposes as defined below.

Under the Elementary and Secondary Education Act of 1965 (ESEA), the District shall provide, on a request made by a military recruiter or an institution of higher education, secondary school students' names, addresses, and telephone listings unless a student's parent has opted out of such disclosures.

For purposes of this policy, "school/District-sponsored purposes" shall include all official District and campus publications, including yearbooks, newsletters, directories, graduation-related documents, as well as announcements related to school/District activities, honors, and awards.

All Other Purposes/Third-Party Requesters	For all other purposes, including third-party requesters, directory information shall include student's name only.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

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

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

Administrative Recommendations:

Provided for your information and discussion.

June 23, 2025 - June 29, 2025

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

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Monday, June 23

3:00pm - 4:30pm Paul Gonzales' Retirement Party (Padgett Building) - Ricardo Lopez

Tuesday, June 24

12:00pm - 4:30pm Board Workshop (Boardroom) - Mechelle Hogan

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

Wednesday, June 25

Thursday, June 26

Friday, June 27

Saturday, June 28

Sunday, June 29

June 30, 2025 - July 6, 2025

June 2025

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July 2025

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Monday, June 30

- 12:00am Summer Shut Down →

Tuesday, July 1

- ← Summer Shut Down →

Wednesday, July 2

- ← Summer Shut Down →

Thursday, July 3

- ← Summer Shut Down →

Friday, July 4

- ← 12:00am Summer Shut Down
- **Independence Day** (United States)

Saturday, July 5

Sunday, July 6

July 7, 2025 - July 13, 2025

July 2025

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August 2025

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31						

Monday, July 7

Tuesday, July 8

Wednesday, July 9

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

Thursday, July 10

Friday, July 11

12:00am Mechelle Out of the Office

Saturday, July 12

Mechelle Out of the Office

Sunday, July 13

Mechelle Out of the Office

July 14, 2025 - July 20, 2025

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
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August 2025

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Monday, July 14

- Mechelle Out of the Office

Tuesday, July 15

- Mechelle Out of the Office

Wednesday, July 16

- 12:00am Mechelle Out of the Office

Thursday, July 17

Friday, July 18

Saturday, July 19

Sunday, July 20

July 21, 2025 - July 27, 2025

July 2025

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August 2025

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Monday, July 21

8:00am - 7:00pm Region 10 School Board University (Region 10 Service Center)

Tuesday, July 22

8:00am - 8:30am New Employee Orientation (Rowlett HS Auditorium)

4:30pm - 6:00pm Board Bond Special Meeting (Boardroom) - GISD Board of Trustees

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

Wednesday, July 23

Thursday, July 24

Friday, July 25

Saturday, July 26

Sunday, July 27

July 28, 2025 - August 3, 2025

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
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August 2025

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Monday, July 28

Tuesday, July 29

12:00pm - 4:00pm Board Workshop (Boardroom) - Mechelle Hogan

Wednesday, July 30

11:30am - 12:30pm Safety & Security Meeting (Harris Hill Board Room; , 501 S Jupiter, Garland, TX 75042) - Alice Jordan

Thursday, July 31

Friday, August 1

11:30am - 1:00pm Athletics Coaches Luncheon (Sachse HS) - Ricardo Lopez

Saturday, August 2

Sunday, August 3

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

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

Administrative Recommendations:

Provided for your information and discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

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

Administrative Recommendations:

For discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2024-2025 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

June 2025
Resignation and Retirement List - Professionals

Approved to Date: 678					
Current: 83					
Total: 761					
School/Dept.	**Name**	**Job Title**	**Experience**	**Reasons**	**Effective Date**
Abbett Elementary School	Perez Mondragon, Maricela	Teacher/Bilingual 2nd Gr.	4 years/2 years with GISD	Resignation/Other Texas School	5/28/2025
Abbett Elementary School	Longfellow, Janis	Teacher/SPED CBSE	10 years/5 years with GISD	Resignation/Other Texas School	5/28/2025
Abbett Elementary School	Newsom, Aimee	Teacher/1st Gr.	22 years/1 year with GISD	Resignation/Other Texas School	5/28/2025
Austin Academy for Excellence	Thompson, Kevin	Teacher/Social Studies 7th & 8th Gr.	21 years/18 years with GISD	Resignation/Other Texas School	5/28/2025
B.H. Freeman at Golden Meadows Elementary	DiMinchi, Clydine	Teacher/2nd Gr.	8 years/3 years with GISD	Resignation/Relocation	5/28/2025
Back Elementary School	Zepeda, Daisy	Teacher/4th Gr.	7 years/5 years with GISD	Resignation/Unsatisfied with Job	5/28/2025
Bussey Middle School	Harvey, Madelyn	Teacher/Science 6th Gr.	1 year with GISD	Resignation/Other Texas School	5/28/2025
Caldwell Elementary School	Castillo, Isel	Teacher/Bilingual 4th Gr.	7 years/5 years with GISD	Finish Year Only	5/28/2025
Carver Elementary School	Van Hausen, Maria	Teacher/3rd Gr.	27 years/1 year with GISD	Resignation/Other Texas School	5/28/2025
Classical Center at Brandenburg Middle School	Golden, Cecilee	Teacher/Science 7th & 8th Gr.	4 years/3 years with GISD	Resignation/Other Texas School	5/28/2025
Club Hill Stem Elementary	Rapps, Carianne	Teacher/5th Gr.	24 years with GISD	Resignation/Other Texas School	6/6/2024
Cooper Elementary School	Moore, TreDonna	Teacher/5th Gr.	20 years/3 years with GISD	Resignation/Personal	5/28/2025
Cooper Elementary School	Valdespino, Jazmin	Teacher/Art	10 years/3 years with GISD	Resignation/Other Texas School	5/28/2025
Cooper Elementary School	Shubert, Stephanie	Teacher/1st Gr.	26 years/22 years with GISD	Resignation/Relocation	5/28/2025
Cooper Elementary School	Mitchell, Ariane	Teacher/5th Gr.	4 years/2 years with GISD	Resignation/Other Texas School	6/11/2025
Couch Collegiate Prep Elementary	Tijerina, Maria	Teacher/Bilingual Kindergarten	5 years/1 year with GISD	Resignation/Career Change	5/28/2025
Couch Collegiate Prep Elementary	Twigg, Makayla	Teacher/4th Gr.	4 years with GISD	Resignation/Relocation	5/28/2025
Coyle Technology Center for Math & Science	Tiemann, Dee Anna	Counselor	9 years with GISD	Resignation/Other Texas School	6/2/2025
Coyle Technology Center for Math & Science	Chapman, Angelic	Behavior Interventionist Specialist Title I	23 years/3 years with GISD	Resignation/Other	6/12/2025
Daugherty Elementary School	Klem, Jacob	Teacher/PE	3 years with GISD	Resignation/Career Change	5/28/2025
Davis Elementary School	Alon, Netali	Teacher/Prekindergarten Bilingual	8 years/1 year with GISD	Resignation/Other Texas School	5/28/2025
Garland High School	Rodriguez, Conrado	Teacher/Science Coach	7 years/3 years with GISD	Resignation/Other Texas School	6/2/2025
Giddens-Steadham Elementary School	Westbrook, Kayla	Teacher/Art	1 year with GISD	Resignation/Career Change	5/28/2025
GISD Security Training Center	Coffman, Juston	Coordinator Security Operations	20 years with GISD	Resignation/Not Working	6/30/2025
Handley STEM Elementary School	Waliyy, Hidiya	Speech Language Pathologist Assistant SPED	1 year/1 year with GISD	Resignation/Personal	5/28/2025
Harris Hill Building	Adewole, Erim	Teacher/Secondary LPAC Lead	9 years/3 years with GISD	Resignation/Relocation	5/28/2025
Harris Hill Building	Atwell, Chelsea	Responsive Services Counselor	16 years/14 with GISD	Resignation/Career Change	5/30/2025
Harris Hill Building	Sowels, Tara	Director Multilingual Programs	15 years/4 years with GISD	Resignation/Other	6/30/2025
Heather Glen Elementary School	Richard, Ashley	Teacher/5th Gr.	8 years/6 years with GISD	Resignation/Other Texas School	5/28/2025
Heather Glen Elementary School	Mayweather, Rochelle	Teacher/Intervention Specialist Title I	23 years/2 years with GISD	Resignation/Other Texas School	5/28/2025
Heather Glen Elementary School	Juarez, Theresa	Teacher/1st Gr.	11 years/5 years with GISD	Resignation/Other Texas School	5/28/2025
Herfurth Elementary School	Bhatti, Nora	Teacher/Montessori Upper Elementary	7 years with GISD	Resignation/Other Texas School	5/28/2025
Hudson Middle School	Clark, Amy	Teacher/Reading 6th Gr.	22 years with GISD	Resignation/Health Reasons	5/28/2025
Hudson Middle School	Bassett, Jeffrey	Teacher/Social Studies 7th Gr.	30 years/26 years with GISD	Resignation/Other Texas School	5/28/2025
Kimberlin Academy for Excellence	Coker, Kara	Teacher/2nd Gr.	17 years with GISD	Retirement/TRS	5/28/2025
Lakeview Centennial High School	Hilliard, Desmine	Teacher/PE Coach	8 years/3 years with GISD	Resignation/Career Change	6/2/2025
Lakeview Centennial High School	Dotie, Trelica	Counselor	26 years/23 years with GISD	Retirement/TRS	6/2/2025
Lakeview Centennial High School	Hill, Henry	Teacher/Social Studies Coach	26 years/13 years with GISD	Resignation/Other Texas School	6/2/2025
Luna Elementary School	Allen, Barbara	Teacher/Montessori Primary	14 years/7 years with GISD	Resignation/Other Texas School	5/28/2025
M.D. Williams Elementary School	Toler, Kayla	Teacher/PE	3 years with GISD	Resignation/Relocation	5/28/2025
M.D. Williams Elementary School	Ortega, Gabriela	Teacher/Elementary LPAC Lead	7 years with GISD	Resignation/Relocation	5/28/2025
Naaman Forest High School	Raphael, Brendan	Teacher/ESL	8 years/2 years with GISD	Resignation/Other	5/28/2025
Naaman Forest High School	Poeana, David	Teacher/Mathematics	20 years/18 years with GISD	Resignation/Private School	5/28/2025
Naaman Forest High School	Choice, Christopher	Teacher/Business Education Coach	3 years/1 year with GISD	Resignation/Relocation	6/2/2025
North Garland High School	Wright, Torrence	Teacher/Credit Recovery Coach	6 years with GISD	Resignation/Other Texas School	6/2/2025

June 2025
Resignation and Retirement List - Professionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
North Garland High School	Barth, Dustin	Teacher/Science	17 years with GISD	Resignation/Personal	5/30/2025
North Garland High School	Gwin, Mary	Teacher Business Education	8 years/5 years with GISD	Failure to Report to Work	4/29/2025
North Garland High School	Sheckells, Chelsey	Teacher/Science	9 years with GISD	Resignation/Other Texas School	5/28/2025
North Garland High School	Texada, Raleigh	Teacher/English Coach	1 year with GISD	Resignation/Relocation	6/2/2025
North Garland High School	Taylor, Vincent	Teacher/Social Studies Coach	22 years/3 years with GISD	Resignation/Personal	6/2/2025
North Garland High School	Kemler, Amy	School Nurse	9 years/2 years with GISD	Resignation/Private School	5/28/2025
North Garland High School	Tran, Nam	Teacher/Social Studies	12 years with GISD	Resignation/Other Texas School	5/28/2025
Rowlett Elementary School	Marino, Andrea	Teacher/2nd Gr.	20 years/2 years with GISD	Retirement/TRS	5/28/2025
Rowlett Elementary School	King, Hannah	Teacher/4th Gr.	5 years with GISD	Resignation/Other Texas School	5/28/2025
Rowlett Elementary School	Zollicoffer, Ashley	Teacher/4th Gr.	14 years/5 years with GISD	Resignation/Other Texas School	5/28/2025
Sachse High School	Burnett, Hayden	Business Education /Coach	7 years/2 with GISD	Resign/Relocation	6/2/2025
Sachse High School	Darveau, Angela	Teacher/Science	8 years with GISD	Resignation/Other	5/28/2025
Sachse High School	Gibbs, Shara	Diagnostician	23 years with GISD	Resignation/Professional Development	6/2/2025
Sachse High School	Galitz, Allyson	Teacher/Dance	2 years with GISD	Resignation/Other Texas School	6/2/2025
Sachse High School	Harper-Hohenberger	Teacher/Agriculture Food Natural Resources	12 years/10 years with GISD	Resignation/Other Texas School	6/27/2025
Sachse High School	Moody, Christopher	Teacher/Social Studies Coach	4 years with GISD	Resignation/Other Texas School	5/28/2025
Schrade Middle School	Turner, Destiny	Teacher/Reading 6th Gr.	2 years with GISD	Resignation/Career Change	5/28/2025
Schrade Middle School	Fleming, Amanda	Teacher/Art	6 years/1 year with GISD	Resignation/Personal	5/28/2025
Sellers Middle School	Rice, Kennedy	Teacher/ELAR 7th & 8th Gr.	3 years with GISD	Resignation/Other Texas School	5/28/2025
Sellers Middle School	Ramirez, Elissa	Teacher/Social Studies 7th & 8th Gr.	18 years with GISD	Resignation/Personal	5/28/2025
South Garland High School	Phalen, JoAnna	Campus Facilitator Idea B	13 years/11 years with GISD	Resignation/Other	6/2/2025
South Garland High School	Goner, Mela	Teacher/Mathematics	19 years/16 years with GISD	Resignation/Other Texas School	5/28/2025
South Garland High School	Warren, Lincoln	Teacher/Science Coach	1 year with GISD	Resignation/Other Texas School	6/2/2025
South Garland High School	Cager, Albert	Behavior Interventionist Specialist Title I	18 years/2 years with GISD	Resignation/Other Texas School	6/12/2025
Southgate STEM Elementary	Guillory, Vicki	Teacher/Instructional Support Teacher	34 years/6 years with GISD	Resignation/Other	5/28/2025
Student Support & Specialized Services	Reece, Rosalind	Teacher/Dyslexia	22 years/1 year with GISD	Resignation/Other Texas School	5/28/2025
Student Support & Specialized Services	Vasques-Varnell, Christina	Teacher/Dyslexia	13 years/11 years with GISD	Resignation/Professional Development	5/28/2025
Toler Elementary School	Carrera, Madai	Teacher/Bilingual 3rd Gr.	9 years/8 years with GISD	Resignation/Other Texas School	5/28/2025
Valle Student Services Center	Cornelius, Kelly	Facilitator/Parent Engagement TItle I	20 years/17 years with GISD	Resignation/Career Change	6/30/2025
Valle Student Services Center	Davis, Mark	Student Success Coordinator Title IX Investigator HS	21 years/5 years with GISD	Resignation/Other	6/30/2025
Valle Student Services Center	Olvera, Veronica	Clinic Nurse Specialist	3 years with GISD	Resignation/Personal	6/30/2025
Watson Technology Center for Math & Science	Moncayo, Alfredo	Teacher/Bilingual 1st Gr.	15 years/5 years with GISD	Resignation/Relocation	5/28/2025
Weaver Elementary School	Packer, Hannah	Teacher/5th Gr.	2 years with GISD	Resignation/Relocation	5/28/2025
Webb Middle School	Morris, Brent	Teacher/PE Coach	4 years with GISD	Resignation/Other Texas School	5/30/2025
Webb Middle School	Cao, Hanh	Teacher/Math 6th Gr.	2 years with GISD	Resignation/Other	5/28/2025
Webb Middle School	Strack, Nathanael	Teacher/English 7th & 8th Gr.	2 years with GISD	Resignation/Unsatisfied with Job	5/28/2025
Webb Middle School	Griffin, Niyah	Teacher/Reading 7th & 8th Gr.	8 years/1 year with GISD	Resignation/Personal	5/28/2025
Webb Middle School	Briggs, Thomas	Teacher/Social Studies 7th & 8th Gr.	1 year with GISD	Resignation/Other Texas School	5/28/2025

June 2025
Professional New Hires List

New Hires to Date: 298
Current: 92
Total: 390

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Abbett Elementary	Beidler	Marina	0	N. A. Dobrolyubova State Linguistic University	BS	Teacher	7/30/2025	
Abbett Elementary	Puga	Mayra	2	University of North Texas	BS	Teacher	7/30/2025	
Abbett Elementary School	Armbruster	Kendall	0	Texas A&M University	BS	Teacher	7/30/2025	
Abbett Elementary School	Cauley	Olivia	0	Texas A & M University	BA	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Abbett Elementary School	Santos	Amanda	10	Texas A&M University	BS	Teacher	7/30/2025	
Armstrong Elementary School	Crocker	Ember	7	University of North Texas	BS	Teacher	7/30/2025	
Austin Academy For Excellence	Duarte	Nissi	0	New York University	MS	Speech Language Pathologist	7/24/2025	
				University of Texas at Dallas	BS			
Austin Academy for Excellence	Ramirez	Joel	3	University of North Texas	BM	Teacher	7/21/2025	
Back Elementary	Rand	Hailey	0	University of Abilene	MS	Speech Language Pathologist	7/24/2025	
				University of North Texas	BS			
Back Elementary School	Keating	Madyson	0	Texas A & M University Commerce	BA	Teacher	7/30/2025	
Back Elementary School	Powell	Amanda	5	University of Texas at Dallas	BS	Teacher	7/30/2025	
Beaver Elementary	Meade	Logan	0	Abilene Christian University	MS	Speech Language Pathologist	7/24/2025	
				University of Oklahoma	BS			
Beaver Technology	Larkin	Miranda	3	Kansas Wesleyan University	MS	Teacher	7/30/2025	
Beaver Technology	Larkin	Miranda		Kansas State University				
Bradfield Elementary	Taylor	Cynthia	34	University of Southern Mississippi	BS	Nurse	7/30/2025	
Brandenburg Middle School	Cay-Williams	Sheree	13	Wichita State University	MA	Speech Language Pathologist	7/24/2025	
				University of Kansas	BA			
Carver	Gudgeon	Anastasia	0	University of Texas Dallas	MS	Speech Language Pathologist	7/24/2025	
				Texas Tech University	BS	Speech Language and Hearing		
Carver Elementary	Valero	Simon	15	Out of Country	BS	Teacher	7/30/2025	
Cisneros Elementary	Subramanian	Sangeetha	25	Out of Country	MS	Speech Language Pathologist	7/24/2025	
Classical Center at Vial	Lacy	Anthony	3	Eastern New Mexico University	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Cooper Elementary School	Coats	Claire	24	University of Texas at Arlington	BA	Teacher	7/30/2025	
Cooper Elementary School	Bullon Nunez De Padro	Graciela	0	N/A		Teacher	7/30/2025	CAPE Instructor for 2025-2026 school year
Cooper Elementary School	Cruz	Kristiana	3	University of Texas	BS	Speech Language Pathologist Assistant	7/30/2025	
Cooper Elementary School	Gage	Odyssey	9	University of North Texas	BA	Teacher	7/30/2025	
Cooper Elementary School	Rice	Amy	21	University of North Texas	BA	Teacher	7/30/2025	
				Texas Weslyan University	M.ED			
Coyle Technology Center for Math and Science	Bryant	Lee Otis II	1	American InterContinental University	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Daugherty Elementary School	Chapa	Tiffany	2	University of Texas Rio Grande	BS	Teacher	7/30/2025	
Garland High School	Hazelton	Mark	7	University of North Texas	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Harris Hill	Tishlias	Nicole	5	University of Texas Dallas	BA	Dyslexia Teacher	7/30/2025	
Harris Hill	Padilla	Jennifer	8	Loyola Marymount University	MA	Diagnostician	7/23/2025	
				University of California	BS			
Harris Hill Special Education	Christensen	Madison	0	Brigham Young University	MS	Speech Language Pathologist	7/24/2025	
Harris Hill Special Education	DeBerry	Lauren	10	Alabama A&M University	MS	Speech Language Pathologist	7/24/2025	
Harris Hill Special Education	Jackson	Ryan	11	University of Arkansas	MS	Speech Language Pathologist	7/24/2025	
				Arkansas State University	BS			
Harris Hill Special Education	Martinez	Peyten	0	Abilene Christian University	MS	Speech Language Pathologist	7/24/2025	
				University of North Texas	BA			
Harris Hill Special Education	Mills	Latoya	19	Texas A&M University	MS	School Psychologist	7/21/2025	
				Prairie View A&M University	BS			
Harris Hill Special Education	Rasheed	Sehrish	5	California State University	MS	Speech Language Pathologist	7/24/2025	
				University of Minnesoto	BS			
Harris Hill Special Education	Rotenberry	Karla	18	Lamar University	MS	Diagnostician	7/23/2025	
				Oklahoma Christian University	BS			
Heather Glen Montclair	Hernandez	Leslie	0	Texas Womans University	MS	Speech Language Pathologist	7/24/2025	
				University of Texas Dallas				
Heather Glen Montclair Elementary School	Herring	Natalie	1	Texas A & M University Commerce	BM	Teacher	7/30/2025	
Heather Glen Montclair Elementary School	Farris	Madison	3	University of Arkansas	BA	Teacher	7/30/2025	
Heather Glen Montclair Elementary School	Sameera	Firdaus	3	University of Texas Dallas	BA	Teacher	7/30/2025	
				Concordia University	MA			
Herfurth Elementary School	Nunez-Flores	Melissa	4	Texas Tech University	BS	Teacher	7/30/2025	
Hickman Elementary	Smith	Sarah	16	Texas A&M University	MS	Speech Language Pathologist	7/24/2025	
				Texas A&M University	BS			
Hudson Middle School	Ball	Rachel	0	Stephen F. Austin	BM	Teacher	7/21/2025	

June 2025
Professional New Hires List

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Kimberlin	Asaad	Maryam	0	Texas Womans University	MS	Speech Language Pathologist	7/24/2025	
				University of Texas Dallas	BS			
Lakeview Centennial High	Clark	Crystal	11	Grambling State University	BA	Teacher / Coach	7/21/2025	
				Louisiana State University	MS			
Lakeview Centennial High	Simms	Madie	1	Baylor University	BS	Teacher / Coach	7/21/2025	
Lakeview Centennial High	Clifton	Emily	2	University of North Texas	MS	Speech Language Pathologist	7/24/2025	
				Texas A&M University	MS	Speech Language Pathologist		
Lister Elementary	Apena	Debra	24	Texas A&M University	BS	Teacher	7/30/2025	
Lister Elementary	Lewis	Jennifer	11	ITT Technical Institute	AA	Nursing	7/30/2025	
Lister Elementary	Pasillas	Jacquelline	0	University of North Texas	BA	Teacher	7/30/2025	
Lyles Elementary	Bean	Cheryl	3	University of North Texas	BA	Teacher	7/30/2025	
Lyles Middle	Guzman	Sindy	3	Calvin University	MS	Speech Language Pathologist	7/24/2025	
				Liberty University				
Naaman Forest High School	Alvarez	Christina	4	Texas A & M University	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Naaman Forest High School	Cabrera	Teri	4	Texas A & M University	BA	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Naaman Forest High School	Chumley	Jerrel	10	Dallas Christian College	BS	Teacher/Health PE Coach	7/21/2025	
Naaman Forest High School	Gharis	Patricia	1	Texas A & M University	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Naaman Forest High School	King	Carri	4	Texas A & M University	BS	Teacher PE Coach	7/21/2025	FYO during 2024-2025, returning for 2025-2026
Naaman Forest High School	Woodruff	John	10	The university of Louisiana	BA	Teacher/Social Studies Coach	7/21/2025	
				University of North Texas	MA			
Parsons Elementary School	Barahona Cruz	Kimberly	0	University of North Texas	BS	Teacher	7/30/2025	
Pearson Elementary School	Diaz	Xue	0	Lijiang College of Guangxi Normal University	BS	Teacher	7/30/2025	
				Dallas Baptist University	MS			
Pearson Elementary School	Milton	Kerrielle	0	University of Texas	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Rowlett Elementary School	Garner	Kristen	0	Brigham Young University	BS	Teacher	7/30/2025	
Rowlett Elementary School	Dryere	Courtney	0	Baylor University	BA	Teacher	7/30/2025	
Rowlett Elementary School	Spencer	Anthony	0	New England College	BS	Teacher	7/30/2025	
Sachse High School	Butler	Hannah	0	N/A		Teacher	7/30/2025	
Sachse High School	Goforth	Zachary	3	Texas Tech University	BBA	Teacher	7/30/2025	
				Texas Tech University	MS			
Sachse High School	Malone	Justin	1	Mississippi State University	BA	Teacher	7/21/2025	
Sachse High School	Moore	Micah	18	Abilene Christaian University	BA	Teacher	7/21/2025	
Sachse High School	Nash	Bryant	11	University of Kansas	BS	Teacher	7/21/2025	
Sachse High School	Stone	Jeffrey	24	Texas A & M University Commerce	BS	Teacher	7/30/2025	
Sellers	Dollar	Kyndall	7	University of Texas Dallas	MS	Speech Language Pathologist	7/24/2025	
				Texas A&M University	BS			
Sellers Middle School	Williams	Kenneth	8	Grambling State University	BS	Teacher	7/30/2025	FYO during 2024-2025, returning for 2025-2026
Sewell Elementary School	Dixon	Marlon	10	University of the West Indies	BS	Teacher	7/30/2025	
				Walden University	MS			
Sewell Elementary School	Jammalamadaka	Vandana	4	University of Delhi	BA	Teacher	7/30/2025	
				University of Delhi	MA			
Sewell Elementary School	Moore	Rachel	0	Texas Tech University	BS	Teacher	7/30/2025	
Sewell Elementary School	Moss	Angela	17	Oklahoma State University	BS	Teacher	7/30/2025	
Sewell Elementary School	Wims	Annette	20	New Mexico State University	BS	Teacher	7/30/2025	
				New Mexico State University	MA			
Shorehaven	Ingroum	Sarah	6	Grand Canyon University	BA	Teacher	7/30/2025	
Shorehaven	White	Melinda	1	Abilene Christian	MS	Speech Language Pathologist	7/24/2025	
				Univeresity of Texas Dallas	BS	Speech Language Pathologist		
Shorehaven	Woods	Nekia	0	University of North Texas	BA	Teacher	7/30/2025	
Shorehaven Elementary	Ordosch	Timothy	2	Texas Woman's University	BS	Teacher	7/30/2025	
Shorehaven Elementary	Tanha	Xena	0	University of North Texas	BA	Teacher	7/30/2025	
Shugart Elementar School	Murray	Jennifer	7	Spring Hill College	BS	TEacher	7/30/2025	
Southgate STEM	Riggins	Jasmyne	0			CAPE Teacher	7/30/2025	
Southgate STEM	Wheeler	Traci	0	Texas A&M University	MA	Teacher	7/30/2025	
				Stephen F. Austin	BA	Teacher		
Spring Creek Elementary School	Parker	Lindsey	12	East TX Baptist University	BS	Teacher	7/30/2025	
Steadham	Esparza	Lizeth	0	Dallas College	BA	Teacher	7/30/2025	
Stephens Elementary	Qaderi	Zainab	0	University of Texas Dallas	MS	Speech Language Pathologist	7/24/2025	
Walnut Glen Academy for Excellence	Syeda Vasiqua	Fnu	1	The University of Dallas	BS	Teacher	7/30/2025	
Walnut Glen Elementary School	Herrera Ariza	Maria	7	University of Texas at Arlington	BS	Teacher	7/30/2025	
				University of Texas at Arlington	M.ED			
Webb Middle	Estes Kroger	Canda	10	Texas Womans University	BS	Speech Language Pathologist	7/24/2025	

June 2025
Resignation and Retirement List - Paraprofessionals

Approved to Date: 276
Current: 13
Total: 289

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Beaver Technology Center for Math & Science	Kar, Debolina	Aide/SPED ABC	3 years with GISD	Resignation/Relocation	5/28/2025
Classical Center at Vial Elementary School	Morlet, Rebecca	Aide/Emergent Bilingual Instructional	1 year with GISD	Resignation/Other Texas School	5/28/2025
Couch Collegiate Prep Elementary	Aguilera, Enriqueta	Secretary Principal	8 years with GISD	Resignation/Other Texas School	6/5/2025
Dr. Marvin D Roden Technology Center	Earls, Melinda	Field Service Software Specialist	32 years with GISD	Retirement/TRS	6/30/2025
Dr. Marvin D Roden Technology Center	Dennard, Alex	Helpdesk Specialist	2 years/2 years with GISD	Resignation/Career Change	6/26/2025
Dr. Marvin D Roden Technology Center	Wade, Curtis	Field Service Technician	25 years/24 with GISD	Deceased	6/8/2025
Harris Hill	Crunk, Felicia	Staffing Specialist	3 years with GISD	Resignation/Career Change	6/30/2025
Lister Elementary School	Harris, Taliyah	Aide/PE	1 year with GISD	Resignation/Not Working	5/28/2025
Memorial Pathway Academy	Bruner, Kendall	Aide/ESL	1 year with GISD	Resignation/Relocation	5/28/2025
Pearson Elementary School	Casey, Carlaine	Aide/Library	4 years with GISD	Resignation/Other	5/28/2025
Rowlett High School	Riker, Laurie	Color Guard Specialist	7 years with GISD	Resignation/Personal	5/28/2025
Sachse High School	Jones, Tyler	Color Guard Specialist	1 year with GISD	Failure to Report to Work	5/16/2025
Watson Technology Center for Math & Science	Martinez, Delia	Data Clerk	8 years with GISD	Resignation/Unsatisfied with Job	6/3/2025

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Ratification of the FY24 Tax Refund Resolution

Consent Agenda

Executive Summary:

The attached listing identifies the property tax refunds in excess of $500.00 processed during the 2024-2025 school year.

See Attached List

These refunds, totaling $367,064.42 will be presented to the Finance, Facilities and Operations Committee for review on June 10, 2025 and submitted to the Board for approval at the June 24, 2025 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Ratification of the FY25 Tax Refund Resolution.

Financial Impact and Funding Source:

N/A

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

Garland Independent School District
Department of Taxation

Street Address
901 West State Street
Garland, TX
75040

Phone
972-494-8570

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972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: FY25 Tax Refund Ratification Resolution

The attached listing identifies the property tax refunds in excess of $500.00 processed during the 2024-2025 school year. Under section 31.11 of the Texas Property Tax Code, if the Assessor/Collector determines that a refund is due to a Taxpayer the Board must also approve.

Should the board approve, attached is the resolution to authorize and approve the 2024-2025 refunds.

GARLAND ISD REFUNDS
FY25 (JUL 24 - JUNE 25)

Account	Name	Amount	Reason	Refund Ck#	Refund Date
243585	Alexis & Aaron Everett	$ 550.48	Overpayment	60029368	5/14/2025
58122	Aquinos Painting LLC	$ 1,848.55	Overpayment	60026338	3/11/2025
61875	Blake & Amanda Redus	$ 866.77	Overpayment	60021643	12/2/2024
Multiple	CoreLogic	$ 287,087.29	Overpayment	Multiple	2/7/2025
138333	Daniel Conway	$ 717.52	Overpayment	60022297	12/12/2024
138054	Eric Kreiner	$ 1,337.84	Erroneous	60027885	4/15/2025
328815	Express LLC	$ 672.94	Overpayment	60024553	2/7/2025
25047	Ina Grubb	$ 508.85	Overpayment	60021642	12/2/2024
52809	Irving Tool & MFG Co. Inc.	$ 2,342.80	Overpayment	60029374	5/14/2025
239256	Janis Garrett	$ 1,644.57	Overpayment	60027896	4/15/2025
215199	Jeremy & Rozann Marquis	$ 2,867.96	Overpayment	60018126	9/12/2024
304680	Joseph & Marcy Jones	$ 527.06	Overpayment		
235545	Kevin & Terri Arnett	$ 1,187.23	Overpayment	60017301	8/20/2024
400110	Lakeside Storage Rowlett	$ 9,894.46	Overpayment	60023332	1/16/2025
136077	Lawonda Lockett	$ 1,194.61	Overpayment	60026359	3/11/2025
Multiple	Lereta	$ 19,814.16	Overpayment	Multiple	2/7/2025
Multiple	Lereta	$ 4,434.69	Overpayment	Multiple	2/7/2025
136224	MaryAnn Quinones	$ 562.23	Overpayment	60027905	4/15/2025
230433	Masood Khan	$ 813.44	Overpayment	60023326	1/16/2025
38094	Mesay Lumpkins	$ 2,492.09	Erroneous	60016291	7/16/2024
230385	Mohammed & Khateeja Irfan	$ 5,561.99	Erroneous	60016293	7/16/2024
241953	Nicholas Mendez	$ 518.35	Overpayment	60016419	7/22/2024
380061	Revolving Kitchen	$ 1,600.71	Erroneous	60016292	7/16/2024
395352	Sachse Station1 LLC	$ 3,029.32	Erroneous	60018129	9/12/2024
395355	Sachse Station1 LLC	$ 3,157.38	Erroneous	60018128	9/12/2024
395358	Sachse Station1 LLC	$ 4,555.88	Erroneous	60018127	9/12/2024
29703	Shane & Kerry Turner	$ 1,554.09	Overpayment	60026391	3/11/2025
398103	Stanley Gentzler	$ 651.82	Overpayment	60027890	4/15/2025
400155	Wylie DPV LTD Partnership	$ 2,534.67	Overpayment	60026401	3/11/2025
400140	Wylie DPV LTD Partnership	$ 2,534.67	Overpayment	60026400	3/11/2025
TOTAL REFUNDED		**$ 367,064.42**			

Resolution

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

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

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

NOW THEREFORE BE IT RESOLVED by the Garland Independent School District Board of Trustees that property tax refunds in excess of $500.00 for overpayments or erroneous payments processed by the Tax Office during the 2024-2025 school year have been authorized and approved.

PASSED AND ADOPTED this 24th day of June 2025.

_____
President
Board of Trustees

ATTEST:

_____
Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of Budget Transfers and Amendments to the 2024-25 General Fund and Debt Service Fund

Consent Agenda

Executive Summary:

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund and Debt Service Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 10, 2025. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the budget transfers and amendments to the 2024-25 General Fund and Debt Service Fund.

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2024-2025
June 24, 2025

		Original Budget	Revised Budget	*Current Transfers Requested*	*Current Amendments Requested*	Proposed Amended Budget
REVENUES						
57	Local Revenue	$ 203,109,814	$ 214,361,433	$ -	$ -	$ 214,361,433
58	State Revenue	300,269,000	298,327,987			298,327,987
59	Federal Revenue	8,000,000	8,000,000			8,000,000
Total Revenues		$ 511,378,814	$ 520,689,420	$ -	$ -	$ 520,689,420
EXPENDITURES						
11	Instruction	$ 330,753,160	$ 326,379,213	$ 500,000		$ 326,879,213
12	Instructional Resources and Media Services	8,927,007	8,909,413			8,909,413
13	Curriculum Development and Instructional Staff Development	15,880,744	15,776,293	(150,000)		15,626,293
21	Instructional Leadership	8,796,003	10,233,679	(25,000)		10,208,679
23	School Leadership	43,019,345	43,638,530	(1,300,000)		42,338,530
31	Guidance, Counseling and Evaluation Services	30,449,846	28,869,613	(50,000)		28,819,613
32	Social Work Services	529,846	559,346	10,000		569,346
33	Health Services	9,382,205	9,309,078	100,000		9,409,078
34	Student Transportation	20,503,466	23,315,352	633,000		23,948,352
35	Food Services	300,000	318,644	(100,000)		218,644
36	Extracurricular Activities	13,825,742	14,699,222	500,000		15,199,222
41	General Administration	21,154,065	22,447,225	(250,000)		22,197,225
51	Facilities Maintenance and Operations	62,838,021	63,687,826	(2,400,000)		61,287,826
52	Security and Monitoring Services	13,615,980	13,802,255	(425,000)		13,377,255
53	Data Processing Services	16,516,283	17,363,921			17,363,921
61	Community Services	1,930,834	1,909,186	(50,000)		1,859,186
71	Debt Service - Principal on Long-Term Debt	751,097	1,432,114	2,500,000		3,932,114
72	Debt Service Interest on Long-Term Debt	-	-			-
73	Bond Issuance Cost and Fees	-	-			-
81	Facilities Acquisition and Construction	-	-	500,000		500,000
91	Chapter 41 Payment	-	-			-
95	Juvenile Justice Program	36,000	36,000	7,000		43,000
97	Payments to Tax Increment Fund	-	-			-
99	Other Intergovernmental Charges	1,080,067	1,080,067			1,080,067
Total Expenditures		$ 600,289,711	$ 603,766,977	$ -	$ -	$ 603,766,977
Excess(Deficiency) Revenues Over(Under) Expenditures		$ (88,910,897)	$ (83,077,557)	$ -	$ -	$ (83,077,557)
Other Financing Sources		$ -	$ -	$ -	$ -	$ -
Other Financing Uses		$ -	$ (3,449,310)	$ -	$ -	$ (3,449,310)
Net Change in Fund Balance		$ (88,910,897)	$ (86,526,867)	$ -	$ -	$ (86,526,867)

GARLAND INDEPENDENT SCHOOL DISTRICT

DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2024-2025
June 24, 2025

Budget Transfers

Expenditures	**Increase**	**Decrease**	**Net**
11 Instruction	$ 500,000		$ 500,000
12 Instructional Resources and Media Services			-
13 Curriculum Development and Instructional Staff Development		150,000	(150,000)
21 Instructional Leadership		25,000	(25,000)
23 School Leadership		1,300,000	(1,300,000)
31 Guidance, Counseling and Evaluation		50,000	(50,000)
32 Social Work Services	10,000		10,000
33 Health Services	100,000		100,000
34 Student Transportation	633,000		633,000
35 Food Service		100,000	(100,000)
36 Extracurricular Activities	500,000		500,000
41 General Administration		250,000	(250,000)
51 Facilities Maintenance & Operations		2,400,000	(2,400,000)
52 Security and Monitoring Services		425,000	(425,000)
53 Data Processing Services			-
61 Community Services		50,000	(50,000)
71 Debt Service - Principal on Long-Term Debt	2,500,000		2,500,000
72 Debt Service Interest on Long-Term Debt			-
73 Bond Issuance Cost and Fees			-
81 Facilities Acquisition and Construction	500,000		500,000
95 Juvenile Justice Program	7,000		7,000
99 Other Intergovernmental Charges			-
Total Expenditures	$ 4,750,000	$ 4,750,000	$ -

Notes: Cross-functional balanced neutral transfers.

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

BUDGET TRANSFERS AND AMENDMENTS
FOR THE DEBT SERVICE FUND
FISCAL YEAR 2024-2025
June 24, 2025

	Original Budget	Revised Budget	*Current Transfers Requested*	*Current Amendments Requested*	Proposed Amended Budget
REVENUES					
57 Local Revenue	$ 111,192,335	$ 119,640,241	$ -	$ -	$ 119,640,241
58 State Revenue	15,663,404	20,550,540			20,550,540
59 Federal Revenue	471,994	471,994			471,994
Total Revenues	$ 127,327,733	$ 140,662,775	$ -	$ -	$ 140,662,775
EXPENDITURES					
71 Debt Service - Principal on Long-Term Debt	$ 54,420,000	$ 104,420,000	$ -	$ 1,000,000	$ 105,420,000
72 Debt Service Interest on Long-Term Debt	58,581,267	58,781,267		1,000,000	59,781,267
73 Bond Issuance Cost and Fees	1,000,000	1,000,000			1,000,000
Total Expenditures	$ 114,001,267	$ 164,201,267	$ -	$ 2,000,000	$ 166,201,267
Excess(Deficiency) Revenues Over(Under) Expenditures	$ 13,326,466	$ (23,538,492)	$ -	$ (2,000,000)	$ (25,538,492)
Other Financing Sources	$ -	$ -	$ -	$ -	$ -
Other Financing Uses	$ -	$ -	$ -	$ -	$ -
Net Change in Fund Balance	$ 13,326,466	$ (23,538,492)	$ -	$ (2,000,000)	$ (25,538,492)

GARLAND INDEPENDENT SCHOOL DISTRICT

DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE DEBT SERVICE FUND
FISCAL YEAR 2024-2025
June 24, 2025

EXPENDITURES	**Increase**	**Decrease**	**Net**
71 Debt Service - Principal on Long-Term Debt	$ 1,000,000	$ -	$ 1,000,000
72 Debt Service Interest on Long-Term Debt	1,000,000		1,000,000
73 Bond Issuance Cost and Fees	-		-
Total Expenditures	$ 2,000,000	$ -	$ 2,000,000

Notes:
Increasing function 71 and 72 to ensure sufficient funding to close out FY25

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of the Final Amended Budgets for 2024-2025

Consent Agenda

Executive Summary:

This item shows the final amended budgets for the General Fund, Debt Services Fund and Student Nutrition Fund for the fiscal year ending June 30, 2025.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 10, 2025. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the final amended budgets for the General Fund, Debt Services Fund and Student Nutrition Fund for 2024-2025.

Financial Impact and Funding Source:

N/A

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2024-2025
June 24, 2025

		Original Budget	Final Amended Budget
REVENUES			
57	Local Revenue	$ 203,109,814	$ 214,361,433
58	State Revenue	300,269,000	298,327,987
59	Federal Revenue	8,000,000	8,000,000
Total Revenues		$ 511,378,814	$ 520,689,420
EXPENDITURES			
11	Instruction	$ 330,753,160	$ 326,879,213
12	Instructional Resources and Media Services	8,927,007	8,909,413
13	Curriculum Development and Instructional Staff Development	15,880,744	15,626,293
21	Instructional Leadership	8,796,003	10,208,679
23	School Leadership	43,019,345	42,338,530
31	Guidance, Counseling and Evaluation Services	30,449,846	28,819,613
32	Social Work Services	529,846	569,346
33	Health Services	9,382,205	9,409,078
34	Student Transportation	20,503,466	23,948,352
35	Food Services	300,000	218,644
36	Extracurricular Activities	13,825,742	15,199,222
41	General Administration	21,154,065	22,197,225
51	Facilities Maintenance and Operations	62,838,021	61,287,826
52	Security and Monitoring Services	13,615,980	13,377,255
53	Data Processing Services	16,516,283	17,363,921
61	Community Services	1,930,834	1,859,186
71	Debt Service - Principal on Long-Term Debt	751,097	3,932,114
72	Debt Service Interest on Long-Term Debt	-	-
73	Bond Issuance Cost and Fees	-	-
81	Facilities Acquisition and Construction	-	500,000
91	Chapter 41 Payment	-	-
95	Juvenile Justice Program	36,000	43,000
97	Payments to Tax Increment Fund	-	-
99	Other Intergovernmental Charges	1,080,067	1,080,067
Total Expenditures		$ 600,289,711	$ 603,766,977
Excess(Deficiency) Revenues Over(Under) Expenditures		$ (88,910,897)	$ (83,077,557)
Other Financing Sources		$ -	$ -
Other Financing Uses		$ -	$ (3,449,310)
Net Change in Fund Balance		$ (88,910,897)	$ (86,526,867)

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

BUDGET TRANSFERS AND AMENDMENTS
FOR THE DEBT SERVICE FUND
FISCAL YEAR 2024-2025
June 24, 2025

	Original Budget	Final Amended Budget
REVENUES		
57 Local Revenue	$ 111,192,335	$ 119,640,241
58 State Revenue	15,663,404	20,550,540
59 Federal Revenue	471,994	471,994
Total Revenues	$ 127,327,733	$ 140,662,775
EXPENDITURES		
71 Debt Service - Principal on Long-Term Debt	$ 54,420,000	$ 105,420,000
72 Debt Service Interest on Long-Term Debt	58,581,267	59,781,267
73 Bond Issuance Cost and Fees	1,000,000	1,000,000
Total Expenditures	$ 114,001,267	$ 166,201,267
Excess(Deficiency) Revenues Over(Under) Expenditures	$ 13,326,466	$ (25,538,492)
Other Financing Sources	$ -	$ -
Other Financing Uses	$ -	$ -
Net Change in Fund Balance	$ 13,326,466	$ (25,538,492)

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

BUDGET TRANSFERS AND AMENDMENTS
FOR STUDENT NUTRITION SERVICES FUND
FISCAL YEAR 2024-2025
June 24, 2025

	Original Budget	Final Amended Budget
REVENUES		
57 Local Revenue	$ 4,035,000	$ 4,035,000
58 State Revenue	170,000	170,000
59 Federal Revenue	32,295,000	32,295,000
Total Revenues	$ 36,500,000	$ 36,500,000
EXPENDITURES		
35 Food Services	$ 45,268,500	$ 45,268,500
Total Expenditures	$ 45,268,500	$ 45,268,500
Excess(Deficiency) Revenues Over(Under) Expenditures	$ (8,768,500)	$ (8,768,500)
Other Financing Sources	$ -	$ -
Other Financing Uses	$ -	$ -
Net Change in Fund Balance	$ (8,768,500)	$ (8,768,500)

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

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

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): Other Revenues: Investments, the Board shall annually approve the independent sources of instruction for investment officers for the District. Attached is the list that will be presented to the Finance, Facilities and Operations Committee for review on June 10, 2025 and submitted to the Board for approval at the June 24, 2025 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

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

Financial Impact and Funding Source:

N/A

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

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

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

Association for Financial Professionals

Association of Public Treasurers

Bank of America/Merrill Lynch

Dun and Bradstreet

Education Service Centers

Government Treasurers' Organization of Texas

Hilltop Securities

Houston Treasury Management Association

JP Morgan/Chase

North Central Texas Council of Governments

PFM Asset Management LLC

Sympro/Emphasys Software

Texas Association for Financial Professionals

Texas Association of School Boards (TASB)

Texas Association of School Business Officials (TASBO)

Texas Class/Public Trust Advisors

Texpo (regional conference of AFP)

University of North Texas/Center for Public Management

Wells Fargo

_____ _____

Board President Board Secretary

Date: June 24, 2025

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of Qualified Investment Brokers

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): Other Revenues: Investments, the Board shall review, revise, and adopt a list of brokers qualified to do business with the District. Attached is the list that will be presented to the Finance, Facilities and Operations Committee for review on June 10, 2025 and submitted to the Board for approval at the June 24, 2025 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Qualified Investment Brokers.

Financial Impact and Funding Source:

N/A

Annual Review
Qualified Brokers

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

Bank of America/Merrill Lynch

First Public/Lone Star

Great Pacific Securities

Hilltop Securities, Inc.

Ladenburg Thalmann & Co.

Mischler Financial Group

PFM Asset Management LLC/U.S. Bancorp

Robert W. Baird & Co.

SAMCO Capital Markets

Stifel Nicolaus

Texas CLASS

Texas Range/Texas Term

TexPool

TexSTAR

UBS Financial

Wells Fargo

_____ _____

Board President Board Secretary

Date: June 24, 2025

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

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

Consent Agenda

Executive Summary:

In compliance with Board Policy CDA (Legal): *Other Revenues: Investments,* the Board shall review the investment policy and investment strategy at least annually and adopt a written instrument stating that it has been reviewed. The written instrument so adopted (as shown) shall record any changes made to either the investment policy or investment strategy. Also, shown is a copy of Board Policy CDA (Local), the District's investment policy. This information will be presented to the Finance, Facilities and Operations Committee for review on June 10, 2025 and submitted to the Board for approval at the June 24, 2025 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

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

Financial Impact and Funding Source:

N/A

Investment Authority

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

Approved Investment Instruments

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

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

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

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

Liquidity and Maturity

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

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

Diversity

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

Monitoring Market Prices

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

Monitoring Rating Changes

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

Funds/Strategies

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

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Custodial Funds — Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Funds — Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

Capital Project Funds — Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

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

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

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

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

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

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

Internal Controls — A system of internal controls shall be established and documented in writing and must include specific procedures designating who

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

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

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

Annual Review

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

Annual Audit

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

Annual Review
Investment Policy and Strategy

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

_____ _____

Board President Board Secretary

Date: June 24, 2025

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Rhonda Rountree, Cash Manager

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

Consent Agenda

Executive Summary:

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

This information will be presented to the Finance, Facilities and Operations Committee for review on June 10, 2025 and submitted to the Board for approval at the June 24, 2025 board meeting.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve Resolution Designating Investment Officers for the District.

Financial Impact and Funding Source:

N/A

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

Definitions

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

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

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

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

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

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

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

Gov't Code 2256.0208(a)

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

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

Gov't Code 2256.011(b)

Hedging

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

Eligible Entity

"Eligible entity" means a political subdivision that has:

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

Eligible Project

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

Gov't Code 2256.0207(a)

Corporate Bond

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

Written Policies

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

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

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

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

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

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

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

Annual Review

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

Annual Audit

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

Investment Strategies

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

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

2. Preservation and safety of principal;

3. Liquidity;

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

5. Diversification of the investment portfolio; and

6. Yield.

Gov't Code 2256.005(d)

Investment Officer	A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)* A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. *Gov't Code 2256.003(c)*
Investment Training	Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*
Initial	Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*
Ongoing	The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

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

Exception

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

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

Gov't Code 2256.008(g)

Standard of Care

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

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

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

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

Gov't Code 2256.006

Personal Interest

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

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

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

Gov't Code 2256.005(i)

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

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

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

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

Gov't Code 2256.023

Selection of Broker

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

Bond Proceeds

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

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

Gov't Code 2256.0208(b)

Authorized Investments

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

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

Investment Management Firm

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

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

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

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

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

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

Obligations of Governmental Entities

The following are authorized investments:

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

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

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

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

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

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

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

Gov't Code 2256.009(a)

Unauthorized Obligations

The following investments are not authorized:

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

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

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

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

Gov't Code 2256.009(b)

Certificates of Deposit and Share Certificates

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

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

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

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

Gov't Code 2256.010(a)

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

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

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

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

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

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

Gov't Code 2256.010(b)

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

Repurchase Agreements

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

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

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

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

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

Securities Lending Program

A securities lending program is an authorized investment if:

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

2. A loan allows for termination at any time;

3. A loan is secured by:

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

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

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

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

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

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

Gov't Code 2256.0115

Banker's Acceptances

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

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

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

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

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

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

Gov't Code 2256.012

Commercial Paper

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

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

Gov't Code 2256.013

Mutual Funds

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

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

Gov't Code 2256.014(a)

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

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

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

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

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

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

Gov't Code 2256.014(c)

Guaranteed Investment Contracts

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

1. Has a defined termination date;

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

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

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

To be eligible as an authorized investment:

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

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

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

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

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

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

Gov't Code 2256.015

Investment Pools

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

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

Corporate Bonds

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

A district is not authorized to:

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

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

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

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

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

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

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

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

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

Gov’t Code 2256.0204

Hedging Transactions

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

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

An eligible entity may:

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

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

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

Gov't Code 2256.0206

Prohibited Investments

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

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

Loss of Required Rating

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

Sellers of Investments

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

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

b. Requires an interpretation of subjective investment standards; or

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

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

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

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

Business Organization

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

Gov't Code 2256.005(k)

Donations

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

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

Electronic Funds Transfer

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

Certificate of Secretary
For the
Garland Independent School District

The undersigned hereby certifies as the duly elected and acting Secretary of the Garland Independent School District, that the following is a true and correct copy of a resolution adopted by the School Board of the Garland Independent School District to be effective on the 24th day of June 2025 and that said resolution has not been rescinded, modified or changed:

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

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

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

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

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

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

_____

Board Secretary
June 24, 2025

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of Resolution Authorizing Contribution to the Garland Economic Development Partnership

Consent Agenda

Executive Summary:

In order for the District to enter into an agreement with the Garland Economic Development Partnership, whereby the District will make a contribution to support the Garland Economic Development Partnership's efforts, the Board of Trustees must first determine that doing so will serve the District's public purpose. The Board has determined that the contribution will indeed serve the District's public purpose and this resolution spells out that determination as well as what will be required from the Garland Economic Development Partnership to allow the District to ensure sufficient controls over the use of the District's contribution. The District will then require the Garland Economic Development Partnership to enter into an agreement with the District after the passage of the attached resolution. Funding will not occur until this agreement is finalized.

The payment amount did not change from the prior year.

Presented to Finance, Facilities and Operations Committee Meeting for review on June 10, 2025.

Administrative Recommendations:

Should the Board desire to make this contribution, they must first determine a public purpose by approving the attached resolution June 24, 2025 at the Regular Meeting.

Recommended Motion for Action Items:

I move to approve the Resolution Authorizing Contribution to the Garland Economic Development Partnership.

Financial Impact and Funding Source:

199 – General Funds

Resolution

WHEREAS, the Chamber of Commerce of the City of Garland, Texas, has created Garland Economic Development Partnership ("Partnership") for the purpose of fostering economic development within the City of Garland; and

WHEREAS, the Partnership has requested that the Garland Independent School District contribute District funds to the Partnership; and

WHEREAS, the payment by the District will be used by the Partnership to help fund recognition of excellent local teachers, opportunities for District officials to work with City leaders and business owners to encourage open communication and collaboration between all parties, enhancement of educational opportunities for students, and programs identified in Exhibit A; and

WHEREAS, the Board of Trustees of the Garland Independent School District finds that such expenditures will serve the District's public purposes of fostering good relationships with the Garland business community so as to engender and encourage support within the business community for the District's mission, providing opportunities for the employment of students on graduation, and encouraging and training students; and

WHEREAS, the Board of Trustees further finds that the District will receive adequate return benefit for such expenditure and that such expenditure is necessary for the conduct of the public schools of the District;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES that the Superintendent of Schools of the District is hereby authorized to make a payment of $50,000 to the Garland Economic Development Partnership, for the purposes listed above.

BE IT FURTHER RESOLVED that before such payment is made, the Partnership shall enter into an agreement with the District in a form to be approved by counsel for the District, agreeing: (A) to use District funds only for the program or programs identified in the Resolution or agreement between the parties; (B) if such programs include direct grants to businesses or entities, to use District funds only for grants to businesses or entities located within the District; and (C) to acknowledge and publicize the District's assistance and contribution to the programs of the Partnership so as to foster good relations between the District and the recipients of the benefits of such programs.

PASSED AND ADOPTED this _____day of _____2025.

_____
Johnny Beach
President, Board of Trustees

ATTEST:

_____
Daphne Stanley
Secretary, Board of Trustees

Agreement

1. This Agreement is between the Garland Independent School District (the "District" or "GISD") and the Garland Economic Development Partnership (the "Partnership").

2. The subject matter of this Agreement is the payment of funds by the District to the Partnership and the conditions for such payment.

3. The purpose of this Agreement is to satisfy the legal requirement that the District maintain sufficient control over this expenditure to ensure that the public purposes of the District will be accomplished.

4. Therefore, in consideration of the agreement by the District to pay $50,000 to the Partnership, the Partnership agrees that:

   A. The Partnership shall use District funds only to assist local businesses adversely affected by District construction projects, to fund educational programs, and/or for programs identified in Exhibit A, and for no other purposes;

   B. Any direct grants made with District funds to businesses or other entities for such purposes may only be made to entities located in whole or in part within the District;

   C. The Partnership shall keep complete records identifying the expenditures made with District funds and shall furnish an accounting to the District at least semi-annually demonstrating that all District funds were spent by the Partnership in accordance with this Agreement. The semi-annual reports must be sent in the March and August following payment. The semi-annual report must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042; and

   D. The Partnership shall acknowledge and publicize the District's assistance and contribution to the programs of the Partnership so as to foster good relations between the District and the recipients of the benefits of such programs.

5. To receive the consideration in the amount of $50,000, the Partnership shall send an invoice to the District in September of the District fiscal year for the payment. The invoice must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042.

6. The term of this Agreement is one year beginning on the date both parties have signed the Agreement. However, the limitations on the Partnership's use of District-paid funds outlined in item 4 of this Agreement remain in effect beyond one year to the extent the Partnership has not expended all of the funds paid by the District or returned unused funds to the District. This Agreement may be renewed for additional one-year terms upon the written agreement of both parties.

7. This Agreement may be terminated by the District or the Partnership with or without cause by providing 30 days advanced written notice. If the Partnership terminates the Agreement, it shall refund to the District all unspent District funds no later than 30 days after the date of termination.

SIGNED and AGREED:

Garland Economic Development Partnership

By: _____

Printed Name: _____

Date: _____

Attest

By: _____

Printed Name: _____

Date: _____

Garland Independent School District

By: _____

Johnny Beach
President, Board of Trustees

Date: _____

Attest

By: _____

Daphne Stanley
Secretary, Board of Trustees

Date: _____

Exhibit A
GISD PARTNERSHIP |2025-2026

Business Retention and Workforce

Our primary aim is to strengthen economic development and ensure the long-term sustainability of the Garland community through actionable initiatives focused on business retention and workforce enhancement. The Garland Chamber of Commerce is committed to collaborating with local employers and educational institutions to gain insights into workforce training and ongoing education requirements. A dedicated Chamber staff member will facilitate seamless communication between educators and employers, ensuring that opportunities are effectively conveyed and utilized. Our initiatives in this area include:

- Participation in workforce conferences related to economic development
- Share ideas for school programs related to workforce development
- Partnering with GISD's Career and Technical Education program
- Promote and Support the Federation for Advanced Manufacturing Education Program
- Collaboration with GISD and PTECH program
- Establishing GISD student internship programs with local companies
- Encouraging business engagement in GISD's Advisory Committee
- Providing continuous support for business partnerships
- Supporting GISD Program Initiatives related to workforce development
- Integrating CTC leadership into all DCMA activities to ensure relevant curriculum and student employment success
- Encouraging and initiating support among manufacturing businesses for career and technical education programs
- Offering grant support for equipment to Career and Technical programs

Marketing

Our Chamber's objective is to serve as the dependable source of up-to-date, pertinent information regarding opportunities for engagement and advancement within the business community. Our focus lies in effectively marketing the district's services and programs to the community. Our marketing initiatives include:

- Showcasing GISD initiatives across the Chamber website and social media channels
- Featuring a dedicated Education section for GISD in the annual DCMA Journal
- Designating a GISD Day within the annual Leadership Garland Program
- Promoting and supporting activities of the Garland Education Foundation
- Recognizing outstanding teachers through the Teacher of the Month program across 56 campuses
- Honoring Counselors through our Excellence In Guidance program and hosting annual lunch
- Presenting the State of the District as one of our Signature Luncheons
- Connecting students with employers through marketing efforts and participation in job fairs
- Encouragement of business speaker participation on Career Day and Discovery Day
- Extending invitations to businesses for Community Football Night

Garland Chamber of Commerce

PARTNERSHIP REPORT FOR GARLAND INDEPENDENT SCHOOL DISTRICT FROM MARCH 2024 – AUGUST 2024

The Partnership: Since 1995, the Garland Independent School District has diligently worked alongside the Garland Chamber of Commerce to promote the economic growth and sustainability of Garland. This partnership has proven instrumental in furthering common goals, especially in nurturing a proficient workforce. This report provides a summary of the initiatives and programs launched in the past six months as a direct result of this partnership. The Chamber continues its steadfast efforts to enhance awareness and rally backing for the outstanding education available across the district, while also introducing innovative pathways for students and educators to pursue success.

BUSINESS RETENTION AND WORKFORCE

Our focus has been on supporting economic development and ensuring the prosperity of the Garland community. We pursue targeted initiatives aimed at retaining businesses and cultivating a skilled workforce, all geared toward achieving tangible results.

- **GISD CTE Advisory Committee** – The CTE Advisory Committee, established in 2019, comprises leaders representing 14 career clusters. This committee collaborates closely with the district's career education department to offer insights into the specific needs of various industries. Its overarching goals are to enhance GISD's capacity by providing tailored instruction and necessary equipment to prepare students in diverse fields such as Agriculture, Architecture, Arts, Business, Education, Energy, Health, Hospitality, Human Services, IT, Law and Public Service, Manufacturing, Science, and Transportation.

  Paul Mayer serves on the CTE Advisory Committee alongside about 20 other local business and community leaders. In this role, he provides guidance to the Career and Technical Education department on curriculum development and building relationships with local industries. Although the committee hasn't met since November, Paul consulted with Carmen Blakey, the new CTE Director, and Coleman Bruman, Executive Director of Secondary Teaching and Learning, on August 16, 2024, to discuss strategies for improving student success.

- **Federation for Advanced Manufacturing Education (FAME)** – Originating as a program developed by Toyota to fulfill their internal need for top-tier maintenance technicians, the initiative has expanded nationwide, encompassing over 300 companies across 29 chapters.

  The TX FAME Dallas Chapter, established in 2019, operates under the auspices of the Chamber's DCMA initiative. It operates closely with Dallas College – Richland Garland Campus and the Gilbreth Reed Career and Tech Center (GRCTC) to identify and enroll candidates in a rigorous two-year program that combines work and academic studies.

  We recruited over 200 students to fulfill the Advanced Manufacturing Technician (AMT) requirements for Garland Manufacturers. These students were interviewed by five local manufacturers and are set to begin the program in September 2024. The graduation ceremony was held on May 16, 2024.

- **GRCTC Job Fair (March 6, 2024)** – Dallas College hosted a job fair on March 6, 2024, at Richland Campus for Garland high school students affiliated with GRCTC, inviting all junior and senior students to attend. An estimated 300 high school seniors participated in the event.

- **CTE Welding Job Fair (April 25,2024)** - South Garland High School held a Career Technology Education (CTE) Job Fair in the campus library from 8:00 AM to 11:00 AM. Organized by Welding Instructor Jon Greuel, the event aimed to connect high school and post-secondary students with industry partners. The job fair attracted various participants, including the Garland Chamber of Commerce, Mitchel Welding, Garland ISD Human Resources, Carter Blood, Medical City, Parkland Hospital, and Supercuts, with a total of 25 organizations registered to attend. Despite this, turnout was relatively low, with only 40 students present and interactions limited to just four students. The event was further impacted by a fire drill that lasted over 30 minutes.

- **SGHS Automotive Advisory Board (May 8, 2024)** - Paul Mayer serves on the advisory board which met on May 8, 2024.

- **Workforce Grants** – In partnership with Dallas College, we continue to secure grant funds for the third cohort of Dallas FAME students, who will require tuition assistance for the next two years. The ISOW Grant, which exceeds $9 million, has been active for three years and is scheduled to end in January 2025. We are currently awaiting a response from Dallas College to determine if the grant will be extended. Additionally, the ISOW Grant is a valuable resource for manufacturers in Garland, as it can be used for upskilling and reskilling their workforce. Several Garland manufacturers are currently utilizing this grant to train and develop their employees.

- **Pathways in Technology Early College High School Advisory Council –** The Chamber continues to support PTECH programs across all GISD high schools. We have successfully placed industry partners in these schools and are currently collaborating with South Garland High School welding program to implement a PTECH. As the program grows, we are actively working to bring in additional partners to engage more students and industries.

MARKETING INITIATIVES

The Chamber strives to serve as a reliable hub for up-to-date, pertinent information concerning opportunities for engagement and advancement within the business community. Our primary focus lies in effectively promoting the services and programs offered by the district to the wider community.

- **GISD Teacher Recognition –** In collaboration with the Garland Independent School District, the Garland Chamber proudly acknowledges exemplary educators through a dedicated "Teachers of the Month" campaign on social media. From January to May and August to December, while school is in session; the program highlights 4-6 outstanding teachers each month from the 56 GISD campuses within Garland. The Chamber secures an annual sponsor to fund marketing efforts and provide each recognized teacher with a token of appreciation.

During the period from March 2024 to August 2024, twenty-four deserving teachers were honored for their remarkable dedication to the academic progress and personal development of GISD students. The Teacher Recognition posts garnered over 24,328 impressions across various social platforms, including Facebook and Instagram.

- **Signature Luncheon | (August 28, 2024)** - The Signature Luncheon series brings together diverse community leaders on pressing community matters. This event offers professionals from diverse industries a platform to network and delve into topics relevant to the Garland community's growth. On August 28th, the Chamber welcomed over 90 attendees from various local businesses to hear a State of Education address delivered by Superintendent Dr. Ricardo Lopez. The event highlighted the sponsor, Garland ISD Education Foundation.

- **Garland Education Foundation Support (December 2023)** – Since 1990, the Chamber and GISD have fostered a culture of cooperation between the business sector and education through the establishment of an education foundation. Initially, the foundation received funding from the Chamber's annual golf tournament, a tradition that lasted until 2001. This collaborative spirit endures, with the Chamber's President actively serving on the Foundation's Board and providing ongoing financial support for initiatives benefiting GISD students.

  Contributions:
  Sponsor of the Tinsel & Trivia (December) (Support Total $2,360).
  Sponsor of the Education Foundation Golf Tournament (April) | (Support Total $3180)

- **Chamber's Annual Meeting | (January 2024)** – The Chamber's Annual Meeting serves as a pivotal event, offering a platform to commemorate the Chamber's achievements and collaborative endeavors over the past year. This year's gathering provided a momentous occasion to celebrate the outstanding accomplishments of 2023 while offering a glimpse into the exciting prospects for 2024. With 118 attendees, the event was a resounding success, underscoring the Chamber's continued commitment to its members and partners.

- **DCMA Journal | (January 2024)** – Introducing the Dallas County Manufacturers' Association Journal, a new publication that supersedes the longstanding Garland Guide, which has served the community for over 30 years. This journal stands as the ultimate resource for individuals seeking insights into Garland's primary industry, the local supply chain, and its pivotal role in fueling regional economic expansion.
  Publication Details for 2024: 2,000 copies printed. Distribution includes 1,000 copies allocated to Garland manufacturers, with the remainder distributed to businesses across the region.

  As part of our commitment to supporting education, GISD receives 2 complimentary full-size pages within the journal to showcase GISD schools and programs. This promotional space, valued at $3,400, underscores our dedication to fostering collaboration between industry and education.

- **Excellence in Guidance (Mach, April, May & August 2024)** - In collaboration with the Garland Chamber of Commerce and Trusted World, the Excellence in Guidance recognition program aims

to commend the exceptional efforts of Garland Independent School District's (GISD) guidance counselors across Garland, Rowlett, and Sachse campuses. This initiative underscores the dedication, innovation, and effectiveness demonstrated by recipients in offering guidance and support to students, thereby fostering a positive and enriching learning environment. Through this recognition, we aspire to emphasize the pivotal role of guidance counseling and inspire others to pursue excellence in this essential aspect of the Garland school district.

Throughout the months of January to May and August to December, over 100 counselors will be honored for their impactful contributions to GISD students. The Counselor recognition posts from March 2024 through May and August garnered 17,616 impressions across various social platforms, including Facebook and Instagram.

On May 23rd, we hosted a Counselor Appreciation luncheon at the Dallas College Garland Center to honor the 30 counselors recognized from January through May. The event featured a meal generously provided by the Credit Union of Texas.

- **Leadership Garland - Education Day (January 23, 2024**) – As one of the longest-standing and highly esteemed educational training programs offered by the Garland Chamber of Commerce, Leadership Garland remains committed to several core objectives. These include informing participants about Garland's rich history, government structure, social needs, and avenues for improvement. Additionally, the program aims to foster dialogue among participants and current leaders of Garland, encouraging active engagement in community activities for the city's advancement. Moreover, Leadership Garland strives to cultivate a pool of knowledgeable and skilled leaders who can positively influence the local business community.

  During Education Day on January 23, 2024, Class 42, comprising 30 class members, immersed themselves in learning about GISD's diverse programs. The day included interactive sessions, dinner with trustees, and attendance at a Board meeting, providing valuable insights into the educational landscape of Garland.

- **Meet the Candidate's Social Media Campaign (March 2024– May 2024)** - The Garland Chamber hosted a social media campaign for candidates running for the City of Garland City Council and Garland ISD Board of Trustees in the May 2024 General Election. Candidates were invited to participate in a professional video recording session at the Chamber. Each candidate received a copy of the video to use on their personal social platforms. Included in the campaign were details on the Bond package. The social media campaign ran from March 25 – May 4, 2024. Total impressions were 5,051.

- **Social Media Cross Promotion (March 2024 - August 2024)** – Throughout the specified period, the Garland Chamber facilitated cross-promotion between GISD's social media platforms (Facebook, Instagram, and LinkedIn) and the local business community. Relevant information shared on GISD's channels, such as sections from the DCMA Journal or events like GRCTC, were effectively communicated to the business community by the Chamber. This collaborative effort

resulted in cross-promotion posts generating 33,511 impressions across all social platforms, enhancing engagement and information dissemination within the community.

Garland Chamber of Commerce

PARTNERSHIP REPORT FOR GARLAND INDEPENDENT SCHOOL DISTRICT FROM SEPTEMBER 2024 – FEBURARY 2025

The Partnership: Since 1995, the Garland Independent School District has diligently worked alongside the Garland Chamber of Commerce to promote the economic growth and sustainability of Garland. This partnership has proven instrumental in furthering common goals, especially in nurturing a proficient workforce. This report provides a summary of the initiatives and programs launched in the past six months as a direct result of this partnership. The Chamber continues its steadfast efforts to enhance awareness and rally backing for the outstanding education available across the district, while also introducing innovative pathways for students and educators to pursue success.

BUSINESS RETENTION AND WORKFORCE

Our focus has been on supporting economic development and ensuring the prosperity of the Garland community. We pursue targeted initiatives aimed at retaining businesses and cultivating a skilled workforce, all geared toward achieving tangible results.

- **GISD CTE Advisory Committee** – The CTE Advisory Committee, established in 2019, comprises leaders representing fourteen career clusters. This committee collaborates closely with the district's career education department to offer insights into the specific needs of various industries. Its overarching goals are to enhance GISD's capacity by providing tailored instruction and necessary equipment to prepare students in diverse fields such as Agriculture, Architecture, Arts, Business, Education, Energy, Health, Hospitality, Human Services, IT, Law and Public Service, Manufacturing, Science, and Transportation.

  Paul Mayer serves on the CTE Advisory Committee alongside about twenty other local business and community leaders. In this role, he provides guidance to the Career and Technical Education department on curriculum development and building relationships with local industries. Although the committee has not met, Paul is available to discuss strategies for improving student success.

- **Federation for Advanced Manufacturing Education (FAME)** – Originating as a program developed by Toyota to fulfill their internal need for top-tier maintenance technicians, the initiative has expanded nationwide, encompassing over three hundred companies across twenty-nine chapters.

  The TX FAME Dallas Chapter, established in 2019, operates under the auspices of the Chamber's DCMA initiative. It operates closely with Dallas College – Richland Garland Campus and the Gilbreth Reed Career and Tech Center (GRCTC) to identify and enroll candidates in a rigorous two-year program that combines work and academic studies.

  We are actively seeking participants for this year's FAME program to fulfill the Advanced Manufacturing Technician (AMT) requirements of Garland's manufacturers. We have partnered with four manufacturers who will collectively offer fifteen internship positions. The program, paired with college coursework, is set to commence in September 2025.

- **SGHS Automotive Advisory Board (November 13, 2024)** - Paul Mayer serves on the advisory board which met on November 13, 2024.

⌘ **Pathways in Technology Early College High School Advisory Council –** The Chamber continues to support PTECH programs across all GISD high schools. As the program grows, we are actively working to bring in additional partners to engage more students and industries.

⌘ **GISD Football Game Night | (September 27, 2024)**
Every year, we enthusiastically promote GISD's football night to local business owners, offering them a unique chance to connect with the Superintendent and Board of Trustees. Attendees cheered on the teams and relished the exciting football action.

The Chamber extended invitations to five business owners and their families, resulting in the attendance of seven individuals.

MARKETING INITIATIVES

The Chamber strives to serve as a reliable hub for up-to-date, pertinent information concerning opportunities for engagement and advancement within the business community. Our primary focus lies in effectively promoting the services and programs offered by the district to the wider community.

⌘ **GISD Teacher Recognition –** In collaboration with the Garland Independent School District, the Garland Chamber proudly acknowledges exemplary educators through a dedicated "Teachers of the Month" campaign on social media. From January to May and August to December, while school is in session; the program highlights 4-6 outstanding teachers each month from the 56 GISD campuses within Garland. The Chamber secures an annual sponsor to fund marketing efforts and provide each recognized teacher with a token of appreciation.

During the period from September 2024 through February 2025, twenty-nine deserving teachers were honored for their remarkable dedication to the academic progress and personal development of GISD students. The Teacher Recognition posts garnered over 7,255 impressions across various social platforms, including Facebook and Instagram.

⌘ **Garland Education Foundation Support (December 2024)** – Since 1990, the Chamber and GISD have fostered a culture of cooperation between the business sector and education through the establishment of an education foundation. Initially, the foundation received funding from the Chamber's annual golf tournament, a tradition that lasted until 2001. This collaborative spirit endures, with the Chamber's President actively serving on the Foundation's Board and providing ongoing financial support for initiatives benefiting GISD students.

Contributions:
Sponsor of the Tinsel & Trivia and Grant (December) (Support Total $2,659).

- **Chamber's Annual Meeting | (January 2025)** – The Chamber's Annual Meeting serves as a pivotal event, offering a platform to commemorate the Chamber's achievements and collaborative endeavors over the past year. This year's gathering provided a momentous occasion to celebrate the outstanding accomplishments of 2024 while offering a glimpse into the exciting prospects for 2025. With 129 attendees, the event was a resounding success, underscoring the Chamber's continued commitment to its members and partners.

- **DCMA Journal | (February 2025)** – Introducing the Dallas County Manufacturers' Association Journal, a new publication that supersedes the longstanding Garland Guide, which has served the community for over 30 years. This journal stands as the ultimate resource for individuals seeking insights into Garland's primary industry, the local supply chain, and its pivotal role in fueling regional economic expansion.
  Publication Details for 2025: 1,500 copies printed. Distribution distributed to businesses in Garland.

  As part of our commitment to supporting education, GISD receives a complimentary half page Ad within the journal to showcase GISD schools and programs. This promotional space, valued at $1,500, underscores our dedication to fostering collaboration between industry and education.

- **Excellence in Guidance (January 2025)** - In collaboration with the Garland Chamber of Commerce and Trusted World, the Excellence in Guidance recognition program aims to commend the exceptional efforts of Garland Independent School District's (GISD) guidance counselors across Garland, Rowlett, and Sachse campuses. This initiative underscores the dedication, innovation, and effectiveness demonstrated by recipients in offering guidance and support to students, thereby fostering a positive and enriching learning environment. Through this recognition, we aspire to emphasize the pivotal role of guidance counseling and inspire others to pursue excellence in this essential aspect of the Garland school district.

  Throughout the months of January to May and August to December, over one hundred counselors will be honored for their impactful contributions to GISD students. The Counselor recognition posts from September 2024 through January 2025 garnered 9,712 impressions across various social platforms, including Facebook and Instagram. Additionally, all counselors are invited to a celebratory lunch with the sponsor at the end of the school year.

- **Leadership Garland - Education Day (February 20, 2025**) – As one of the longest-standing and highly esteemed educational training programs offered by the Garland Chamber of Commerce, Leadership Garland remains committed to several core objectives. These include informing participants about Garland's rich history, government structure, social needs, and avenues for improvement. Additionally, the program aims to foster dialogue among participants and current leaders of Garland, encouraging active engagement in community activities for the city's advancement. Moreover, Leadership Garland strives to cultivate a pool of knowledgeable and skilled leaders who can positively influence the local business community.

  During Education Day, Class 44, comprising thirty-five class members, immersed themselves in learning about GISD's diverse programs. The day included interactive sessions, dinner with

trustees, and attendance at a Board meeting, providing valuable insights into the educational landscape of Garland.

- **Community Fellowship Breakfast (December 5, 2024)** – The Community Fellowship Breakfast celebrates leadership, diversity and unity in Garland and provides a venue to raise awareness of local nonprofits. A portion of the proceeds will be donated to our "Hometown leader," an identified local nonprofit.

  The Garland Chamber invited 12 GISD students, along with the Choir Director and Assistant Choir Director from Lakeview Centennial High School, to perform at this event. In support of the school's choir program, a $250 donation was made to the arts department.

- **Social Media Cross Promotion (September 2024 - February 2025)** – Throughout the specified period, the Garland Chamber facilitated cross-promotion between GISD's social media platforms (Facebook, Instagram, and LinkedIn) and the local business community. Relevant information shared on GISD's channels, such as sections from the DCMA Journal or events like GRCTC, were effectively communicated to the business community by the Chamber. This collaborative effort resulted in cross-promotion posts generating 17,197 impressions across all social platforms, enhancing engagement and information dissemination within the community.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of Resolution Authorizing Contribution to the Rowlett Chamber Foundation

Consent Agenda

Executive Summary:

In order for the District to enter into an agreement with the Rowlett Chamber Foundation, whereby the District will make a contribution to support the Rowlett Chamber Foundation's efforts, the Board of Trustees must first determine that doing so will serve the District's public purpose. The Board has determined that the contribution will indeed serve the District's public purpose and this resolution spells out that determination as well as what will be required from the Rowlett Chamber Foundation to allow the District to ensure sufficient controls over the use of the District's contribution. The District will then require the Rowlett Chamber Foundation to enter into an agreement with the District after the passage of the attached resolution. Funding will not occur until this agreement is finalized.

The payment amount did not change from the prior year.

Presented to Finance, Facilities and Operations Committee Meeting for review on June 10, 2025.

Administrative Recommendations:

Should the Board desire to make this contribution, they must first determine a public purpose by approving the attached resolution June 24, 2025 at the Regular Meeting.

Recommended Motion for Action Items:

I move to approve the Resolution Authorizing Contribution to the Rowlett Chamber Foundation.

Financial Impact and Funding Source:

199 – General Funds

Resolution

WHEREAS, the Chamber of Commerce of the City of Rowlett, Texas, has created the Rowlett Chamber Foundation ("Foundation") for the purpose of fostering economic development within the City of Rowlett; and

WHEREAS, the Foundation has requested that the Garland Independent School District contribute District funds to the Foundation; and

WHEREAS, the payment by the District will be used by the Foundation to help fund five $1,000 scholarships for graduating seniors, recognition of excellent local teachers, opportunities for District officials to work with City leaders and business owners to encourage open communication and collaboration between all parties, enhancement of educational opportunities for students, and programs identified in Exhibit A; and

WHEREAS, the Board of Trustees of the Garland Independent School District finds that such expenditures will serve the District's public purposes of fostering good relationships with the Rowlett business community so as to engender and encourage support within the business community for the District's mission, providing opportunities for the employment of students on graduation, and encouraging and training students, including students who may wish to start and grown their own businesses; and

WHEREAS, the Board of Trustees further finds that the District will receive adequate return benefit for such expenditure and that such expenditure is necessary for the conduct of the public schools of the District;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES that the Superintendent of Schools of the District is hereby authorized to make a payment of $20,000 to the Rowlett Chamber Foundation, for the purposes listed above.

BE IT FURTHER RESOLVED that before such payment is made, the Foundation shall enter into an agreement with the District in a form to be approved by counsel for the District, agreeing: (A) to use District funds only for the program or programs identified in this Resolution or agreement between the parties; (B) if such programs include direct grants to businesses or entities, to use District funds only for grants to businesses or entities located within the District; and (C) to acknowledge and publicize the District's assistance and contribution to the programs of the Foundation so as to foster good relations between the District and the recipients of the benefits of such programs.

PASSED AND ADOPTED this_____day of_____2025.

_____
Johnny Beach
President, Board of Trustees

ATTEST:

_____
Daphne Stanley
Secretary, Board of Trustees

Rowlett Chamber Foundation Partnership with Garland Independent School District Investment Agreement

Exhibit A

Workforce

- Set up GISD student internship programs with local companies.
- Provide ongoing support for business partnerships.
- Support the strategic vision related to the GISD Bond Program.
- Provide assistance related to CTE leadership to ensure relevant curriculum and student success in finding employment.
- Participate in the GISD Business Advisory Committee.
- Support economic development efforts in local businesses within the district.

Marketing

- Recognition of GISD in the Rowlett Chamber of Commerce online business directory and on the Rowlett Chamber Foundation website.
- Provide opportunity for other online/print advertising such as maps, print directories, etc.
- Promote and support the GISD Education Foundation activities and efforts.
- Promote and support GISD Project Search to promote work opportunities for students with learning challenges; Special Education Department.
- Reserve a minimum of 1 seat for a GISD participant in the Leadership Rowlett program. Name and enrollment fee to be provided by the District.
- Continue to support other District initiatives.
- Recognize the Teacher of the Month from each GISD school in Rowlett at the Rowlett Chamber Monthly Luncheon. (Lunch for the Principals and Teachers paid for by local business sponsors).
- Recognize the Teacher of the Year and the Principal of the Year at the Annual Members Meeting & Community Awards Banquet.
- Allow the GISD Superintendent to present an annual "State of the District" at the September Rowlett Chamber Monthly Luncheon.
- Present five $1,000 scholarships to graduating seniors.

Rowlett Chamber Foundation Partnership with Garland Independent School District Investment Agreement

1. This Agreement is between the Garland Independent School District (the "District" or "GISD") and the Rowlett Chamber Foundation (the "Foundation").
2. The subject matter of this Agreement is the payment of funds by the District to the Foundation and the conditions for such payment.
3. The purpose of this Agreement is to satisfy the legal requirement that the District maintain sufficient control over this expenditure to ensure that the public purposes of the District will be accomplished.
4. Therefore, in consideration of the agreement by the District to pay $20,000 to the Foundation, the Foundation agrees that:
    a. The Foundation shall use District funds for the purposes agreed to in Exhibit A and to fund education programs. Any direct grants made with District funds to businesses or other entities for such purposes may only be made to entities located in whole or in part within the District;
    b. Maintain a GISD seat on the Rowlett Chamber Foundation Board.
5. The Foundation shall keep complete records identifying the expenditures made with District funds and shall furnish an accounting to the District at least semi-annually demonstrating that all District funds were spent by the Foundation in accordance with this Agreement. The semi-annual reports must be sent in March and August. The semi• annual report must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042.
6. The Foundation shall acknowledge and publicize the District's assistance and contribution to the programs of the Foundation so as to foster good relations between the District and the recipients of the benefits of such programs.
7. To receive the consideration in the amount of $20,000, the Foundation shall send an invoice for the payment at the beginning of the GISD fiscal year. The invoice must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042.
8. The term of this Agreement is one year beginning on the date both parties have signed the Agreement. However, the limitations on the Foundation's use of District-paid funds outlined in item 4 of this Agreement remain in effect beyond one year to the extent the Foundation has not expended all of the funds paid by the District or returned unused

funds to the District. This Agreement may be renewed for additional one year terms upon the written agreement of both parties.

9. This Agreement may be terminated by the District or the Foundation with or without cause by providing 30 days advanced written notice. If the Foundation terminates the Agreement, it shall refund to the District all unspent District funds no later than 30 days after the date of termination.

SIGNED and AGREED:

Rowlett Chamber Foundation

By: _____

Printed Name: _____

Date: _____

Garland Independent School District

By:

_____

Johnny Beach

President, Board of Trustees

Date: _____

Attest

By: _____

Daphne Stanley

Secretary, Board of Trustees

Date: _____

Rowlett Chamber Foundation Partnership with Garland Independent School District Investment Agreement

Exhibit A

Workforce

- Set up GISD student internship programs with local companies.
- Provide ongoing support for business partnerships.
- Support the strategic vision related to the GISD Bond Program.
- Provide assistance related to CTE leadership to ensure relevant curriculum and student success in finding employment.
- Participate in the GISD Business Advisory Committee.
- Support economic development efforts in local businesses within the district.

Marketing

- Recognition of GISD in the Rowlett Chamber of Commerce online business directory and on the Rowlett Chamber Foundation website.
- Provide opportunity for other online/print advertising such as maps, print directories, etc.
- Promote and support the GISD Education Foundation activities and efforts.
- Promote and support GISD Project Search to promote work opportunities for students with learning challenges; Special Education Department.
- Reserve a minimum of 1 seat for a GISD participant in the Leadership Rowlett program. Name and enrollment fee to be provided by the District.
- Continue to support other District initiatives.
- Recognize the Teacher of the Month from each GISD school in Rowlett at the Rowlett Chamber Monthly Luncheon. (Lunch for the Principals and Teachers paid for by local business sponsors).
- Recognize the Teacher of the Year and the Principal of the Year at the Annual Members Meeting & Community Awards Banquet.
- Allow the GISD Superintendent to present an annual "State of the District" at the September Rowlett Chamber Monthly Luncheon.
- Present five $1,000 scholarships to graduating seniors.

	A	B	C	D	E	F	G
1	**Rowlett Chamber Foundation Expenditure Report**						
2	**March 1, 2024 - July 31, 2024**						
3	**Month**	**Project/Meeting**	**Description**	**Chamber Staff**	**Others**	**Hours**	**Expenditures**
4	Mar-2024	GISD Education Foundation	GISD Board meeting	Sharon Mayer	Lisa Cox, Board members	1.5	
5	Mar-2024	Keep Rowlett Beautiful	Earth Day Celebration sponsorship				
6	Apr-2024	Rowlett Chamber Foundation	Business Improvement Grant for Quinn Pediatrics	Sharon Mayer	Chamber Foundation Board		
7	May-2024	GISD Education Foundation	GISD Board meeting	Sharon Mayer	Lisa Cox, Board members	1.5	
8	Jun-2024	GISD Education Foundation	GISD Board meeting	Sharon Mayer	Lisa Cox, Board members	1.5	
9	Jun-2024	Rowlett Chamber Foundation	High School Scholarship - Jonathan Chavez	Sharon Mayer	Chamber Foundation Board		
10	Jun-2024	Rowlett Chamber Foundation	High School Scholarship - Naomi Vinson	Sharon Mayer	Chamber Foundation Board		
11	Jun-2024	Rowlett Chamber Foundation	High School Scholarship - Julia Currie	Sharon Mayer	Chamber Foundation Board		
12	Jun-2024	Rowlett Chamber Foundation	High School Scholarship - Mary Provost	Sharon Mayer	Chamber Foundation Board		
13	Jun-2024	Rowlett Chamber Foundation	High School Scholarship - Skylar Jones	Sharon Mayer	Chamber Foundation Board		
14							
15							
16							
17							$6,393.50

	A	B	C	D	E	F	G
1	**Rowlett Chamber Foundation Expenditure Report**						
2	**August 1, 2024 - February 28, 2025**						
3	**Month**	**Project/Meeting**	**Description**	**Chamber Staff**	**Others**	**Hours**	**Expenditures**
4	Aug-2024	Rowlett Chamber Foundation	Business Improvement Grant for Phenix Salon Suites	Sharon	Chamber Foundation Board		
5	Aug-2024	Rowlett Chamber Foundation	Business Improvement Grant for Grain and Berry	Sharon	Chamber Foundation Board		
6	Sep-2024	Rowlett Chamber Foundation	Business Improvement Grant for MOMO & Curry	Sharon	Chamber Foundation Board		
7	Oct-2024	Rowlett Chamber Foundation	Tinsel & Trivia Sponsorship	Sharon	Chamber Foundation Board		
8	Oct-2024	Rowlett Chamber Foundation	Business Improvement Grant for Acacia Collective	Sharon	Chamber Foundation Board		
9	Nov-2024	Rowlett Chamber Foundation	Business Improvement Grant for The Grove Community Church	Sharon	Chamber Foundation Board		
10	Dec-2024	Rowlett Chamber Foundation	Tinsel & Trivia Scholarships	Sharon	Chamber Foundation Board		
11	Jan-2025	Rowlett Chamber Foundation	Business Improvement Grant for Rowlett Café	Sharon	Chamber Foundation Board		
12	Jan-2025	Rowlett Chamber Foundation	Teacher Luncheon recognition awards	Sharon			
13							
14							
15							
16							**$19,032.93**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of Resolution Authorizing Contribution to the Sachse Economic Development Corporation

Consent Agenda

Executive Summary:

In order for the District to enter into an agreement with the Sachse Economic Development Corporation, formerly known as the Sachse Chamber of Commerce, whereby the District will make a contribution to support the Sachse Economic Development Corporation's efforts, the Board of Trustees must first determine that doing so will serve the District's public purpose. The Board has determined that the contribution will indeed serve the District's public purpose and this resolution spells out that determination as well as what will be required from the Sachse Economic Development Corporation to allow the District to ensure sufficient controls over the use of the District's contribution. The District will then require the Sachse Economic Development Corporation to enter into an agreement with the District after the passage of the attached resolution. Funding will not occur until this agreement is finalized.

Presented to Finance, Facilities and Operations Committee Meeting for review on June 10, 2025.

Administrative Recommendations:

Should the Board desire to make this contribution, they must first determine a public purpose by approving the attached resolution June 24, 2025 at the Regular Meeting.

Recommended Motion for Action Items:

I move to approve the Resolution Authorizing Contribution to the Sachse Economic Development Corporation

Financial Impact and Funding Source:

199 – General Funds

Resolution

WHEREAS, the City of Sachse, Texas, has created the Sachse Economic Development Corporation ("Corporation") for the purpose of fostering economic development within the City of Sachse; and

WHEREAS, the City has requested that the Garland Independent School District contribute District funds to the Corporation; and

WHEREAS, the payment by the District will be used by the Corporation to help fund the recognition of excellent local teachers, opportunities for District officials to work with City leaders and business owners to encourage open communication and collaboration between all parties, enhancement of educational opportunities for students, and programs identified in Exhibit A; and

WHEREAS, the Board of Trustees of the Garland Independent School District finds that such expenditures will serve the District's public purposes of fostering good relationships with the Sachse business community so as to engender and encourage support within the business community for the District's mission, providing opportunities for the employment of students on graduation, and encouraging and training students; and

WHEREAS, the Board of Trustees further finds that the District will receive adequate return benefit for such expenditure and that such expenditure is necessary for the conduct of the public schools of the District;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES that the Superintendent of Schools of the District is hereby authorized to make a payment of $10,000 to the Sachse Economic Development Corporation, for the purposes listed above.

BE IT FURTHER RESOLVED that before such payment is made, the Chamber shall enter into an agreement with the District in a form to be approved by counsel for the District, agreeing (A) to use District funds only for the program or programs identified in the Resolution, (B) if such programs include direct grants to businesses or entities, to use District funds only for grants to businesses or entities located within the District, (C) to acknowledged and publicize the District's assistance and contribution to the programs of the Chamber so as to foster good relations between the District and the recipients of the benefits of such programs. The Superintendent of Schools shall have the authority to execute such agreement on behalf of the District.

PASSED AND ADOPTED this 24th day of June 2025

_____
Johnny Beach
President, Board of Trustees

ATTEST:

_____
Daphne Stanley
Secretary, Board of Trustees

Exhibit A

SACHSE ECONOMIC DEVELOPMENT CORPORATION
GARLAND INDEPENDENT SCHOOL DISTRICT INVESTMENT

Workforce
Setting up GISD student internship programs with local companies
Ongoing support for business partnerships as mandated by HB 5
Support with the strategic vision related to the GISD Bond Program
Provide assistance related to CATE leadership to insure relevant curriculum and student success in finding employment
Provide diverse opportunities that enrich quality of life and experiences of District students

Marketing
Inclusion on Sachse Chamber of Commerce membership directories and website listings
Opportunities to provide information about the District at Chamber luncheons
Promote and support the GISD Education Foundation activities
Inclusion in participation at the Sachse Fallfest

Agreement

1. This Agreement is between the Garland Independent School District (the "District") and the City of Sachse Economic Development Corporation (the "Corporation").

2. The subject matter of this Agreement is the payment of funds by the District to the Corporation and the conditions for such payment.

3. The purpose of this Agreement is to satisfy the legal requirement that the District maintain sufficient control over this expenditure to ensure that the public purposes of the District will be accomplished.

4. Therefore, in consideration of the agreement by the District to pay $10,000 to the Corporation, the Corporation agrees that:

   A. The Corporation shall use District funds only to help assist local businesses adversely affected by District construction projects, to fund educational programs, and/or for programs identified in Exhibit A, and for no other purposes;

   B. Any direct grants made with District funds to businesses or other entities for such purposes may only be made to entities located in whole or in part within the District;

   C. The Corporation shall keep complete records identifying the expenditures made with District funds and shall furnish an accounting to the District at least semi-annually demonstrating that all District funds were spent by the Corporation in accordance with this Agreement. The semi-annual reports must be sent in the March and August following payment. The semi-annual report must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042; and

   D. The Corporation shall acknowledge and publicize the District's assistance and contribution to the programs of the Corporation so as to foster good relations between the District and the recipients of the benefits of such programs.

5. To receive the consideration in the amount of $10,000, the Corporation shall send an invoice to the District in September of the District fiscal year for the payment. The invoice must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042.

6. The term of this Agreement is one year beginning on the date both parties have signed the Agreement. However, the limitations on the Corporation's use of District-paid funds outlined in item 4 of this Agreement remain in effect beyond one year to the extent the Corporation has not expended all of the funds paid by the District or returned unused funds to the District. This Agreement may be renewed for additional one-year terms upon the written agreement of both parties.

7. This Agreement may be terminated by the District or the Corporation with or without cause by providing 30 days advanced written notice. If the Corporation terminates the Agreement, it shall refund to the District all unspent District funds no later than 30 days after the date of termination.

SIGNED and AGREED:

The City of Sachse Economic Development Corporation

By: _____

Printed Name: _____

Date: _____

Attest

By: _____

Printed Name: _____

Date: _____

Garland Independent School District

By: _____

Johnny Beach
President, Board of Trustees

Date: _____

Attest

By: _____

Daphne Stanley
Secretary, Board of Trustees

Date: _____

Exhibit A

SACHSE ECONOMIC DEVELOPMENT CORPORATION
GARLAND INDEPENDENT SCHOOL DISTRICT INVESTMENT

Workforce
Setting up GISD student internship programs with local companies
Ongoing support for business partnerships as mandated by HB 5
Support with the strategic vision related to the GISD Bond Program
Provide assistance related to CATE leadership to ensure relevant curriculum and student success in finding employment
Provide diverse opportunities that enrich quality of life and experiences of District students

Marketing
Inclusion on Sachse Chamber of Commerce membership directories and website listings
Opportunities to provide information about the District at Chamber luncheons
Promote and support the GISD Education Foundation activities
Inclusion in participation at the Sachse Fallfest

GISD Grant Expenditures

Grant			
	Garland ISD	2023-2024 Grant	$ 10,000.00

Date	**Organization**	**Description**	**Amount**
11/24/2023	Sachse High School Class of 2024 Booster Club - Orange Level Sponsorship	2023 Turkey Trot	$ 750.00
12/1/2023	Garland ISD Education Foundation	Tinsel & Trivia	$ 6,824.00
3/29/2024	Sachse High School Class of 2024 Booster Club	Sachse High School Cornhole Tournament	$ 2,000.00
4/28/2024	Garland ISD Education Foundation	Golf Tournament	$ 1,500.00
Balance			**$ (1,074.00)**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Ms. Angela Daniels, Student Engagement Support Services Program Administrator
Dr. Babetta Hemphill, Executive Director of Student Services and School Choice

Subject: Attendance Waivers for Low Attendance and Missed School Days

Action Item

Executive Summary:

Presentation of the Low Attendance and Missed School Day Waivers

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

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

(b) The school district must submit an application to the commissioner not later than the 31st day before the district intends to take action requiring a waiver.

Due to extreme cold conditions, attendance was low throughout the district on February 19, 2025. Attendance at Rowlett High School remained low on February 20, 2025, because of inclement weather in the area. We are requesting that the Commissioner waive the low attendance for those days. Additionally, Brandenburg Middle School was closed on March 10, 2025, due to a plumbing issue that raised health concerns. We must request a missed school day waiver to account for the day of missed instruction.

Administrative Recommendations:

Administration recommends approval.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Recommended Motion for Action Items:

Move to approve the requested Waivers for Low Attendance and Missed School Days during the 2024-25 school year.

Financial Impact and Funding Source:

N/A

2024-2025 Attendance Waiver Requests

June 24, 2025

Attendance Waivers

Types of Waivers

Low Attendance

Districts or campuses can request a waiver to excuse any instructional days from ADA and FSP funding calculations that have attendance at least 10 percentage points below the last school year's overall average attendance, for the district or applicable campus due to inclement weather, health, or safety-related issues.

Missed School Day

Districts or campuses can request a waiver for excused absences if instructional days are missed due to inclement weather, health, safety-related, or other issues.

February 3, 2025

Type of Waiver

District Low Attendance Day

Reason

Other

Things to Know

Many parents were concerned about the events of the day.

February 19, 2025

Type of Waiver

District Low Attendance Day

Reason

Weather

Things to Know

The temperature was below freezing on this day causing low attendance throughout the district.

February 20, 2025

Type of Waiver

Campus Low Attendance Day - Rowlett High School

Reason

Weather

Things to Know

Below freezing weather. Icy road conditions in the Rowlett area

March 4, 2025

Type of Waiver

Campus Low Attendance Day -
Rowlett High School

Reason

Weather

Things to Know

Severe thunderstorm and destructive winds kept students from attending school

March 10 , 2025

Type of Waiver

Campus Missed School Day- Classical Center at Brandenburg

Reason(s)

Health / Safety

Things to Know

A pipe burst making plumbing unavailable and the building unusable.

Questions



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of MOU with Region 10 Education Service Center

Action Item

Executive Summary:
The purpose of this Memorandum of Understanding is to create a cooperative arrangement whereby member districts may provide for efficient delivery of legally required special education and related services to eligible students who need additional emotional and behavioral support. The Region 10 Education Service Center (ESC) has secured partnerships with Chancelight Behavioral Health, Therapy, & Education and Specialized Education Services, Inc. (SESI) to provide a therapeutic learning environment for students, that includes a social worker, behavior specialist, and program director, as well as classroom teachers and assistants in McKinney ISD, Allen ISD, Plano ISD, and Wylie ISD. The partnership would expand the district's special education continuum of services. This program would be limited to students who require more services than are available in the Functional Behavior Environment (FBE) Classroom and who may otherwise be referred to a residential placement. Referral decisions are subject to the Admissions, Review, and Dismissal (ARD) committee recommendations. There are currently four students who attended the program in 2024-25 and expected to return. Three additional students are being considered for a recommendation to their ARD committee for the 2025-2026 school year.

Administrative Recommendations:
Administration recommends approval of the MOU with Region 10 ESC

Recommended Motion for Action Items:
Recommend to approve the MOU with Region 10 ESC

Financial Impact and Funding Source:
$410,164 using 199 Funds

Memorandum of Understanding

Regional Behavior Program Student Seats Agreement

1. Purpose of Document

This Memorandum of Understanding ("MOU" or "Agreement") is by and between Region 10 Education Service Center ("Region 10") and Garland ISD ("LEA" of "Sending LEA" or "Sending District"), outlining the mutual responsibilities and agreements surrounding the LEA purchasing access to a Special Education program operated by an third-party vendor of Region 10 ("Third-Party Program") for the purpose of providing services to students with disabilities served in Special Education.

Upon Region 10 securing a service agreement with a third-party vendor for the implementation of functional and academic program classrooms for high needs students with disabilities, LEA agrees to the following:

- Sending LEA will purchase 3 Functional Program classroom spaces for potential student placement into a Third-Party Program classroom ("seats") and 4 Academic program seats.

** Final pricing will be based on the specific location and parameters of the Third-Party Program classroom. The pricing assumes the purchase of the classroom collectively, and that it is located at a single programming site. In the event that the classrooms are not in the same location, additional staffing may be required.*

In addition to the seat obligations above, LEA agrees as follows:

2. Third-Party Program Classroom Information

For school year 2025-2026, the Third-Party Program will consist of classroom(s) co-located at multiple sites hosted by school districts within the Region 10 boundaries, serving students in who are currently eligible for Special Education educational services through IDEA. Students may be placed in the Third-Party Program classroom through a Sending District's ARD Committee ("ARDC"). Upon placement, the Student's IEP shall be updated to reflect the scope and intensity of service delivered in a more restrictive setting, in addition to defining clear criteria for consideration of reintegration into a District's Least Restrictive Environment. LEA agrees to cooperate with representatives of the Third-Party Program vendor and Region 10 during the ARDC and IEP development process during a student's assignment to the Third-Party Program.

The Third-Party Program's Regional/Site Director and/or Designee shall review all placement considerations in collaboration with the Sending District. Considerations of available data, availability of seats in the Third-Party Program, and ARDC recommendations shall be reviewed, along with any other relevant data or information. The potential for a more restrictive placement option shall be discussed with Parents/Guardians prior to the Third-Party Program's involvement.

3. Third-Party Program Implementation and Responsibilities

The Third-Party Program classrooms will provide services and supports to students placed in the classrooms in accordance with the agreement between Region 10 and the Third-Party Program. The Host District and Sending District responsibilities are set forth in Exhibits A and/or B, and incorporated herein for all purposes. The Third-Party Program vendor responsibilities include, but are not limited to:

A. The hiring, background checks, and onboarding process of staff. Third-Party Program staff will provide sufficient staff for courses offered in the Third-Party Program to maintain a safe and appropriate learning environment and to adhere to all applicable guidelines and mandates from the State Board of Education.
B. Specialized Instruction services for a 10-month school year with the number of days not to exceed one hundred and eight (180) school days, at the State's established minimum requirement of instructional hours on a daily or annual basis. The School Calendar and Third-Party Program hours shall be mutually defined and aligned with the Host LEA calendar.
C. Access to Student Counseling and Mental Health Services, as required with each Student's IEP and as needed resulting from a Student's Behavioral or Mental Health Crisis.
D. Provide reports of student progress on IEP goals and objectives at regular intervals.
E. Notify the sending LEA of any complaints or incidents that pose a threat of imminent harm or may cause a due process hearing.
F. Notify the sending LEA of any issues or incidents involving their students that would require Third-Party Program staff to make a mandatory report to DFPS or any other state agency.
G. Reasonably cooperate with the Sending and/or Host LEA in any investigations of misconduct, due process hearings, complaints, or any other litigation.
H. Collaborate with the sending LEA regarding a student's limited or lack of progress in the Third-Party Program.
I. Coordinating with Sending LEA to ensure that any Free and Reduced Lunch Program paperwork is coordinated so that a Sending LEA's student may access the Host LEA's food service facilities.
J. Maintain the confidentiality of Sending LEAs' personally identifiable student information and Third-Party Program vendor information in accordance with the provisions set forth in Exhibits A and B.

4. Region 10 Roles and Responsibilities

Region 10 agrees to the following roles and responsibilities:

A. Act as a liaison and facilitator between the sending LEA, host LEA, and the Third-Party Program to assist with students transitioning into or out of a program classroom.
B. Work as a collaborative partner with host LEAs and the Third-Party Program to ensure appropriate implementation of services for students placed in program classrooms.
C. Conduct on-site visits to Third-Party Program classrooms to provide support to classroom staff and address concerns that may arise in implementing programming for students.

5. Sending LEA Roles and Responsibilities

Sending LEA agrees to the responsibilities and obligations set forth in their agreement with Region 10, including, but not limited to, the following roles and responsibilities:

A. Allow Third-Party Program staff to have access to relevant records, files, or personnel deemed necessary to provide appropriate services to students placed in a Third-Party Program classroom.
B. Provide transportation of students to/from the Third-Party Program classroom in accordance with their IEP transportation services, unless sending LEA, Host LEA and program mutually agree in writing otherwise.
C. Be responsible for delivering FAPE and any related services outlined in a student's IEP.
D. Collaborate with the Third-Party Program regarding a student's limited or lack of progress in the Program.

6. Compliance with State and Federal Legal Requirements

Region 10 agrees to ensure that the Third-Party Program vendor(s) identified to implement the services in the classroom hosted at LEAs is contractually obligated to comply with all federal, state, and local laws, rules, and regulations in relation to the education of students. Third-Party Program staff will be contractually obligated to ensure that the special education programming and administrative services provided meet the requirements of all applicable federal and state statutes and regulations, including, but not limited to the Texas Education Code ("TEC"), Texas Administrative Code (TAC), Texas Constitution, Texas Statutes, IDEA, the Family Educational Rights and Privacy Act ("FERPA"), and Section 504 of the Rehabilitation Act ("Section 504"), and that it has policies and procedures in place related to following these laws.

7. Compliance with Host LEA Policies and Procedures

Third-Party Program staff shall be subject to all the host LEA's rules, regulations, and policies while on host LEA property or while attending LEA-related or LEA-sponsored events on or off LEA property with students. Further, Third-Party Program staff shall follow all procedures of the LEA campus on which the Third-Party Program provides services to students. The host LEA reserves the right to exclude any Third-Party Program staff members who do not comply with the LEA's policies.

8. Third-Party Program Status As an Independent Contractor

Third-Party Program vendor is and shall at all times be deemed to be an Independent Contractor and shall be wholly responsible for the manner in which it performs the services required of it by the terms of this Agreement. Nothing herein shall be construed as creating the relationship of employer and employee, or principal and agent, between the District and the Third-Party Program or any of the Third-Party Program's agents or employees. Third-Party Program will assume exclusively the responsibility for the acts of its employees as they relate to the services provided during the course and scope of their employment. Third-Party Program vendor staff members, its agents, and employees, shall not be entitled to any rights or privileges of Host LEA District or Region 10 employees and shall not be considered in any manner to be Host LEA District or Region 10 employees.

9. Third-Party Program Status as a School Official

In the course of providing the services under the Agreement between Region 10 and the Third-Party Program, representatives, employees, and agents of the Third-Party Program vendor may receive information contained in educational records relating to sending LEA students. Third-Party Program vendor is performing an institutional function, which is educating the Student. Third-Party Program vendor staff and Region 10 staff monitoring the Third-Party Program are hereby designated a "school official" for the purpose of receiving confidential student information in accordance with 20 U.S.C.A. 1232g (The Family Education Rights and Privacy Act). Third-Party Program vendor will agree through its agreement with Region 10 that Sending LEA maintains full control over the educational records divulged to the Third-Party Program vendor and Region 10. Third-Party Program will agree through its agreement with Region 10 that the educational records relating to students served in Third-Party Program classrooms will not be disclosed or used for purposes other than furtherance of the services provided.

10. Non-Compete for Employment

During the Team of this Agreement, the LEA agrees not to indirectly hire, attempt to hire, or solicit for employment any Third-Party Program vendor staff. However, nothing in this clause will prevent Third-Party Program staff from seeking alternative employment or responding to public advertisements for positions available during or after the term of the Agreement. In such a case, the LEA agrees to encourage any applicants from the Third-Party Program to provide adequate notice to the Third-Party Program so that a replacement may be found with minimal disruption.

11. Related Service Needs of Students in Third-Party Program Classrooms

Unless otherwise provided for in the agreements between Region 10 and the Third-Party program vendor, students related service needs for counseling services will be provided by the Third-Party Program classroom and their staff. Any additional related services or special education needs outside of the scope of the Third-Party Program services for the student will be provided by sending LEA, including but not limited to:

- Speech/Language Therapy
- Occupational Therapy
- Physical Therapy
- Adapted Physical Education
- Transportation Services
- In Home and/or Parent Training
- Other related services identified as needed to provide FAPE outlined in a student(s) IEP

12. Nursing and Medical Services of Students in Third-Party Program Classrooms

Unless otherwise provided for in the agreements between Region 10 and the Third-Party program vendor, Host District staff shall be responsible for providing basic school nursing services to all students in the Third-Party Program. If a student has unique medical needs, Sending LEA will provide nursing support to the Third-Party Program, such as providing health records, medication or direct medical attention and/or providing delegation training to Third-

Party Program staff. In the event a student has additional individual health needs, provision of these services shall be addressed in accordance with the ARDC and IEP process.

13. Full and Individual Evaluations for Students in Third-Party Program Classrooms

The sending LEA will be responsible for the completion of any Full and Individual Evaluations, Reevaluations, and psycho-educational evaluations needed for students enrolled in a Third-Party Program classroom.

14. ARD Meetings for Students in Third-Party Program Classrooms

The sending LEA will be responsible for the completion of ARDC meetings needed for students enrolled in a Third-Party Program classroom. Sending LEA agrees to invite Third-Party Program staff to attend ARDC meetings and collaborate on scheduling the meeting at a mutually agreed time, and Third-Party Program staff will attend ARDC meetings. In the event an ARDC is needed to address concerns of program implementation or lack of student progress in the Third-Party Program classroom, the sending LEA agrees to inform Region 10 of the meeting and invite Region 10 staff to the meeting.

15. Students Demonstrating Lack of Progress

If a student fails to make adequate progress while attending a Third-Party Program classroom, the Third-Party Program will collaborate with the student's sending LEA to schedule a ARDC meeting to discuss the lack of progress and plans for the student's future placement.

16. Termination for Cause

During the Initial Term, this agreement may only be terminated by either Party if the other Party is in breach of any material provision of this agreement, but only after written notice of breach and an opportunity to cure has been given to the breaching Party. The notice of breach must give the breaching party a reasonably detailed written description of the breach and an opportunity to cure the identified breach at least thirty (30) calendar days in the case of a non-monetary breach and at least ten (10) business days in the case of a monetary breach ("Cure Period"). If the breaching party has not cured the breach by the Cure Period, the party giving notice may terminate this Agreement immediately by giving the breaching party written notice of termination that includes a stated termination date. Upon termination, no further performance, will be required of either Party, except that LEA must pay any fees then due for services rendered and for previously authorized expenses.

17. Termination for Convenience

After the Initial Term, either party may elect to terminate the Agreement by providing written notice to the other party no less than (180) days prior to the end of a school year. Termination for convenience shall be effective no earlier than at the end of the then current school year. Upon termination, no further performance, including payment pursuant for services, will be required of either Party, except that LEA must pay any fees then due for services rendered and for previously authorized expenses up to the date of termination. The LEA acknowledges that all Third-Party Program vendor services are likely to have been completed by the end of a school year and will be due and payable to the vendor.

18. Costs for Seats in Third-Party Program Classrooms

Students may be placed in Third-Party Program classrooms based on the sending LEAs purchased seats. Sending LEA agrees to the purchase of a seat in order to have access to place a student in a Third-Party Program classroom if a placement is determined by an ARDC. Sending LEA agrees to pay Region 10 for the total costs of seats purchased as outlined in this MOU in accordance with the mutually agreed payment schedule indicated in this agreement. LEA agrees to provide payment to Region 10 within 30 days of the date of the invoice.

Sending LEAs are responsible for the costs of seats regardless of whether or not a student is currently enrolled in a Third-Party Program classroom.

19. Seat Payment Details and Schedule

The LEA will receive access to the following Third-Party Program seats for the School Year 2025-2026:

- Functional Third-Party Program classroom seats
  - 2 Functional Program seats at Allen ISD K-6 site - $71,509.00 each
  - 1 Functional Program seats at Plano ISD 8-9 site - $55,346.00 each
- Academic Third-Party Program classroom seats
  - 1 Academic Program seats at McKinney ISD K-5 site- $52,690.00 each
  - 1 Academic Program seats at McKinney ISD 5-8 site - $52,690.00 each
  - 2 Academic Program seats at Wylie ISD 9-12 site - $53,210.00 each

Total Cost of 2025-2026 seats for LEA: $410,164.00

Payment Schedule Options:

	1 Full Payment due August 1, 2025
	10 Monthly Payments due 1st of the month 8/2025 - 5/2026

20. Miscellaneous Terms

- Notices required by this agreement shall be made in writing and delivered to all parties. Notice will be deemed to have been duly given when delivered personally or when deposited in the United States mail, first-class, postage prepaid, and addressed to the other party as provided herein as follows:

To Region 10: Region 10 Education Service Center
Attn: Jennifer Farley
400 E. Spring Valley Rd.
Richardson, Texas 75081
Jennifer.farley@region 10.org
(972) 348-1346

To LEA: Garland Independent School District
Attn: Tanya Vargas Ramos
501 S. Jupiter Road
Garland, TX.75042
(972) 487-3300

- **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise relating to the subject matter of the Agreement which is not contained herein shall be valid or binding.
- **Attorney's Fees.** Each party shall bear his or its own costs and attorney's fees in connection with the instant matter. Each party agrees that it was represented by legal counsel or that it voluntarily chose not to seek legal counsel.
- **Governing Law.** The laws of the State of Texas hereto shall govern the validity of this Agreement and of any terms and provisions, as well as rights and duties of the parties.
- **Venue.** Venue for any action brought to enforce or to interpret the provisions of this Agreement shall be in the State Courts of Dallas County, Texas.
- **Amendment.** This Agreement may be amended by the mutual agreement of the parties hereto in writing to be attached to and incorporated into the Agreement.
- **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason are 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.
- **Legal Construction.** The Agreement shall be deemed drafted equally by all parties hereto. The language of all parts of the Agreement shall be construed as a whole according to its fair meaning, and any presumption or principle that the language herein is to be construed against any party shall not apply. Headings in the Agreement are for the convenience of the parties and are not intended to be used in construing this document.
- **Sovereign Immunity**. It is specifically understood and agreed that nothing contained in this paragraph or elsewhere in Agreement will be construed as an express or implied waiver by a party of its governmental immunity or of its state governmental immunity, or as the assumption by a party of a debt, contract, or liability of another party or of the Third-Party Program vendor.
- **Acknowledgements.** The Parties further acknowledge that they have carefully read the Agreement, that they have consulted with their attorneys prior to executing the Agreement, that they have had an opportunity for review of it by their attorneys, that they fully understand its final and binding effect, that the only promises made to them to sign the Agreement are those stated above and that they are signing the Agreement voluntarily. The Parties also acknowledge that signatures obtained via e-mail, scan, or facsimile are sufficient to execute the Agreement. The Parties agree that an electronic signature is the legally binding equivalent to a handwritten signature and has the same validity and meaning as a handwritten signature.
- **Force Majeure.** Notwithstanding any other provision set forth in this Agreement, the Parties shall not be liable for any failure or delay in performance of any obligation under this Agreement in the event of a "Force Majeure" such as fire, explosion, pandemic,

mandatory quarantine, or other catastrophe, earthquake, epidemic, nuclear incident, sabotage, flood, typhoon or unusually severe weather, war, act of terrorism, strike, riot, civil disobedience, act of God or any governmental law, decree or ordinance or any other force majeure act set forth in Exhibits A or B. Once any Force Majeure event occurs and any inability to perform hereunder or delay in performance caused by such Force Majeure ceases, the party whose performance was so delayed by such Force Majeure event shall promptly perform its obligations pursuant to the provisions hereof.

Signatures of Agreement

_____
LEA Representative
Darrell Dodds
Chief Financial Officer
Garland ISD

_____
Special Populations Director
Dr. Gracie Whitley
Region 10 ESC

EXHIBIT A

Chancelight Roles and Responsibilities

- Chancelight will provide Sending Districts with specialized classroom services across two locations: (i) three functional classrooms within Plano ISD; and (ii) two classrooms within Prosper ISD, consisting of one functional classroom and one behavior-focused classroom, as more specifically described herein; and
- Chancelight provides Sending Districts' students at a Host District location a program intended to serve the educational needs of students with disabilities, who meet the definition of a student with a disability pursuant to the Individuals with Disabilities Education Act ("IDEA").
- Chancelight will notify ESC 10 and the Sending District, and the Parties will work together in good faith to convene an IEP team meeting (also known as "ARD") meeting to identify potential alternative services or placement that allow the student to receive FAPE.
- Chancelight will communicate regularly with the ESC 10 point of contact through email or other electronic communication during the enrollment and Program implementation process.
- Chancelight will assist the Sending or Host District's implementation of the students' assessment program within reasonable parameters. Chancelight will adhere to the timeline and test administration guidelines.
- Chancelight uses evidence based instructional practices to guide the instructional process and differentiate instruction based on student needs.
- Chancelight will collaborate with IEP teams to identify target behaviors and will conduct behavioral assessment(s), as needed, with parent/guardian's consent, to develop individualized positive behavior support plans.
- Chancelight will evaluate and report on progress toward IEP goals quarterly or upon the frequency indicated in the IEP.
- Chancelight will provide sufficient staff for courses offered in the Program to maintain a safe and appropriate learning environment and to adhere to all applicable guidelines and mandates from the State Board of Education.
- Chancelight administrators will provide supervision and training of Chancelight's Program and classroom staff.
- Chancelight shall be solely responsible for (i) selecting and hiring its employees; (ii) paying all wages, health and retirement benefits, insurance, and all applicable employee and employer taxes; (iii) supervising, evaluating, promoting and disciplining its employees; and (iv) managing the employees' conduct, including the method by which the employees carry out their work.

- Chancelight shall cooperate with the Sending District or Host District to accomplish this statutorily mandated employment check for employees who meet the requirements set forth in Texas Education Code 22.0834.
- Chancelight will be responsible for conducting any other criminal background checks on all such potential employees, agents, or subcontractors.
- Chancelight agrees to: (i) ensure all such potential employees, agents, or subcontractors designated to perform services under this Agreement provide written consent for fingerprinting and background checks, as required by applicable federal, state, and local laws, and (ii) instruct all potential Chancelight employees, agents, or subcontractors to cooperate with the Sending District or Host District in the timely scheduling and execution of the fingerprinting process, including providing all necessary documentation and information required to conduct such fingerprinting.
- Chancelight will bear the cost, either directly or through reimbursement to the Sending District or Host District, of the statutorily required fingerprint-based criminal history background checks.
- Chancelight will promptly address the performance or conduct of the reported person in accordance with Chancelight's disciplinary policies.
- Chancelight will provide on-going contact with ESC 10 Director of Special Programs (or designee) and Sending District's Director of Special Education (or designee) to facilitate communication regarding the delivery of instruction and implementation of Program services under this Agreement.
- Chancelight will coordinate with Sending or Host District, as appropriate, to: (i) arrange and schedule a nurse for the administration of required medications during the school day as prescribed by the student's physician(s) and documented on the student's individual health care plan (IHCP) or equivalent document, except that at the Plano location, the nurse provided by Chancelight pursuant to Section 2.4 shall be responsible for such medication administration; and/or (ii) provide training to Chancelight staff, as mutually agreed upon by the parties, to support the administration of required medications during the school day in accordance with each student's IHCP or equivalent document or equivalent document.
- Chancelight will be responsible for the day-to-day operation, instructional program components, staff supervision, and program direction in accordance with company philosophy, policies, procedures, annual goals, and the provisions of this Agreement.
- Chancelight will provide a process for collecting data on the program efficacy. Once compiled, Chancelight will report the results to the Sending District, the Host District, and ESC 10 at an agreed upon timeline. Chancelight agrees that it will use and maintain such data in compliance with all applicable laws and regulations.
- Chancelight will provide on-going professional development and coaching for all Program staff.
- Chancelight agrees to provide regular attendance reports for all students enrolled in the Program.

- Chancelight agrees to maintain the confidentiality of student information, records and data in compliance with all applicable laws and regulations, including all applicable state and federal privacy laws, such as the Family Educational Rights and Privacy Act ("FERPA").
- Chancelight reserves the option to request an IEP, behavioral modification and/or manifestation meeting whenever it is reasonably believed that the IEP requires a discussion or a change to meet the student's needs. These changes may include, but are not limited to, changes in services, modifications, or accommodations.
- Chancelight will coordinate with the Host District to install/maintain its own network and internet circuit at the site or to have the Host District provide one external IP address directly from its internet Chancelight for creation of a Chancelight network for a VPN access into Chancelight's domain. Chancelight will coordinate with Host District to either utilize existing Host District site network infrastructure or install its own wireless infrastructure. Chancelight will provide staff computers and/or devices.
- Chancelight will provide intervention curriculum materials needed to implement the educational programs for assigned students.
- If Host District or Sending District has a 1:1 device program, Chancelight will collaborate with such district in the distribution and collection of the devices. Host District or Sending District, as applicable, will be responsible for all purchases, support, repairs, and maintenance of these devices.
- Chancelight agrees to comply with the non-discrimination policies of the Sending District, Host District, and ESC 10, as are readily available to Chancelight the internet through "TASB policy online" and the entity's name, and with all applicable federal and state laws prohibiting discrimination in educational programs, and all other policies applicable to persons and contractors on school grounds interacting with district students. Chancelight will also cooperate with Sending District and Host District, as requested, relating to any investigation involving students receiving services under the Third-Party Program. Chancelight shall notify Host District campus personnel as soon as practicable following a serious incident relating to a student receiving Program services that violates school policies or state or federal law. Chancelight shall follow up such contact with a notification to the Sending District and ESC 10.
- Chancelight agrees to comply with all state and federal laws governing the mandatory reporting of child abuse. Chancelight shall notify Host District, Sending District and ESC 10 when it has made a mandatory report of child abuse or neglect to the Department of Family and Protective Services/Child Protective Services and/or law enforcement authorities.

Host District Roles and Responsibilities

- The Host District will perform fingerprinting criminal history background checks on all potential employees, agents, or subcontractors of the Chancelight engaged in providing services to students under this Agreement.

- Host District shall remain responsible for all other school health, nurse, mental health, counseling, and related services beyond the specific personnel provided by Chancelight at the designated locations.
- Host District will provide, at no cost to Chancelight, classroom space, office and administrative spaces, and separate areas for additional engagement and support to Chancelight.
- Host District will provide office space for Chancelight administrative support, an IEP meeting space, a de-escalation space, and office/therapy space for related Chancelights.
- Host District will provide keys and any necessary materials for Chancelight staff to access the site.
- Host District may serve Host District-provided pre-prepared hot or cold breakfasts and/or lunches to the students. Chancelight will assist with distribution but will not prepare or provide food services to the students. The parties acknowledge that the Host District and Sending District will be responsible for coordinating which district will provide appropriate food services for Program students.
- Host District will facilitate that Chancelight staff have access, at no cost to Chancelight, to a copy machine for Program use and access to a phone or other appropriate telecommunication system in Chancelight operated classrooms and offices for parent/care provider and student issues.

Sending District Roles and Responsibilities

- Sending District identifies students who need the special education and related services offered by the Program. A Change of Placement IEP meeting is conducted with the student, parent/guardian, Sending District representative and Chancelight representative.
    - The IEPs of students will specify the services offered by the Program on the IEP services page or equivalent section of the IEP. ESC 10 may facilitate with Sending District as needed for Sending District to provide Chancelight with a copy of each student's current, updated IEP and transcripts, if applicable, for office records upon referral or placement into the Program.
    - ESC 10 may also facilitate with Sending District as needed for Sending District to provide a copy of the updated IEP to Chancelight staff at the end of each IEP meeting. Should Chancelight determine that a student's placement in the Program is no longer in their best interest after enrollment, Chancelight will notify ESC 10 and the Sending District, and the Parties will work together in good faith to convene an IEP team meeting (also known as "ARD") meeting to identify potential alternative services or placement that allow the student to receive FAPE.

    - Chancelight will communicate regularly with the ESC 10 point of contact through email or other electronic communication during the enrollment and Program implementation process.
- The Sending District will be responsible for any state and/or district testing that referred students may be required to take each year. This responsibility includes test coordination, training for test administration, provision of testing packets/access, and distribution of student results. Chancelight will assist the Sending or Host District's implementation of the students' assessment program within reasonable parameters. Chancelight will adhere to the timeline and test administration guidelines.
- Sending District will be responsible for providing a copy of the updated IEP to Chancelight staff at the end of each IEP meeting.
- Sending District shall be granted access to the Program to observe its students assigned to the Program during normal working hours.
- Sending District will be responsible for providing student transportation.
- Sending District and will be responsible for providing other IEP-related services (including but not limited to, speech/language, occupational and physical therapy, school health and nurse services (Prosper location only), mental health /counseling and social work services (Plano location only)) as required by each student's IEP at no additional cost to Chancelight; provided, however, that Chancelight shall provide (i) one qualified nurse to be stationed at the Plano location and (ii) one qualified mental health counselor to be stationed at the Prosper location, each available during regular service hours as defined in this Agreement. Except as otherwise provided herein, the Sending District or Host District shall remain responsible for all other school health, nurse, mental health, counseling, and related services beyond the specific personnel provided by Chancelight at the designated locations.
- Chancelight staff has a legitimate educational interest in the students enrolled in their Program. Therefore, Sending District acknowledges that they may disclose necessary educational records of students enrolled in the Program without requiring parental consent.
- Sending District will be responsible for coordinating which district will provide appropriate food services for Program students.
- Sending District or Host District will provide all core curriculum materials and access to online core curriculum platforms.
- Sending District will be responsible for providing all appropriate assistive/adaptive technology, supplies, and equipment for students, as specified in the student's IEP.
- Sending District or its authorized agent will provide transportation to and from the Program in accordance with the student's IEP.

EXHIBIT B

SESI Roles and Responsibilities

- Each classroom will be staffed with
    - 1 certified special education teacher
    - 2 assistant teachers
    - 1 BCBA (BEST Program)
    - 1 licensed Social Worker (ACI Program)
- The Program will provide social, emotional, and behavioral supports, as indicated, based on needs of student population in each classroom
- SESI will implement student individualized education plans
- SESI will provide special education services in a professional manner. If SESI believes that a change in educational programming or placement is necessary, SESI will notify ESC 10 and the Sending District to initiate meetings and conferences.
- SESI Program will comply with all applicable federal, state, and local laws, rules, and regulations in relation to the provision of special education services for students participating in the Program, as well as policies and procedures of Sending Districts and Host Districts.
- SESI will cooperate with Sending District and Host District, as requested, relating to any investigation involving students receiving services under the Program. SESI shall notify Host District campus personnel as soon as practicable following a serious incident relating to a student receiving Program services that violates school policies, including the Host District's Student Code of Conduct, or state or federal law. SESI shall follow up such contact with a notification to the Sending District and ESC 10.
- At Sending District's request, SESI Program teacher(s) or other appropriate representatives from SESI will participate in evaluations and IEP meetings for students participating in the Program.
- SESI will maintain the interior of the classrooms in good condition, that includes reasonable wear and tear for specialized education classrooms.
- Upon request of the Sending District and in a manner as reasonably requested by the Sending District, SESI will provide the Sending District with copies of grade reports, transcripts, progress reports, and any other educational records or other documents necessary to evaluate, develop IEPs.
- SESI will equip the Program classrooms with equipment specific to the Program, including applicable technology and hardware.

- SESI staff will receive training on instructional and behavior management practices, reporting procedures, and safety protocols.
- SESI will report on student progress at regular intervals.
- SESI will notify Sending District and ESC 10 if SESI identifies any IEP components that they cannot deliver.
- SESI will respond to Sending District and ESC 10 requests for student information and records in a prompt and reasonable manner.
- SESI will communicate any concerns about student's education to the Sending District and ESC 10.
- SESI will allow Sending District and ESC 10 reasonable access to Program Facility to evaluate the Program and observe students in order to ensure FAPE is being provided.
- SESI will allow Sending District reasonable access to Program Facility to provide parent tours at a mutually agreed upon date and time.
- SESI will voluntarily appear at due process hearing and otherwise cooperate with Sending District for any due process hearing or other investigations.
- SESI will immediately notify the Sending District and ESC 10 of any complaints or incidents that pose a threat of imminent harm or may cause a due process hearing
- SESI will immediately notify Sending District and ESC 10 of any issues or incidents involving students that require SESI to make a mandatory report.
- SESI will provide an intensive behavior modification system designed to minimize classroom disruptions and maximize learning.
- SESI will deliver end-of-year outcome measures relating to pre and post test academic progress, attendance, behavioral level summary, incidents, etc.
- SESI will provide input as requested or required by the Sending District for student evaluations, IEP development, location of service/placement or other educational purposes.

Host District Roles and Responsibilities

- Host District will provide classroom space, office space, standard school internet and technology infrastructure, standard furniture/fixtures, and other space/equipment necessary for SESI to deliver the Program including access to gymnasium, playgrounds.
- Host District's responsibility to provide daily janitorial and cleaning services to the facilities and classrooms used by the SESI Program
- Host District will be responsible for repairing wear and tear to facility infrastructure, fixtures, and technology.
- Host district will provide food service upon receipt of appropriate Free and Reduced Lunch paperwork provided by the Sending District.
- Host District will provide basic school nursing services (ie. medication delivery, emergency response)

- Host District will provide safety and security resources to the Program and SESI staff to protect the safety and wellbeing of SESI Program students and staff, including threats of violence or emergency.
- Host District will provide criminal background checks and provide SESI will all relevant information and forms to facilitate (SESI will bear the costs of these background checks)

Sending District Roles and Responsibilities

- The Sending District will provide transportation to students to and from the Program.
- The Sending District will provide Related Services outlined in student individualized education plans (with exception of counseling as related service)
- The Sending District will provide school psychologists to participate in assessments and meetings if required.
- The Sending District will be responsible for coordinating the Free and Reduced Lunch paperwork and providing to SESI.
- The Sending District will provide SESI with all relevant student records, files, or access to Sending District personnel necessary for SESI to perform its duties.
- The Sending District will provide SESI Program staff with standard grade level curriculum materials for students placed in the program, including technology and textbooks.
- The Sending District will be responsible for repairing any damage directly caused by students enrolled in the Program.
- The Sending District retains responsibility to provide FAPE to its students.
- The Sending District will hold an IEP meeting to discuss change of placement and changes to IEP prior to enrolling in SESI.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Ramona Morin, Ed.D., Director, Family and Community Engagement

Subject: Consider Approval of Resolution for Event at South Garland High School

Action Item

Executive Summary:
The Garland Chapter of the NAACP has requested the use of South Garland High School for the annual back-to-school backpack booster event. In order for South Garland High School to be used for the event without charge, the Board of Trustees must determine that the use serves the District's public purpose. This resolution serves as a finding of the public purpose and allows the administration to determine necessary controls to ensure the public purpose is carried out.

The event will be held on Saturday, August 9, 2025, from 6:00 am to 3:00 pm. (including set-up and clean-up time)

Administrative Recommendations:
Approval of the Resolution.

Financial Impact and Funding Source:

$1,500

Resolution

WHEREAS, the NAACP Garland Unit desires to use South Garland High School for the annual back-to-school health rally, parent information, and the Kroger Backpack Booster event designed to provide all students who participate with essentials for the start of school; and

WHEREAS, the use of South Garland High School will assist District students in preparing for the new school year, parent information related to K-12, college and postgraduate resources, providing students with basic school supplies, and vaccinations and

WHEREAS, the Board of Trustees of the Garland Independent School District finds that such expenditures will serve the District's public purposes of facilitating District students' education, well-being, preparation for the whole child, and fostering good relationships with the Garland Independent School District community to engender and encourage support within the community for the District's mission and

WHEREAS, the Board of Trustees further finds that the District will receive an adequate return for such expenditure and that such expenditure is necessary for the conduct of the public schools of the District;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES that the Superintendent of Schools of the District or his designee is hereby authorized to allow the NAACP Garland Unit to use South Garland High School without charge and to create documentation providing the exact terms of the use.

BE IT FURTHER RESOLVED that the Board of Trustees waives the fee requirements for the use of South Garland High School for the limited purposes outlined herein.

BE IT FURTHER RESOLVED that the predominant purpose of the expenditure related to the scholarship gala is to accomplish a public purpose, not to benefit private parties, and the District shall retain sufficient control over any expenditure to ensure the public purpose is accomplished.

PASSED AND ADOPTED this 10th of June 2026.

_____

President
Board of Trustees

ATTEST:

_____

Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mr. Jacob Nunez, Director of Innovation

Subject: Waiver for Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes

Action Item

Executive Summary:
If district students take dual credit courses at an Institute of Higher Education (IHE) with a calendar of fewer than 75,600 minutes, including intermissions and recesses, the district may apply for a waiver of the 75,600-minute calendar requirement.

With approval, student attendance could be reported with a different track to reflect the shorter calendar. Reporting student attendance with a separate track will prevent any reduction in state funding.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Move to approve the Waiver for Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes

Financial Impact and Funding Source:

N/A

Waiver Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs)

Guidance from the 2024-25 Student Attendance Accounting Handbook

If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 minutes, including intermissions and recesses, your district may apply for a waiver of the 75,600 minute calendar requirement

In some instances, a student may be taking dual credit courses through an institution of higher education whose calendar is shorter than your school district's calendar. If this is the case, report the student's attendance in TSDS PEIMS with a different track, to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding. Before your district may report such attendance, **it must first apply for and receive a waiver.**

IHE/District Calendars

	Term 1		Term 2	
School Year	DALLAS COLLEGE	GISD Garland Independent School District	DALLAS COLLEGE	GISD Garland Independent School District
2024-25	August 26 - December 12, 2024	August 12 - December 20, 2024	January 21 - May 15, 2025	January 7 - May 23, 2025
2025-26	August 25-December 11 2025	August 11 - December 19, 2025	January 20-May 14 2026	January 6 - May 22, 2026
2026-27	TBD	TBD	TBD	TBD

Number of Students Attending Dallas College

School Year	Garland ISD Students
2024-25	500
2025-26	500
2026-27	500

Questions

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mr. Jacob Nunez, Director of Innovation

Subject: Waiver for Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes

Action Item

Executive Summary:
If district students take dual credit courses at an Institute of Higher Education (IHE) with a calendar of fewer than 75,600 minutes, including intermissions and recesses, the district may apply for a waiver of the 75,600-minute calendar requirement.

With approval, student attendance could be reported with a different track to reflect the shorter calendar. Reporting student attendance with a separate track will prevent any reduction in state funding.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Move to approve the Waiver for Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes

Financial Impact and Funding Source:

N/A

Waiver Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs)

Guidance from the 2024-25 Student Attendance Accounting Handbook

If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 minutes, including intermissions and recesses, your district may apply for a waiver of the 75,600 minute calendar requirement

In some instances, a student may be taking dual credit courses through an institution of higher education whose calendar is shorter than your school district's calendar. If this is the case, report the student's attendance in TSDS PEIMS with a different track, to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding. Before your district may report such attendance, **it must first apply for and receive a waiver.**

IHE/District Calendars

	Term 1		Term 2	
School Year	DALLAS COLLEGE	GISD Garland Independent School District	DALLAS COLLEGE	GISD Garland Independent School District
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2026-27	TBD	TBD	TBD	TBD

Number of Students Attending Dallas College

School Year	Garland ISD Students
2024-25	500
2025-26	500
2026-27	500

Questions

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 Dual Credit Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Agreement Between Dallas College and Garland Independent School District Concerning Dual Credit (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

Garland Independent School District

Approve the Dallas College 2025-26 Dual Credit Agreements

Presentation to
Garland ISD Board of Trustees

Dual Credit Agreements

- **Overall dual credit agreement**
  - Attachment A - Course Guidelines
  - Attachment B - Course Lists
  - Attachment C - Payment of Services
  - Attachment D - Technology
  - Attachment E - Tuition & Fee Guidelines
  - Attachment F - Learning Materials
  - Attachment G - Instructor Guidelines
- **P-TECH/ECHS Inter Local agreements**
  - 6 P-TECH & 5 ECHS inter local agreements
  - EMT dual credit agreement
  - Firefighter course inter local agreement

New for 2025-26

- **Attachment A**
  - TSI language updated to match Texas Higher Education Coordinating Board
    - Students with fewer than 15 credit hours no longer need to be TSI met (via SAT, ACT or TSIA2) to enroll in courses with a TSI prerequisite
      - Students that pass a TSI prerequisite course are then TSI met at all public higher education institutions in the State of Texas

Questions?

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 EMT Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Agreement Between Dallas College and Garland Independent School District Concerning EMT Dual Credit (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
CONCERNING EMT DUAL CREDIT

This Agreement ("Agreement") is made and entered into by and between Dallas College ("Dallas College" or "College"), a Texas political subdivision of higher education, and Garland Independent School District ("School District"), a Texas political subdivision of secondary education, on behalf of Gilbreath-Reed Career and Technical Center ("High School"). The ISD, High School, and College may hereafter be individually referred to as "Party" and collectively as "Parties." The Parties enter into this Agreement pursuant to the following terms and conditions in order to provide eligible High School students (each a "Student" and collectively the "Students") with the lower division college courses ("Courses" or "Dual Credit Courses") enumerated herein:

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

- **A.** Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
- **B.** Attachment B: Course List(s);
- **C.** Attachment C: Payment of Services;
- **D.** Attachment D: Technology Support Addendum;
- **E.** Attachment E: Dual Credit Tuition and Fee Guidelines;
- **F.** Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
- **G.** Attachment G: Dallas College Credentialed Instructor Guidelines.

2. Term: Subject to prior termination of this Agreement as provided in Section 8, the initial term of this Agreement shall be in full force and effect for a period of twelve (12) months. This Agreement begins on August 1, 2025 and ends on July 31, 2026 (the "Initial Term"). Upon mutual written agreement and at least 60 days before the end of the

Initial Term, the Parties may renew this Agreement for up to two, one-year terms (each a "Renewal Term").

3. Statewide Goals for Dual Credit: Pursuant to Texas House Bill 3650 (86TH Legislative Session, 2019) the College and the ISD set forth the following goals for their dual credit offerings to align with statewide goals for dual credit programs in Texas, as prescribed by the Texas Higher Education Coordinating Board (hereinafter the "THECB") and the Texas Education Agency (hereinafter the "TEA").

Goal 1 - Collaborative Outreach Efforts and Benefits

A. College and High School dual credit and advising staff provide dual credit information sessions at middle schools, high schools, colleges and at community events.
B. College Outreach Teams are present throughout the metroplex and provide students and families with information about Dallas College and educational opportunities. The College Outreach Teams also help students make connections with college intake staff.
C. College and High School provide online dual credit information for the public. Information includes dual credit college contact information, dates and deadlines, dual credit state and local requirements, how to enroll in the dual credit program, endorsement connections for guided pathways, and dual credit comments from students and parents.
D. College Outreach, Marketing Offices, and Dual Credit Departments provide dual credit cost savings information to the public. Information includes the benefit of no tuition cost for dual credit courses to dual credit students attending high schools within Dallas County as well as for educationally disadvantaged students attending Texas public high schools outside of Dallas County. And, for all other dual credit students attending high schools outside of Dallas County, such students will benefit by paying the Dual Credit tuition rate for their dual credit courses. To receive the no or reduced cost tuition, the dual credit students must be attending a high school in an independent school district that has executed a dual credit agreement with Dallas College.

Goal 2 - Student Transition to and Acceleration Through Postsecondary Education

A. Students attend college orientation sessions which include information about college degree and certificate options, student support services, and extra-curricular activities.
B. College tours are made available to students.
C. College and High School provide students with Career Interests tools and workshops to help students better identify a program of study that will align with their current and future educational goals and career options.
D. College provides an online resource tool to help students find a career and

related guided pathways. The pathways will help students identify and select approved dual credit courses that are listed within this Agreement, Attachment B.

E. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, or an Associate of Science. College courses, certificates and degree plans are made available within the college's online catalog.
F. College shall provide students with information regarding the requirements of filing a degree plan with the college and consulting with an academic advisor.
G. Students are advised and encouraged to successfully complete dual credit courses that apply toward their selected pathway, certificate, industry certification, and/or degree plan.
H. College and High School provide high school and college degree completion information to students. The College Transfer Services office provides information regarding the transfer of college credit courses from Dallas College to other colleges and universities. The College Transfer Services also provides transfer guides which include courses (course numbers and course names) within the College that will transfer into degree plans at other institutions of higher education.

Goal 3 - Academic and College Readiness Advising and Support Services

A. Students are provided academic and college readiness advising with access to student support services
B. College provides students with career information, degree and certificate options, and academic advising.
C. College provides students with support services to include college success workshops, time management, learning and support centers, tutoring centers, libraries, academic advising and career workshops. Other College support services include the College Health Center and Disability Services Center. Students are encouraged to utilize support services that are available at the College and High School.

Goal 4 - Course Quality and Rigor to Ensure Student Success in Subsequent Courses

A. As required by the THECB, the quality and rigor of Dual Credit courses taught at Dallas College shall be the same at the High School, being sufficient to ensure student success in subsequent courses.
B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.
C. Course/program rigor should be comparable to that of other offerings and clearly at the collegiate level as required by Southern Association of Colleges

and Schools Commission on Colleges (SACSCOC).

D. Content of courses will be college-level and students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dual Credit Guidelines.

4. <u>Scope of Agreement and Limitations of Authority:</u> The Parties agree to the scope of this Agreement as follows:

1. **<u>Purpose:</u>** The purpose of this Agreement is to provide a system under which an eligible high school student enrolls in state approved college course(s) and receives course credit for the course(s) from both the college and high school. Dual Credit enrollment structures education, training, and career exploration to enable students to build academic and technical skills, acquire industry credentials, enter a profession, and advance in higher education. College and High School will approve Students who are qualified to enroll in course enumerated in this Agreement. Courses enumerated under this Agreement (see Attachment B) will be offered at both the College and the High School. Faculty from the College and the High School will conduct these courses. The College is approved by the THECB and the Texas Department of State Health Service ("TXDSHS") to offer the Emergency Medical Technician (“EMT”) Program (“Program”). The ISD and High School desire to provide its secondary students the opportunity to obtain education and training towards an emergency medical technician certification through the College. All courses included in the emergency medical technician certificate program will be offered at the High School and will be consistent with requirements for Students' certificate completion with the timelines established in this Agreement. The courses in this Program will be offered for dual credit to the Students.

   Under this Agreement, qualified Students, as defined under Section 17(B) of this Agreement, are eligible to enroll in classes described in this Section for the College’s Emergency Medical Services – Emergency Medical Technician Basic. This Level 1 Certificate combines classroom teaching with supervised clinical and field experience for Students seeking certification as an Emergency Medical Technician – Basic with the TXDSHS. These courses will allow Students to meet their clinical contact requirements. In the aggregate, these courses are referred to as the Program and include:

   a. Emergency Medical Services Program (“EMSP”) 1501, Classroom, Lecture, and Lab. This course prepares Students for certification as an EMT. Students must successfully complete this course before progressing to the next two courses, listed below.
   b. EMSP 1391, LEC/LAB, Special Topics in Emergency medical

technology/technician. Topics in this course address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the Student. In particular, this course will cover Expanded Scope of Practice, Hazardous Material ("HazMat") awareness and management, Weapons of Mass Destruction ("WMD") events, the national Incident Command System ("ICS"), and Multi Casualty Incident ("MCI") management. This course may be repeated if topics and learning outcomes vary. Consistent with Program requirements, Students enroll in this EMSP 1391 and EMSP 1164 simultaneously.

c. EMSP 1164 – Emergency Medical Technology/Technician, EXT-Practicum. This course is the clinical portion of the Program. This is a health-related work-based learning experience that enables Students to apply specialized occupational theory, skills, and concepts. In this course, Students will complete their clinical/ internships at both of the following:

    i. Fire stations where Students participate in internship shifts with EMS professionals in mobile units from various municipalities. Students participate alongside EMTs and/or Paramedics and perform the latest medical practices and procedures and proper application of life support equipment in a variety of medical emergencies; and
    ii. Hospitals. Students in coordination with the EMT High School Coordinator actively participate alongside hospital personnel performing the latest medical practices and procedures and proper application of life support equipment.
    iii. The College schedules Students for participation in their clinicals/internships.

d. EMSP 1305 – Emergency Care Attendant. The course covers the knowledge and skills for basic emergency medical care. Emphasis is on requirements of national and state accrediting agencies. Preparation for certification as an Emergency Care Attendant (ECA)/Emergency Medical Responder (EMR).

    i. Students who do not successfully complete EMSP 1501 can be enrolled into EMSP 1305 Emergency Care Attendant in lieu of EMSP 1164. EMSP 1305 does not have a clinical component and, therefore, may not be acceptable in lieu of EMT for local fire departments for the Basic Firefighter Level I Certificate.

e. After Students successfully complete these courses:

    i. The College shall verify to the ISD that Students have met these requirements; and

ii. EMT Students will be eligible to take the National Registry of EMT ("NREMT") exam for the EMT basic level.

5. Governance:

A. The EMT Basic Certificate Program under this Agreement shall be:

1) Conducted in a manner consistent with SACSCOC, the TXDSHS and Dallas College policies, regulations, rules, and guidelines; and
2) Subject to the ISD policies, as well as local, , state, and federal laws applicable to EMT programs, the High School administrator will work with the College EMS administrator regarding the instruction, curriculum and philosophy of the Program.

B. EMT-Basic curriculum and instruction will be provided by the College. The appropriate staff from the Parties to this Agreement, will participate in meetings, as necessary, regarding the Program under this Agreement, classroom and clinical issues consistent with TXDSHS, Department of Transportation, SACSCOC and other accrediting bodies.

C. Student evaluation of instruction for the educational services under this Agreement will be conducted by ISD and results thereof will be shared with the College.

D. The College-EMS Clinical Coordinator will establish Student clinical affiliations in the ISD service areas when possible. These agreements will be fully executed before Students participate in clinicals. The Parties to these agreements are Dallas College, on behalf of the College and hospitals and the appropriate contracted City Fire Departments (“Fire Departments”). Contract originals will be retained by the College with copies in the office of the High School Administrator and ISD Administrator.

6. Faculty and Staff:

A. Under this Agreement, the College may provide one or more of its employees to serve in the following capacities:
1) College – EMS Full Time and Adjunct Faculty;
2) College – EMS Clinical Coordinator
3) College – EMS Program Director.

B. College shall administer criminal background checks on College faculty and staff working directly with Students as required by law. Upon reasonable request, the College shall provide documentation evidencing compliance with this provision to the ISD within ten (10) business days.

C. Faculty for lectures, skills, and clinical courses will be arranged by the College-EMS Department Chair.

D. The ISD shall work with the College in securing any substitute instructors, as necessary, to provide educational services under this Agreement. The ISD shall be responsible for compensating any substitute instructor that it provides for the educational services under this Agreement.

7. Termination: Either Party may terminate this Agreement upon 60 calendar days written notice to the other Party effective at the end of the then current semester unless the Parties agree otherwise in writing. Termination of this Agreement shall be in compliance with the guidelines of the TXDSHS. This Agreement may also be terminated if a material breach occurs. A material breach of this Agreement includes but is not limited to a violation of the policies and rules of Dallas College, a misrepresentation or false statement in this Agreement by one of the Parties, or non-performance of the Party's duties under this Agreement. In the event of a material breach, the non-breaching party shall provide the breaching Party with written notice specifying in reasonable detail the nature of such material breach. The Party alleged to be in breach shall have 30 calendar days from the date of receipt of such notice to cure the breach. Failure to cure the breach will result in termination of this Agreement. If this Agreement is terminated during an academic term, Students will be allowed to finish their coursework under this Agreement. In the event this Agreement is terminated while Students are actively participating, Students shall not be penalized, and shall be allowed to complete the required TXDSHS mandated portions of the Program (EMSP 1501 and EMSP 1164) regardless of the reason for termination of this Agreement.

8. Program Management:

A. The Program under this Agreement will be limited to no fewer than 8 and no more than 24 Students unless mutually agreed upon. If fewer than 8 Students participate in this Program, the Parties shall mutually determine whether to cancel or proceed with this Program. Such determination shall not be unreasonably delayed by either Party.

B. Lab/skill classes (load) will be split into several sections of no more than 8 Students each to maintain a 1:8 faculty to student ratio at High School on

scheduled lab/skill dates.

C. The Program will be managed by the College. All paperwork required for TXDSHS and NREMT will be filed by the College. This will include student information relating to Students who will be sitting for the NREMT examination.

D. The College-EMS High School Lead Faculty responsibilities include all of the following:

1) Preparing class schedule for each course: EMSP 1501, EMSP 1391 and EMSP 1164, as well as EMSP 1305 when needed;
2) Prepare lesson plans for courses under this Agreement and provide it to High School;
3) Responsible for creating, distributing and executing all quizzes and tests;
4) Grading and recording weekly grades in compliance with the College and ISD policies for the following:
   a. Quizzes and exams;
   b. Current event papers;
   c. Research papers, clinical case studies, ambulance case studies; and
   d. Preparation and reporting of grades for the following increments: three-week, nine-week and semester grading periods.
5) Ensure, as reasonably practicable, that all facilities and equipment used under this Agreement are consistent with standards established by the College EMSP Department. The College-EMS High School Lead Faculty shall maintain all equipment and order all supplies needed for courses. The ISD shall pay for all required equipment and supplies;
6) In cooperation with the EMS Program Clinical Coordinator, schedule Students at each of the hospitals, clinical sites, ambulance providers, non-fire ambulance providers, and City Fire Departments;
7) Take class attendance and verify attendance with ISD;
8) In cooperation with the EMS Program Director, complete and submit all paperwork needed for TXDSHS and NREMT;
9) Schedule guest speakers and other EMS related activities.
10) Coordinating the instruction for the delivery of the EMT Basic Program including:

    a. Daily classes;
    b. Skills classes;
    c. Clinical sites during after-school hours;
    d. Clinical sites for evenings and weekends; and
    e. Ambulance internships for fall and/or spring.

11) Maintaining files on Students to include forms, waivers, immunizations,

etc.

12) Communicate with the ISD any Student issues; and
13) Other duties as reasonably assigned.

E. Curriculum/Syllabi: The course syllabi will be provided by the College to High School for review approximately one month prior to the first day of class. Any changes to the syllabi, classes, clinical rotations will be negotiated between the ISD and College-EMS High School Lead Faculty in cooperation with the EMS Program Director.

F. Grades: Course grades will be submitted by program faculty according to the Dallas College grading periods. Course grades will be shared with the ISD according to the Data Sharing Agreement titled Data Use and Sharing Agreement Between Dallas College and Garland Independent School District and executed on August 1, 2025.

G. Prior to clinical rotation, High School will be responsible for ensuring that each student has completed or obtained the following:

1) Insurance: The ISD shall:
   a. At its own expense, obtain and maintain Professional Liability and General Liability coverage for the ISD and its students with an insurance carrier authorized to do business in the State of Texas in the amounts of not less than $1,000,000 per occurrence and $3,000,000 aggregate. The College shall be named as an additional insured on a primary insurance basis under insurance coverage for any claims made against the College relating to or arising out of services rendered by the ISD or its students under this Agreement.

   b. Furnish the College with certificates of such insurance prior to the first day of enrollment and prior to the commencement of each term of this Agreement. Upon request of the College, ISD shall furnish proof of insurance or a certificate of insurance. The ISD shall immediately notify the College of any change in coverage or cancellation of insurance.

2) Student social security numbers;

3) Purchase and enroll each student in the Castle Branch and SurScan system for document storage, tracking, follow up, and execution of criminal background, and drug testing; and

4) Immunizations. These immunizations include:

a. Measles, mumps and rubella;
b. Hepatitis B Series; plus the immunity titter test*
c. Tetanus/Diphtheria;
d. Varicella;
e. Tuberculosis and/or a Chest x-ray;
f. Meningitis;
g. Seasonal flu;
h. Titers test*; and
i. Compliance with COVID vaccination if required by the clinical facilities.

9. Facilities: Except for the clinicals, the ISD will provide all facilities relating to the educational services under this Agreement. The College has entered into clinical affiliation agreements with hospitals, other medical facilities and City Fire Departments, ambulance providers, and non-fire ambulance providers for Students to participate in their clinicals.

10. Books and Supplemental Materials: Selection and adoption of the Program textbooks, syllabi, uniforms, and course outlines, applicable to the courses when taught at the High School will be determined the College. The ISD shall have the following responsibilities with respect to books and supplemental materials.

A. The ISD will order and furnish all textbooks and supplemental materials, including SurScan, Castle Branch, EMS Testing, and Platinum Patent software access, required for classes under this Agreement. As reasonably practicable, the ISD shall ensure that students will be furnished with all textbooks required for the educational services under this Agreement by the 1st class date.

B. The ISD will provide a venue for Students to purchase uniforms, supplies and supplemental materials.

C. The ISD will provide funds to cover all examination fees, related to the educational courses under this Agreement. This includes the NREMT exam and DSHS certification fees.

11. Registration and Enrollment Management: The High School will be responsible for student recruitment and advertising. Both the High School and the College will participate in student admissions and enrollment for all students who are qualified, as specified in Section 18(B)(1)(2) of this Agreement. The High School will

provide the College with a roster of students and the College will determine which students are qualified and then enroll them into the Program under this Agreement. Parties to this Agreement shall work collaboratively in good faith to agree upon the dates that attach to the academic calendar for courses within this Program.

A. The following minimum criteria are required for the student to enroll:
   1) Must have completed the College admission application and dual credit verification forms and must meet all EMS Program requirements.
   2) Must clear a criminal background check up on enrolling in any EMS course.
   3) Must clear a drug screen 30 days prior to attending any clinical experience.
   4) Must provide a copy of a state-issued photo ID prior to enrolling in any EMS course.
   5) Must provide documentation of current BCLS (CPR) certification by the American Heart Association or American Red Cross prior to enrolling in any EMS course.
   6) Must provide documentation of medical insurance prior to enrolling in any EMS course.
   7) Must provide documentation of a clear physical upon enrolling in any EMS course.
   8) Must provide shot record documentation that includes the immunizations defined in section 8 (G)(4)
   9) An ISD student must be qualified as defined in Section 18 (B)(1)(2) to enroll in the College dual credit program and enroll in EMSP 1501. All EMSP Classes have a 70% grade average requirement for continued participation as well as a 70% grade requirement as the final grade of each course. Students must achieve the minimum grades required in EMSP 1501 to advance to EMSP 1164 and EMSP 1391. Students not meeting this benchmark will be registered for EMSP 1305 as the alternative pathway (EMR). Students must achieve a minimum of 70% final grade in each of the EMSP courses to receive a certificate of completion for eligibility to sit for the NREMT basic examination.

B. Class Schedules: Students will attend classes at High School consistent with the current ISD academic calendar. During EMSP 1164 the Students will attend orientation and clinical at area local hospitals and City Fire Departments, non-fire ambulance agencies, and other ambulance providers. All transportation to and from hospitals, clinical sites, is the sole responsibility of the student.

C. Registration: The Parties shall register students according to the following

procedures:

1) College applications will be received, processed and retained by the College. Applications for admissions and dual credit enrollment forms need to be submitted in cooperation with the Educational Partnerships enrollment process.
2) Decisions about whether to carry or cancel a class will be made by the College upon consultation with High School. Communication regarding when to cancel course(s) will be handled by the College-EMS High School Campus Lead Faculty and the High School Director assigned to the EMS Program, in consultation with the College-EMS Program Director. The College will be responsible for entering class cancellation per the College cancellation policy.
3) Course section numbers will need to have the College designed numbers, i.e., course number and identification, as required by, and in consultation with Dallas College Curriculum Management Office. Student drops will be processed in a manner consistent with ISD and the College drop policy, as applicable. A Student may be dropped for academic or behavior issues at the discretion of the College. The College also has the discretion to drop a Student from clinical based upon program requirements.
4) The following will be retained by the College and subject to transmittal for audit purpose:
   a. Student applications;
   b. Student drops; and
   c. Grade changes.

12. <u>Confidentiality:</u> For purposes of this Agreement, Confidential Information includes any trade or similar confidential or proprietary information (a) disclosed by one party to the other under this Agreement, whether disclosed in writing, orally, or by observation, that a reasonable person under the circumstances would consider confidential or proprietary; (b) deemed or considered confidential or protected from disclosure under federal, state, or local law; (c), if in writing or other tangible form, conspicuously designated as confidential at the time of delivery by means of a permanent stamp or label bearing a term such as "confidential" or the equivalent; or (d), if disclosed verbally or visually, identified as confidential prior to disclosure and identified in a written summary delivered to the recipient within thirty (30) Business Days after such disclosure. Each party shall treat as confidential all Confidential Information of the other party, shall not use such Confidential Information except as set forth herein, and shall use reasonable efforts not to disclose such Confidential Information to any third party. Without limiting the foregoing, each of the parties shall use at least the same degree of care which it uses to prevent the disclosure of its own confidential information of like importance to prevent the disclosure of Confidential Information disclosed to it by the other party under this

Agreement. Each party shall promptly notify the other party of any misuse or unauthorized disclosure of the other party's Confidential Information. The foregoing restrictions will not apply to information that: (i) is known to the receiving party at the time it receives Confidential Information from the disclosing party; (ii) has become publicly known through no wrongful act of the receiving party; (iii) has been rightfully received by the receiving party from a third party authorized to make such communication without restriction; (iv) is generally furnished to third parties by the owner without a similar restriction of the receiving party's right; or (e) has been approved for release by written authorization of the disclosing party; or (v) is required by law to be disclosed after written notification by the receiving party. In the event either party shares with the other party educational records ("Records) relating to services under this Agreement, the parties acknowledge and understand that such Records may contain information protected or made confidential by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g ("FERPA") and, therefore agree as follows:

A. The ISD designates the College as an ISD official with a legitimate educational interest in the Records; and the College designates the ISD as a Dallas College official with a legitimate educational interest in the Records.
B. Accordingly, each party represents, warrants, and agrees that they will hold Records in strict confidence and in accordance with Section 21(A) of this Agreement

13. Certificate Awarded: Students will be awarded a Dallas College EMT Basic Certificate upon successful completion of all courses and successfully completing all required exams that attach to courses. This **does not** refer the TXDSHS certification to practice EMS. Courses under this Agreement serve to prepare a Student to sit for the NREMT. Successful completion of EMSP 1501 and EMSP 1164, at a minimum, is required for students to receive the TXDSHS/NREMT mandated course completion certificate.

14. Conduct:

A. Students shall adhere to the following:

1) Dallas College Student Code of Conduct;
2) The ISD Student Code of Conduct;
3) EMT policies and procedures at the hospital and municipality where ride-alongs are conducted; and
4) Policy and procedures of any hospitals where Students perform clinicals.

B. The College may refuse to admit Students with disciplinary problems.

15. Safety and Security: If any Student, faculty, or staff, including the College faculty or staff, should experience an accident or sudden illness while on the premises of the ISD, the response to such incidents will be based upon the ISD's regulations, guidelines, and procedures, the ISD is solely responsible for the safety and security of its Students while on ISD premises.

16. Media and Public Relations: Media and public relations regarding the Program will be managed mutually between the College and the ISD. The ultimate decision in matters involving media and public relations regarding the EMS Program rests with the College.

17. Conditions of Service:

A. The Dallas College Dual Credit program falls under the Texas Higher Education Coordinating Rule 19 TAC §§ 4.81 – 4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this Agreement are limited exclusively to Dual Credit for a tuition scholarship for approved dual Credit courses. By written Agreement, students attending high schools in Dallas County, who are enrolled in courses for which they receive joint credit under the Texas Education Code shall not pay tuition. Scholarship is not provided for high school students enrolled in college courses where only college credit is awarded.

B. Under this Agreement, qualified students are defined as: All students wishing to participate in the Dual Credit program for the courses in this Agreement must fill out applications for admission to the College, clearly establish their residency classification, complete the high school student Enrollment Form, provide a current high school transcript of school subjects completed, provide required documentation for all vaccinations which are required prior to participating in clinicals, and complete all other documentation required by the College including but not limited to the items defined in Section 11(A).

C. Each course under this Agreement must be taught using a Dallas College Common Learning syllabus as an outline. Course Objectives, Competencies, and Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the Students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grade. Copies of all major examinations will be submitted for review by the Program and Medical Directors as expressed in TXDSHS Regulations.

D. The College will review the major examinations in each course in order to

document the requirement that skills and concepts contained in the course syllabi are being taught and tested. If a Student is enrolled simultaneously in college and high school pursuant to this Agreement, Parties to this Agreement may share information regarding the Student in compliance with 34 CPF § 99.34(b).

E. A Student shall be required to comply with all requirements prescribed by applicable law or the College policies for continued enrollment in dual credit courses in a following semester.

18. Responsibilities of ISD: The ISD shall:

A. Provide the College with all student admission documentation;

B. Provide the College with a contact person who will fulfill the duties of a Dual Credit EMS High School Campus Coordinator. This position coordinates classes and monitors student progress. The coordinator will utilize their knowledge of learning theories and learning styles to maximize learner success and ensure overall effectiveness of the program. The coordinator will utilize their knowledge of the Texas Department of State Health Services program requirements to track experiential and clinical program requirements. This position resides in the ISD; however, the Coordinator must adhere to program requirements as outlined by Dallas College including reporting to the designated TXDSHS EMS Program Director.

1) Coordinator Knowledge, Skills, and Abilities:
    a. Ability to communicate in a classroom setting;
    b. Must be well organized, able to handle multiple projects concurrently, and be detailed oriented;
    c. Must be able to work well with students, co-workers, partners, and staff of all levels;
    d. Ability to effectively communicate both orally and in writing; and
    e. Knowledge of basic office software and instructional programs.
2) Coordinator Essential Duties/Tasks:
    a. Assist Students in completing all required admissions documents;
    b. Assist with Student orientation;
    c. Deliver to the College in a timely manner all required paperwork including Student transcripts, test scores and enrollment documents;
    d. Serve as liaison with Students, parents, High School personnel and the College personnel;
    e. Facilitate the operation of the Dual Credit program to ensure the smooth and timely operation of the process;
    f. Provide positive reinforcement and motivational incentives;

g. Monitor and maintain records of learner performance and attendance;
h. Schedule and coordinate student field delivery courses, boot-camps, or other similar events with industry partners;
i. Assist with schools and/or other special schools/activities as assigned;
j. Serve as a secondary contact for TDSHS (primary contact is Dallas College);
k. Maintain a clean and neat appearance;
l. Submit class reports, and travel documentation in a timely manner;
m. Submit monthly reports and all associated documentation on time; and
n. Attend all called meetings unless excused by supervisor.

3) Additional Preferred Qualifications:
   a. Meet the Dallas College credentialing requirements to teach Emergency Medical Technician courses
      i. Individuals meeting this qualification would also be tasked with teaching the course content for applicable courses in alignment with the Dallas College Guidelines for Credentialed Instructors

C. Provide the:

1) Classroom facilities appropriate for delivery of the educational services under this Agreement; and
2) The materials and supplies necessary for the courses under this Agreement.

19. <u>Responsibilities of the College:</u> The College shall:

A. Provide faculty, when needed, in addition to the EMS faculty, to monitor the instruction of all courses to assure the quality and uniformity of instruction in accordance with the standards established by the State of Texas, the SACSCOC, and Dallas College. The College will designate staff personnel to monitor and assure adherence to these standards;

B. Provide mandatory orientations and staff development regarding high school policies involved with this dual credit partnership; and

C. Conduct a faculty evaluation in a manner consistent with the College faculty performance evaluation process.

20. <u>Instructional Quality:</u> The ISD will provide or engage qualified personnel to instructional services and coordination activities contemplated by this Agreement. The

ISD will ensure that all instructors that they provide meet or exceed SACSCOC standards and requirements for delivery of the services provided, state requirements, and policies of Dallas College and shall undertake to ensure that ISD and any person acting by or on behalf of the ISD in connection with the delivery of the instructional services know, understands and adheres to all such applicable policies, requirements and standards

21. Compliance: Each Party represents and warrants to the other that it will comply with all applicable state and federal laws, rules or regulations ("Applicable Laws") that relate to their respective obligations under the Agreement. Applicable laws include, but are not limited to:

A. **Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g.** College and High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. Neither College nor High School may disclose information contained in Student records received from the other Party to a third Party, except as permitted or required by this Agreement, required by law, including without limitation, FERPA, or as authorized in writing by the Disclosing Party, the Student or the Student's parent/legal guardian. College and High school must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

B. **Title IX of the Education Amendments of 1972 20 U.S.C.§§1681-1688 ("Title IX").** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation on the basis of any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation on the basis of any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit courses must participate in Title IX Compliance training, either

through a training program available through the College or through a training made available by the High School and/or School District that is comparable in scope and rigor to the one offered by the College Nothing herein shall limit or interfere with the ISD's own investigation of complaints related to its employees and students.

C. **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. Due to the physical requirements of the occupation, EMS Program accommodations are limited.

D. **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

22. Limitations of Authority:

A. Neither Party has authority to act for or on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied. No joint enterprise liability is intended to be created by this Agreement. The Parties enter into this Agreement as independent contractors and neither Party's agents, employees, and representatives shall be considered employees, agents, or representatives of the other Party.

B. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written Amendment to this Agreement. Changes to this Agreement are subject to the approval of each Party's respective legal counsel.

C. Neither Party may incur any debt, obligation expense, or liability of any kind against the other without the other's express written approval.

D. Neither Party to this Agreement shall be deemed to have waived its Sovereign or Governmental Immunities by the approval and execution of this Agreement, nor by the performance of any obligations created by this

Agreement.

23. Miscellaneous Provisions:

A. The ISD shall adhere to:

1) Policies in the Dallas College Board of Trustees ("College Board") Policies and Administrative Procedures Manual, as applicable; and
2) Dallas College Guidelines for Dual Credit Courses which are incorporated into this Agreement by reference as Attachment A. If the Texas Higher Education Coordinating Board adopts new guidelines during the term of this Agreement, those new guidelines shall prevail. The College will promptly provide ISD with a copy of any new or revised Guidelines.

B. Any Dallas College employees and/or agents on any ISD campus or facility shall strictly comply with the policies and procedures adopted by the ISD Board of Trustees ("ISD Board").

C. Parties to this Agreement shall adhere to the following sections of the Texas Administrative Code regarding Emergency Medical Services. If the Texas Legislature adopts new guidelines during the term of this Agreement, those new guidelines shall prevail. As of the effective date of this Agreement, the relevant sections of the Texas Administrative Code are:

1) Title 25, part 1, Chapter 157, subchapter A, rule § 157.2;
2) Title 25, part 1, Chapter 157, subchapter C, rule § 157.32; and
3) Title 25, part 1, Chapter 157, subchapter D, rule § 157.43

D. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statues, rules and regulations.

24. Assignment: Neither Party may assign their interest in this Agreement without the written permission of other Party.

25. Governing Law and Venue: This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts of Dallas County, Texas in any action arising out of or relating to this Agreement. The Parties waive any objection they might have to jurisdiction or venue of such forums or that the forum is inconvenient and agree not to

bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

26. Waiver: The failure of any Party to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

27. Annual Review of this Agreement: The College School of Health Science Administrator and/or Designee, the ISD Administrator and/or Designee will review this Agreement on an annual basis.

28. Fiscal Funding Clause: Notwithstanding any provision contained herein to the contrary, the obligations of the Parties under this Agreement are expressly contingent upon the appropriation and allotment of adequate funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by the Dallas College Board and the ISD Board. The Parties shall make any payment required under this Agreement only from current revenue available to them.

29. Notices: All notices and communications under this Agreement shall be mailed or delivered to the respective Parties by depositing same in the United States mail at the address shown below, unless and until either Party is otherwise notified in writing by the other Party, at the following addresses:

Dallas College
Dr. Tiffany Kirksey
Vice Provost, Educational Partnerships
1601 Botham Jean Blvd
Dallas, Texas 75215-1816

Garland Independent School District
Mr. Darrell Dobbs
Garland ISD Chief Financial Officer
501 S. Jupiter Rd.
Garland, TX 75042
Tel: 972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

30. Force Majeure: Neither Party shall be deemed in violation of this Agreement if either prevented from performing any of the obligations hereunder by reason of, for or through strikes, stoppage of labor, riot, flood, storm, invasion, insurrection, accident, order of court, judge or civil authority, government regulations, an act of God, or any cause reasonably beyond the Party's control and not attributable to its neglect. Each Party shall make all reasonable efforts to mitigate the effects of any such event, and nothing herein shall relieve either Party from payment obligations for good or services already provided.

31. Nondiscrimination: Parties to this Agreement shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

32. Severability: In the event that any provision of this Agreement is late determined to be invalid, void, or unenforceable then the remaining items, provisions, covenants, and conditions of this Agreement shall remain in full force and effect, and shall in no way be affected, impaired, or invalidated.

33. Felony Convictions: Dallas College represents and warrants that Dallas College's agents or employees assigned to perform this Agreement have not and will not have been convicted of a felony offense, or that, if such a conviction has occurred or does occur, Dallas College will fully advise ISD as to the facts and circumstances surrounding the conviction.

34. Parol Evidence and Status of Agreement: This Agreement contains the entire Agreement between Dallas College and ISD and supersedes any prior understandings or oral or written Agreements between Dallas College and ISD on the matters contained herein. No modifications, alterations or waivers of any term, covenant, or condition of this Agreement or any attachments shall be valid unless in writing and executed by Dallas College and ISD.

35. Signatory Clause: The individuals executing this Agreement on behalf of the College and ISD acknowledge that they are duly authorized to execute this Agreement. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement and the Attachments hereto. This Agreement shall not become effective until executed by each Party. Therefore, the Parties to this

Agreement shall begin their respective duties only after the last Party has signed and dated this Agreement.

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in Section 2 of this Agreement.

DALLAS COLLEGE

_____ _____

Dr. Shawnda Floyd, Ed.D., J.D. Date
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

_____ _____

Mr. Darrell Dobbs Date
Garland ISD Chief Financial Officer

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 GHS ECHS Inter Local

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Garland High School Early College High School (ECHS) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
GARLAND EARLY COLLEGE HIGH SCHOOL

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at **310 S. Garland Ave., Garland TX 75040**, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College

To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District

To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Juniper Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 LCHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Lakeview Centennial High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at **3505 Hayman Dr. Garland, TX 75043**, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025, and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses, online or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(h). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Mr. Darrell Dodds
Garland ISD Chief Financial Officer
501 S. Jupiter Rd.
Garland, TX 75042
Tel: 972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Mr. Darrell Dodds **Date**
Chief Financial Officer

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 NFHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Naaman Forest High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

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

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 NGHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to North Garland High School Early College High School (ECHS) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
NORTH GARLAND EARLY COLLEGE HIGH SCHOOL

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at 2109 W. Buckingham Rd., Garland TX 75042, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 NGHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to North Garland High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at 2109 W. Buckingham Rd., Garland TX 75042, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College

To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District

To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 RHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Rowlett High School Early College High School (ECHS) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
ROWLETT EARLY COLLEGE HIGH SCHOOL

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at **4700 President George Bush Hwy., Rowlett TX 75088**, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 RHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Rowlett High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at 4700 President George Bush Hwy., Rowlett TX 75088, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 SGHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to South Garland High School Early College High School (ECHS) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SOUTH GARLAND EARLY COLLEGE HIGH SCHOOL

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at **600 Colonel Dr. Garland, TX 75043**, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025, and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses, online or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(h). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Mr. Darrell Dodds
Garland ISD Chief Financial Officer
501 S. Jupiter Rd.
Garland, TX 75042
Tel: 972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Mr. Darrell Dodds **Date**
Chief Financial Officer

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 SGHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to South Garland High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at **600 Colonel Dr. Garland, TX 75043**, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025, and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

E. Location of the Early College High School/Pathways in Technology Early College High School for grades **9-11** on the **South Garland Pathways In Technology Early College High School campus and as feasible on the Dallas College campus for grades 12**.

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses, online or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(h). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Mr. Darrell Dodds
Garland ISD Chief Financial Officer
501 S. Jupiter Rd.
Garland, TX 75042
Tel: 972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Mr. Darrell Dodds **Date**
Chief Financial Officer

APPROVED AS TO FORM

By: _____

School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 SHS ECHS Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Sachse High School Early College High School (ECHS) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

INTER LOCAL AGREEMENT BETWEEN
DALLAS COLLEGE
AND
GARLAND INDEPENDENT SCHOOL DISTRICT
RELATING TO
SACHSE EARLY COLLEGE HIGH SCHOOL

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at 3901 Miles Rd., Sachse TX 75048, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. Compliance: The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darrell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) **Date**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Dallas College 2025-2026 SHS P-TECH Inter Local Agreement

Action Item

Executive Summary:
Consider and take possible action to approve the Inter Local Agreement Between Dallas College and Garland Independent School District relating to Sachse High School Pathways in Technology Early College High School (P-TECH) (August 1, 2025 – July 31, 2026 including renewal options/no financial impact)

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

STATE OF TEXAS §
§
COUNTY OF DALLAS §

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

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

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

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

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

WHEREAS, the ECHS/P-TECH will be located at 3901 Miles Rd., Sachse TX 75048, with no more than 500 students; and

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

PURPOSE

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

1. **Term.** This Agreement shall be in effect for a period of one (1) year beginning as of August 1, 2025 and ending on July 31, 2026 (the "Term"). At any point prior to the expiration of the Term, the Parties may renew this Agreement for two subsequent one-year terms by written agreement ("Renewal Term").

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

   A. Attachment A: Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools (2025-26);
   B. Attachment B: Course List(s);
   C. Attachment C: Payment of Services;
   D. Attachment D: Technology Support Addendum;
   E. Attachment E: Dual Credit Tuition and Fee Guidelines;
   F. Attachment F: Dallas College Guidelines for Dual Credit Learning Materials; and
   G. Attachment G: Dallas College Credentialed Instructor Guidelines.

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

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

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

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

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

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

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

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

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

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

Goal 1- Outreach Efforts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 4- Course Quality and Rigor:

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

B. College develops and provides directed pathways. Directed pathways will build upon student learning outcomes required for rigorous subsequent college level courses.

C. Content of course will be college-level and ECHS/P-TECH Students will demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

D. Dual credit courses must demonstrate the same quality and rigor as College courses.

E. The College shall ensure that a dual credit course and the college course offered on the College campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

F. ECHS/P-TECH students must maintain satisfactory academic performance in the ECHS/P-TECH program; earn grades of A, B or C in all college courses; and obtain and submit evidence of parental/guardian and school approval for each semester of enrollment in the ECHS/P-TECH.

G. Academic policies applicable to courses taught at the college's shall also apply to dual credit courses.

H. The ECHS/P-TECH shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The College may implement multiple dual enrollment delivery models:

(1). College courses taught on the College campus by College faculty
(2). College courses taught on the high school campus by College faculty
(3). College courses taught on the high school campus by qualified high school faculty
(4). College courses taught virtually, via distance/online/blended learning

5. Scope of the ILA: The purpose and scope of the ILA are as follows:

A. **Governance**: The College Dual Credit program, including the ECHS/P-TECH Program, shall be governed by federal, state, and local laws and regulations, as well as the School District policies and College rules, regulations, policies, and procedures, including, without limitation, policies and regulations set forth in the Dallas College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable guidelines and operational memoranda of the College (collectively the "College Policies"). In the event of a conflict between the School District Policies and College Policies, College Policies shall control.

(1). The ECHS/P-TECH Principal shall:

(a). Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, the School District, and College:

i. Staffing;
ii. Budget;
iii. Student assessment, curriculum and scheduling;
iv. Professional development;

v. Access to school and student data for ECHS/P-TECH Students with permission of the College; and
vi. Parent and community involvement consistent with the mission and needs of the school.

(b). Report to the School District's Superintendent or his/her designee through the established ISD governance structure; and will collaborate with the Vice Provost of Educational Partnerships or designee on matters related to the ECHS/P-TECH.

(c). Serve as the primary contact and spokesperson for the Early College High School/Pathways in Technology Early College High School with the community and College partners.

(d). Serve as the manager of any grant awarded by the TEA in support of the ECHS/P-TECH program.

(2). The ECHS/P-TECH Advisory Committee:

(a). Will serve as an advisory committee to the ECHS/P-TECH Principal and the College President or Designee in developing a coherent program across institutions.

(b). Shall include, but is not limited to, representatives of the School District, which are the ECHS/P-TECH Site-Based Decision-Making Committee ("SBDM"), College, and representatives from industry and the community. The specific membership of the ECHS/P-TECH Advisory Committee will be determined by the Superintendent of the School District, the Vice-Provost of the College, the ECHS/P-TECH Principal, and they shall meet regularly as reasonably agreed upon by the advisory committee.

B. **Location of Class:** The College may offer dual credit courses at its Brookhaven, Cedar Valley, El Centro, Eastfield, Mountainview, North Lake, or Richland campuses;, online; or at an approved School District campus or another location approved by the parties. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the College, and any course that has been approved as dual credit through this Agreement shall be considered a dual credit course even if held at a School District's campus. Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Practice for Courses Offered Electronically and the College standards for distance learning courses.

C. **Awarding Credit for Courses**: A list of aligned high school and college courses appear in Attachment B. The Parties warrant and represent that the courses included therein have been evaluated and approved through the official College curriculum approval process in accordance with THECB and TEA requirements for high school graduation and are at a more advanced level than courses taught at the high school level. Dual credit will only be

awarded for courses aligned and approved as reflected in Attachment B. The College shall be solely responsible for properly documenting all information on the course matrix.

ECHS/P-TECH students shall be required to comply with all requirements prescribed by applicable law or the College for continued enrollment in dual credit courses in a following semester.

D. **Transcripting of Credit:** For Dual Credit Courses, high school as well as college credit shall be transcribed upon a student's completion of the performance required in the course.

E. **Description of Services**: The College shall provide instruction for the courses listed on Attachment B exclusively for qualified ECHS/P-TECH students. Legislation (SB 1091) states dual credit courses must be in the core curriculum, a career and technical education courses toward a Dallas College career and technology Certificate or Associate of Applied Science degree, foreign language, or a course that satisfies specific degree plan requirements leading to the completion of a Dallas College Associate of Arts, Associate of Science, Associate of Applied Science Field of Study or Program of Study.

(1). The Dallas College Dual Credit program is subject to THECB Rule 19 TAC §§ 4.81-4.85, "Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of Higher Education." Services under this ILA are limited exclusively to Dual Credit for the dual credit tuition rate set by THECB, which is currently $55 or per credit hour, for eligible dual credit courses including online dual credit courses.

(2). Content of courses will be college-level and prior to enrollment students will demonstrate eligibility to enroll in Dual Credit Courses as set forth in Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools.

(3). All ECHS/P-TECH students wishing to enroll in dual credit course(s) described in Attachment B must:

(a). Complete the College application for admission to the College.
(b). Clearly establish their residency classification.
(c). Complete the electronic dual credit packet, which includes the high school enrollment form.
(d). Provide a current high school transcript of school subjects completed.
(e). Provide required documentation for meningitis vaccination if attending classes on the College campus.
(f). Complete all other documentation required by the College.
(g).
(h). Demonstrate eligibility to enroll in dual credit courses as outlined within Attachment A, Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools; and

(i). File an official degree plan with the College once they have completed 15 hours of course credit and complete courses in alignment with the filed degree plan.

(4). To enroll in a Dual Credit course offered under this ILA, Students must satisfy all college readiness standards which may include completion of Texas Success Initiative ("TSI') assessment s, or otherwise qualify for a TSI exemption, exception, or waiver to enroll in a college level course. Students may take the College TSI Assessment test at the College's Testing Center.

(5). Each Dual Credit course offered under this ILA must be taught using a College Common Learning syllabus as an outline. Course Objectives/Competencies/Learning Outcomes listed in the Common Learning Syllabus must be included in the syllabus and the syllabus must be distributed to the students. In addition, the syllabus must specify evaluation methods the instructor will use to assign college grades.

(6). Approved dual credit courses shall align with program pathways that lead to Certificates and/or Associate Degrees. Required course prerequisites, shall be completed before registering for a specific course. These sequences of courses consist of introductory courses that students must have successfully completed to take certain college courses. Dual credit courses provide students college level instruction along with college level expectations within the classroom.

(7). Student is informed and advised to file a degree plan with the College not later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester hours of course credit for dual credit courses; or if the student begins the student's first semester or term at the College with 15 or more semester credit hours of course credit for dual credit courses. The courses for which the student is registering shall be consistent with the student's degree plan. The student may not obtain an official transcript from the College until the student has filed a degree plan with the College.

(8). In accordance with THECB regulations, dual credit classes may be comprised of Dual Credit students only or of Dual Credit students and college credit students. Combined classes, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(a). If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the High School is otherwise unable to offer such a course.

(b). If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(c). If the Dual Credit course is a career and technical /college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(9). The College, the School District and ECHS/P-TECH shall collaborate to ensure the rigor, academic requirements, and standards applicable to the Dual Credit courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements. For those Dual Credit Courses taught by employees of the School District, it shall be the obligation of the School District to ensure that such Dual Credit Courses meet the quality, rigor, uniformity, implementation, sequencing, and pacing of instruction required by the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), and the College. In the event College shall determine that a Dual Credit Course(s) taught by the School District employee(s) fails in any respect to meet any required standard, College will provide the School District with notice of such failure and the School District shall promptly undertake to remedy such deficiency. In the event the School District shall fail to undertake to promptly remedy such deficiency, College may take all appropriate actions up to and including termination of this ILA.

(10). A College supervisor will review the major examinations in each Dual Credit course to document and ensure that skills and concepts contained in the course syllabi are being taught and tested.

(11). If the class is taught by a Dallas College instructor, then the class must adhere to the agreed upon capacity maximums and minimums set forth by the Vice Provost and the Centralized Academic Scheduling team regardless of location of the class, including but not limited to whether the class is taught at the College or the High School Should the class be taught by the high school credentialed instructor, then the Dallas College Vice Provost or designee will discuss appropriate enrollment parameters for the class with the School District and the Parties will agree upon same in writing.

(12). ECHS/P-TECH shall adhere to the Dallas College Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools that are incorporated into this ILA set forth on Attachment A. If the THECB and the College adopt new Guidelines during the term of this ILA, these new Guidelines shall take precedence over the previous College Guidelines. The College will promptly provide the School District with a copy of any new or revised Guidelines.

(13). Students may take approved Dual Credit courses. Dual Credit courses shall be comprised of academic and career & technical education courses. When applicable, such Dual Credit courses shall be comprised of defined sequences of courses that lead to a certificate and/or degree plan. Approved Dual Credit courses will be made available at the College and/or High School. College may

also offer Dual Credit courses at the College during the evening, weekend, and summer to ECHS/P-TECH Students. The School District may accept Dual Credit courses for dual credit upon receipt of grades from Dallas College. Courses not listed in Attachment B do not qualify for dual credit and will be considered as concurrent enrollment. Students who have acquired TEA course graduation requirements are not eligible for dual credit.

(14). Enrollment of student in online Dual Credit Courses provided under this Agreement is allowable, but may be reviewed on a case-by-case basis by College staff members. The student may also consult with the appropriate High School counselor. The ultimate enrollment decision to permit a Student's enrollment in an online Dual Credit Course rests with the College.

(15). Within term of this ILA, but not later than the start of the semester, the course list included in Attachment B may be revised, without prior Board approval, only under the following circumstances:

(a). Through an oversight, the Parties inadvertently omitted classes from the course matrix that they previously agreed to include and/or
(b). A typographical, transcription on course identifiers, or other minor editing error; and/or
(c). If the State changes course offerings, then the appropriate change may be made.

The College shall be solely responsible for properly documenting all required course information on Attachment B. Additional or revised courses shall be documented on Attachment B-1. All courses listed within Attachments B or B-1 are approved for dual credit by the THECB.

(16). A Dual Credit Student shall be required to comply with all requirements prescribed by applicable law or College Policies for continued enrollment in dual credit courses in the following spring, summer, or fall terms/semesters.

(17). Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the Dallas College Student Code of Conduct should be reported in writing to the appropriate High School official. Disciplinary action will be taken by High School and the High School Principal in coordination with the College Student Discipline officer. College may, at its sole discretion, refuse to admit a student with a record of disciplinary problems.

(18). High School and College understand and acknowledge that the College, as a post-secondary institution of higher education under Texas law is to those provisions of Texas law (Tex. Gov't Code 411.2031(b), et. al.) which permit the concealed carry of handguns by license holders in those areas of college property where such concealed carry of handguns is not prohibited. As such, Students may at

times be in areas of college property where the concealed carry of handguns is permissible. The Parties agree to work collaboratively with the College to provide information to Students, as well as their parents or legal guardians, of the fact that such Students, while upon the property of the College may be in areas in which the concealed carry of handguns by license holders is permissible and the realities associated therewith.

F. Responsibilities of the School District: The School District shall have the following duties:

(1). Apply to the TEA for the establishment and continual approval, as necessary, for an ECHS/P-TECH; and

(2). Provide and pay the salary of appropriately credentialed School District instructors to teach dual credit courses; and

(3). When necessary, provide transportation for students to and from the College campus; and

(4). Provide breakfast and lunch to students who participate in the ECHS/P-TECH Program under this ILA for the term of this ILA.

(5). Ensuring the ECHS/P-TECH complies with the following:

(a). Provide the College with:

i. All student admission documentation, including an annual updated High School transcript.
ii. Provide a contact person who will fulfill the duties of an ECHS/P-TECH Dual Credit Coordinator including:

1. Assisting students in completing all required admissions documents; and
2. Assisting with student orientation; and
3. Assisting students with obtaining TSI exemption records.

iii. Delivering to the College in a timely manner all required paperwork and student information including test scores, TEA Texas Student Data System (TSDS) Unique ID, and enrollment documents that complies with the Educational Partnership deadlines for summer, fall, and spring shared with partners;

iv. Serving as liaison with students, parents, high school personnel and College personnel, and

v. Facilitating the operation of the Dual Credit program to ensure the

smooth and timely operation of the process.

vi. Adhere to

1. Policies of the School District and High School; and
2. College Policies.

G. Responsibilities of College:

(1). Monitor the instruction of all Dual Credit Courses to assure the quality, uniformity, implementation, sequencing, and pacing of instruction in accordance with the standards established by the State of Texas, SACSCOC, and Dallas College. College will designate personnel to monitor and assure adherence to these standards and expectations that are assessed uniformly in all venues where college courses are offered.

(2). Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught, and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other College student.

(3). The College shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the College and School District agree upon the School District's providing an instructor for a specific course meeting both the College and the SACSCOC accreditation requirements.

(4). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the ECHS/P-TECH;

(5). Ensure that course guidelines are followed;

(6). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;

(7). Provide orientations and staff development for High School instructors involved with this dual credit partnership.

(8). Designate personnel to monitor the quality of instruction to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the School District.

(9). Pay salaries of college instructors who teach college courses at the high school; Provide an area, per the School District, state and federal requirements, where students may eat School District-provided breakfast and lunch meals.

(10). Collaborate with the School District employees serving as administrators on the College campus; and provide the same level of security to high school students the College provides to college students.

(11). College will provide academic supports and guidance to include academic advisement and career services to help students align degree/certificate with future career, work plans or transfer plans to universities.

(12). Conduct evaluations for High School instructors credentialed to teach College classes in alignment with the adjunct faculty evaluation guidelines.

(13). College will inform High School of changes to a course name and/or course number as required by the Texas Higher Education Coordinating Board as soon as practicable.

H. **Classroom Facilities:** College and High School shall provide appropriate classroom facilities for Dual Credit Courses taught on College and High School Properties.

I. **Faculty:** College and School District, as appropriate, shall provide instructional faculty who meet TEA and SACSCOC requirements.

(1). College will approve instructors of Dual Credit courses. Instructors approved by the College:

(a). Shall meet the College's academic credentialing requirements for teaching College courses;
(b). Provide official transcripts, certifications, and other documentation for credentialing when applicable; and
(c). Adhere to the Dallas College Credentialed Instructor Guidelines outlined in Attachment F of this agreement.

(2). Faculty provided by the College, to the extent possible, shall teach Dual Credit Courses that are not a part of the state's End-of-Course testing program.

(3). Faculty provided by the School District Shall teach high school courses and, when feasible, Dual Credit Courses.

(4). College and the School District shall collaborate to ensure that the rigor, academic requirements, and standards applicable to the courses being offered are maintained and applied to meet or exceed all accrediting and other regulatory agency requirements.

(5). Develop ongoing opportunities for joint training among credentialed ECHS/P-TECH and College Faculty throughout the academic year.

(6). Credentialed Instructors shall adhere to the Dallas College Credentialed Instructor Guidelines for Dual Credit Courses Offered in Partnership with Texas Schools as set forth on Attachment F. If Dallas College adopts new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines.

J. Joint Planning: The College and School District will plan and schedule dual credit course offerings at least one year in advance in accordance with dual credit timeline. The College School District will utilize Attachment B to collaborate on strategic course offerings for students participating in the dual credit program toward credential completion.

K. Classroom and Office Facilities:

(1). When students are taking courses on a college campus, the College will provide one shared workspace and one classroom during an academic year. If additional space is needed by the School District, the College will provide the additional space, if such a space is available on the College's property. Any use of additional space may require a Facilities Use Agreement and payment of a fee.

(2). In the event of an unforeseen campus closure, the high school / ISD shall be responsible for maintaining an alternate high school instructional site which can house students during periods of campus closure. Dallas College shall offer use of alternate sites, if available, to aid in relocation of students during closure.

(3). High school students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated in Section 1, “Guiding Principles,” of this ILA.

(4). Students, faculty, and staff shall obtain the initial College identification card at the cost of the College. Replacement cards are the responsibility of the high school or School District.

(5). With the prior written approval of the Vice Provost of Educational Partnerships, or designee, which approval will not be unreasonably denied, conditioned or delayed, College shall allow the School District to make non-structural,

temporary modifications to accommodate the installation of personal property, trade fixtures, equipment and other temporary installations in the ECHS/P-TECH office, provided that such modifications do not impact the structural integrity of the College's building and do not unreasonably detract from its uniformity or dignity. All personal property, equipment, trade fixtures and other temporary installations, placed or installed in the ECHS/P-TECH shall remain the School District's property free and clear of any claim by the College, provided that same may be removed, on termination of this ILA, or earlier as may be necessary, without damaging the College's property, reasonable wear and tear excepted. Both Parties shall have the right to remove the same at any time during the term of this ILA. Upon termination, cancellation, or expiration of this ILA, the School District shall have sixty (60) days to remove all its personal property and equipment from the ECHS/P-TECH office. The School District shall return college property in good condition less reasonable wear and tear.

L. Scholarship, Tuition, Textbooks and School Supplies:

(1). Dual Credit scholarships and tuition shall align with the Dual Credit Tuition and Fee Guidelines (Attachment E). If THECB and/or Dallas College adopt new Guidelines during the term of this Agreement, these new Guidelines shall take precedence over the previous Dallas College Guidelines. College will promptly provide High School with a copy of any new or revised Guidelines. The tuition fee structure applies to all (first and subsequent) dual credit course enrollment for courses listed within Attachment B of this Agreement for which they receive joint credit under the Texas Education Code. Dual Credit Scholarships are not available for high school students enrolled in college courses where only college credit is awarded. The property address of the high school is used to determine placement on the fee schedule.

(2). The ECHS/P-TECH or the School District will be responsible for the cost of books, materials, access codes, required course supplies, equipment, and liability insurance if applicable. The Dallas College Guidelines for Dual Credit Learning Materials (Attachment F) outlines the Dallas College learning material provisioning process and fee structure.

(3). Learning materials and classroom textbooks shall be determined by the College faculty and made available online and/or in a College bookstore prior to the start of classes. Students who enroll for Dual Credit courses must use the most current learning materials and textbooks as reasonably approved by the applicable College Academic School. High schools will ensure parents are informed of student access to collegiate-level learning materials. Enrollment in dual credit implies parental consent related to student access to all required instructional and learning materials.

(4). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this ILA.

(5). Based on the mutually agreed upon curriculum aligned plan, all textbooks, and supplemental materials required for classes shall be provided by the ECHS/P-TECH.

M. Payment of Services: During the term of this ILA, the College may commence providing educational services during an academic term that does not coincide with the beginning date of this ILA. This is because some portions of the Dual Credit courses are or may be taught utilizing high school teachers. In the event the School District's teachers are used to teach Dual Credit courses, College agrees to pay for such Dual Credit instructional services for Dual Credit Courses contemplated by the dual credit service agreement with the School District, in accordance with Attachment C.

N. Recruitment and Enrollment of Students:

(1). The School District staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (examples include the School District, ECHS/P-TECH, College) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an ECHS/P-TECH. The recruitment plan will be shared with the College prior to recruitment process for the new cohort.

(2). College will assist and participate with recruitment, enrollment, and retention, as necessary, for all students who are qualified and wish to enroll in the ECHS/P-TECH.

(3). Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

O. Instructional Calendar: College and the School District will establish an instructional calendar that is consistent with the mutual needs and requirements of both Parties.

P. Code of Conduct: Misconduct, behavioral problems, and disciplinary measures resulting from violations of the College Student Code of Conduct should be reported in writing to the ECHS/P-TECH administrator. Disciplinary action shall be taken, as necessary, by the School District and the ECHS/P-TECH Principal in coordination with the College Student Discipline officer. In addition, the College may elect to dismiss or withdraw students from the College who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. ECHS/P-TECH

students, faculty and staff shall adhere to all applicable policies of the School District and College.

Q. **Media and Public Relations:** Media and public relations regarding the ECHS/P-TECH will be managed according to School District and College protocols.

6. **Compliance:** The Parties to the ILA agree to comply with the following:

A. Policies of the School District and

B. College Policies, as applicable.

C. All applicable local, state, and federal laws and regulations, including, but not limited to:

(1). **Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681-1688 ("Title IX"):** The College and High School agree to collaborate to address any complaint of sexual misconduct and/or any complaint of unlawful discrimination or retaliation based on any protected category involving High School Student and High School employees. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a student, faculty, or staff member participating in an activity provided under this Agreement. The College Campus Title IX Coordinator shall address any complaint of unlawful discrimination or retaliation based on any protected category and/or any complaint of sexual misconduct, whether occurring on or off campus; between students, faculty, and staff; or between non-affiliated persons participating in a Dallas College sponsored program or event, including the Dual Credit program. All faculty teaching Dual Credit Courses must participate in Title IX Compliance training, either through a training program available through the College. Or through a training made available by the High School and/or School District that is comparable to the one offered by the College in scope and rigor. Nothing herein shall limit or interfere with the School District's own investigation of complaints related to its employees and students.

(2). **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504"):** College and High School shall collaborate to provide disability services to Students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint hereunder concerning a Student, faculty, or staff member participating in an activity provided under this Agreement. Prior to the start of each academic year, the High School and College shall collaborate on the development and communication of procedures for the provision of accommodations for Students with disabilities enrolled in Dual Credit Courses ("Established Procedures"). High School and College shall provide disability services in accordance with Established Procedures and applicable law.

(3). **Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"):** The College and the High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA. In accordance with 34 CFR § 99.34(b), if a Student is enrolled simultaneously in the College and High School pursuant to this Agreement, the Parties may share information regarding the Student. Subject to FERPA, neither College nor High School may disclose information contained in Student records received from the other Party to a third party without prior written consent from the Student or the Student's parent/legal guardian. College and High School must destroy any Student information received from the other Party under this Agreement when such Student information and records are no longer needed for the purposes contemplated under this Agreement. Should the Parties enter into any type of Data Sharing Agreement for purposes of facilitating the Dual Credit program, then any return or destruction of Student records shall be done in accordance with such Data Sharing Agreement.

(4). **Texas Public Information Act ("TPIA").** College is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement. High School acknowledges that the College may be required to provide a copy of the fully executed Agreement and any all exhibits thereto in compliance with the Texas Public Information Act.

7. Liability of Parties: Without waiving any defenses including governmental immunity, each Party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee or invitee of the Parties. The provisions in this paragraph are solely for the benefit of the Parties hereto and are not intended to create or grant any rights, contractually or otherwise to any third party.

8. Right of Termination: This ILA may be terminated upon:

A. Mutual written consent of the Parties;

B. Either Party may terminate this ILA on 120 days' written notice to the other Party.

C. Termination may occur immediately upon the breach of this ILA by one of the Parties. A material breach of this ILA includes, but is not limited to, a violation of College Policies or the policies of the School District, the making of a misrepresentation or false statement by one of the Parties, nonperformance of the Party's duties, or the occurrence of a conflict of interest between the Parties.

If a Party believes that another Party has materially breached this ILA the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty (30) days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in classes under this ILA will be allowed to finish their coursework without penalty.

D. This ILA may also be terminated immediately if the School District has not received authority for ECHS/P-TECH designation renewal from the TEA, in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event the School District does not receive Designation, the School District shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.

E. Upon written notice by the College to the School District of the non-appropriation of funds by the Board and/or the Legislature. In the event of non-appropriation, the College will issue written notice to the School District and either Party may terminate this ILA without further duty or obligation under this ILA. The School District acknowledges that appropriation, allotment, and allocation of funds are beyond the control of the College.

F. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.

9. Assignment: Neither Party may assign their interest in this ILA without the written permission of the other Party.

10. Limitations of Authority:

A. Neither Party has authority for or on behalf of the other except as provided in this ILA. No other authority, power, partnership, use of rights is granted or implied.

B. This ILA represents the entire ILA by and between the Parties and supersedes all previous letters, understanding or oral agreements between the College and the School District. Any representations, promises, or guarantees made but not stated in the body of this ILA are null and void and of no effect.

C. Neither Party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.

D. Neither Party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

11. **Waiver:** The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this ILA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

12. **Governing Law and Venue:** This ILA is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. Each Party to this ILA:

    A. Consents to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County Texas, in any action arising out of or relating to this ILA.

    B. Waives any objection it might have to jurisdiction or venue of such forums or that the forum is inconvenient; and

    C. Agrees not to bring any such action in any other jurisdiction or venue to which either Party might be entitled by domicile or otherwise.

13. **Miscellaneous Provisions:**

    A. The Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with all applicable statues, rules, and regulations. The Parties shall comply with all Federal, State, and local laws.

    B. If the THECB adopts new guidelines for ECHS/P-TECH programs during the term of this ILA, the new guidelines shall prevail and shall cause the Parties to execute an amendment to the ILA if necessary.

    C. College and the School District are Parties to a Data Sharing Agreement and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements.

    D. Transportation to and from college is responsibility of the School District and/or Student.

    E. College and the School District will collaborate to provide services to students with disabilities.

    F. College and the School District will collaborate to provide Health Center services to students.

    G. Any payments made to a Party pursuant to this ILA will fairly compensate that Party for the services performed. Additionally, any Party paying for the performance of governmental functions or services rendered by the other Party must make these payments from current revenues available to it.

H. The Parties to this ILA warrant that: (1) the services contemplated hereunder are necessary and authorized for activities properly within each Party's statutory functions and programs; (2) it has authority to contract for the services contemplated hereunder; (3) it has all necessary power and has received all necessary approvals to execute and deliver this ILA, and (4) the representative signing this ILA on each Party's behalf is authorized by its governing body to do so.

14. Notices: Notices given pursuant to this ILA shall be sufficient if received and sent by certified or registered mail, postage fully prepaid to:

Dallas College
To: Tiffany Kirksey, Ed.D.
Vice Provost, Educational Partnerships
Dallas College
1601 Botham Jean Blvd.
Dallas, TX 75215
214-378-1733
214-378-1810
Email: tiffanykirksey@dallascollege.edu

Garland Independent School District
To: Darell Dodds
Garland ISD Chief Financial Officer
Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100
Email: ddodds@garlandisd.net

Either Party reserves the right to designate in writing to the other Party any change of name, change of person, or address to which the notices shall be sent.

15. Nondiscrimination: Parties to this ILA shall not discriminate in this ECHS/P-TECH Program based on race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

16. Signatory Clause: The individuals executing this ILA on behalf of Dallas College and the School District acknowledge that they are duly authorized to execute this ILA. All Parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this ILA and the Attachments hereto.

This ILA shall not become effective until the Effective Date set forth above. Therefore, the Parties shall begin their respective duties on the Effective Date recited above.

DALLAS COLLEGE

By: _____

Dr. Shawnda Floyd, Ed.D., J.D. **Date**
Provost & Vice Chancellor of Workforce Education

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Darrell Dodds **Date**
Garland ISD Chief Financial Officer

APPROVED AS TO FORM

By: _____

Garland Independent School District Legal Counsel (if needed) Date

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Kevin Massey, GISD Advanced Academics Administrator

Subject: Firefighter 2025-26 Inter Local Agreement between Dallas College, City of Garland, and Garland ISD

Action Item

Executive Summary:
Consider and take possible action to approve the Firefighter Inter Local Agreement Between Dallas College, City of Garland, and Garland Independent School District (one-year initial term including renewal option/no financial impact).

Administrative Recommendations:
Respectfully recommend the approval of the agreement.

Recommended Motion for Action Items:
Move to approve.

Financial Impact and Funding Source:
No increases to FY 26 budget.

INTERLOCAL AGREEMENT BETWEEN
DALLAS COLLEGE,
GARLAND INDEPENDENT SCHOOL DISTRICT, and the CITY OF GARLAND

CONCERNING FIREFIGHTER DUAL CREDIT COURSES

This Interlocal Cooperation Agreement (hereinafter "ILA" or "Agreement") is made and entered into by and between Dallas College (hereinafter "DC" or "College"), a Texas political subdivision of higher education; Garland Independent School District, a Texas independent school district (the "ISD"), on behalf of Gilbreath-Reed Career and Technical Center ("GRCTC" or the "High School"), and the City of Garland, a Texas home-rule municipality ("City"), on behalf of Garland Fire Department (the "Department"); henceforth individually referred to as the "Party," collectively the "Parties," for the College, in cooperation with the High School, to use the Department's Training Facility to deliver to High School Students (hereinafter "Students" or Dual Credit Students") those certain related Firefighter courses offered under the most recent Dual Credit Agreement made and entered into between the College and the ISD and executed as of the date this ILA (hereinafter the "Dual Credit Agreement").

Attachments to this ILA: The ILA contains the following attachments that are incorporated herein and made a part of this ILA for all purposes:

A. The Dual Credit Agreement
B. ISD and College Proposed Fire Technology/Firefighter Instructional Sequence

Recitals:

WHEREAS, the College and the ISD have entered into the Dual Credit Agreement for the College to offer certain related Firefighter Courses to Dual Credit Students as part of the College Dual Credit Program;

WHEREAS, the ISD and the College, through the Dual Credit Agreement, seek to provide students with Dual Credit Courses leading to a high school diploma, including those Dual Credit Courses within the College's Fire Technology Instructional Program area (hereinafter "Firefighter Courses"), to culminate with enrolled Students prepared to earn the Fire Science Certificate (C1. Fire. Science), which may be applied toward an Applied Associate of Science (AAS) degree in Fire Protection Technology, and eligible Students prepared to take the Texas Commission on Fire Protection (TCFP) firefighter certification exam;

WHEREAS, to provide the TCFP knowledge and skill units required for such Firefighter Courses, the parties wish to collaborate to allow Dual Credit Students enrolled in Firefighter Courses to complete identified portions of such Firefighter Courses, including, but not limited to, TCFP knowledge and skill units, at the Department's Training Facility, under the instruction of Faculty from the College, the High School and, as may be necessary, the Department (the "Fire Academy").

WHEREAS, this ILA sets forth the agreement reached between the Parties for obligations and activities to be undertaken as part of the collaboration and as required for delivery of the Fire Academy

to Dual Credit Students.

WHEREAS, this ILA is in furtherance of the performance of work under the Dual Credit Agreement and therefore is contingent on the existence of the Dual Credit Agreement.

NOW, THEREFORE, it is hereby agreed as follows:

1. **Term**: The initial term of this ILA shall be in full force and effect for a period of one (1) year, effective on the date the last Party signs this ILA, unless this Agreement or the Dual Credit Agreement is earlier terminated in accordance with their respective terms. In the event the Dual Credit Agreement is earlier terminated, this ILA will also terminate. Unless a party gives the other parties written notice of termination, this ILA shall automatically renew at the end of the term for a further term of one (1) year, provided a Dual Credit agreement between the College and the ISD is in effect for the duration of the renewed term.

2. **Scope of ILA and Limitations of Authority**: The Parties agree to the scope of this ILA as follows:
   A. **Purpose**: To provide High School students the opportunity to enroll in Firefighter Courses to culminate with enrolled Students earning the Fire Science Certificate (C1. Fire. Science), which may be applied toward an Applied Associate of Science (AAS) degree in Fire Protection Technology, and eligible Students prepared to take the Texas Commission on Fire Protection (TCFP) firefighter certification exam. College and High School will approve students who are qualified to enroll in Firefighter Courses in accordance with the eligibility requirements set forth in the Dual Credit Agreement. Faculty from College and/or High School will teach Firefighter Courses. Firefighter Courses will be offered at High School or the College, except that certain portions of the Firefighter Courses shall be taught at the Fire Academy, as described in Paragraph 2(K) of this Agreement.
   B. **Governance:** The Fire Academy shall be governed by applicable local, state and federal laws, rules and regulations, as well as ISD, College, and Department rules, regulations, policies, and procedures, including, without limitation, policies set forth in the College Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (hereinafter, "College Policies").
   C. **Description of Services**: The Parties shall offer Firefighter (Fire Academy) Courses in accordance with the Dual Credit Agreement, and in such sequence as provided in Attachment B of this ILA.
   D. **Awarding of Credit**: The College shall award college credit for Firefighter Courses in accordance with the terms set forth in the Dual Credit Agreement.
   E. **Conditions of Service:**
      1. Parties shall agree on the number of students per class conducted at the Department Training Facility.
      2. Any misconduct, behavioral problems, and any disciplinary measures resulting from a violation of the College Policies on Department premises, including the College Student Code of Conduct, shall be reported in writing to High School and College

administrators. Disciplinary action for violations of the College Student Code of Conduct will be taken the College in consultation and coordination with the ISD and the High School principal. College may, at its sole discretion and in accordance with applicable laws, refuse to admit or dismiss a student with a record of disciplinary problems.

3. Performance of duties under this ILA is specifically contingent upon the following:
    i. The existence of the Dual Credit Agreement; and
    ii. Receipt of adequate funding, as provided in Paragraph 3(C) of this Agreement.

F. **Responsibilities of High School**:

1. Perform, as may be applicable, responsibilities related to the delivery of courses contemplated under this ILA in accordance with the terms of the Dual Credit Agreement.
2. Adhere to policies of the ISD, policies of the Department, and College Policies, including but not limited to any College guidelines or processes that may be set forth in the Dual Credit Agreement and any of its attachments.
3. Work with College and Department regarding the design and implementation of Firefighter Courses to ensure that Firefighter Course goals prepare students to master the knowledge and skill requirements and/or standards established by the State of Texas, the THECB; the TEA; the TCFP, as may be applicable; the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); and the College.
4. Provide, at no cost to College, full-time faculty who meet the credentialing requirements of the State of Texas, the THECB, the TEA, the TCFP, SACSCOC and the College, as applicable, to provide the instruction contemplated under this ILA.
5. With input from the College and the Department, organize an advisory committee (the "Committee") to assist High School in establishing policies and procedures for the delivery of Firefighter Courses and the development of a related pathway. Membership on the Committee shall include, at a minimum, a representative of the College, the High School, the Department, a Firefighter Course instructor and a community member.

G. **Responsibilities of College**:

1. Perform, as may be applicable, responsibilities related to the delivery of courses contemplated under this ILA in accordance with the terms of the Dual Credit Agreement.
2. Supervise, evaluate and assess instruction of all Firefighter Courses delivered under this ILA to assure the quality and uniformity of instruction in accordance with the standards established by the State of Texas, SACSCOC, the College, and the TCFP, as applicable. College shall designate personnel to monitor and assure adherence to those standards.
3. Provide mandatory orientations and staff development for Department instructors involved with the delivery of courses under this ILA.
4. File appropriate class paperwork and obtain course approval from TCFP.
5. Evaluate the Department Training Facility and equipment of the Department to ensure that Training Facility and equipment are in compliance with state and federal laws, rules and regulations.
6. Ensure that guidelines established related to student qualifications for Firefighter Course are followed.

7. Ensure that full-time faculty provided by High School are credentialed to serve as adjuncts with the College.

H. **Responsibilities of the Department**: As applicable to the Fire Academy, Department shall have the following duties:

1. Department shall provide and permit College and High School to use, at no cost to College or ISD, space within the Department's Training Facility for purposes of facilitating the Fire Academy, including without limitation, use by Dual Credit Students to perform identified portions of training required by TCFP that cannot take place on either the High School or College campuses. Such space shall be reasonably sufficient in size to accommodate, at a minimum, 15 dual credit students as well as one or more College/High School instructors and Department personnel, as necessary, with additional space reasonably sufficient to accommodate equipment customarily utilized in connection with teaching TCFP knowledge and skill units and any other instruction contemplated under this ILA.
    i. The Department's Training Facility space may be occupied and used by College and High School personnel and Dual Credit Students enrolled in Firefighter Fire Courses ("Users") solely for the purposes detailed in this ILA. The permitted use shall include scheduled course sessions for Dual Credit Students enrolled in Firefighter Courses to complete identified portions of such courses, including, but not limited to, TCFP knowledge and skill units. While the space is in use for the purposes described herein, Users shall also have use of the Department's Training Facility's public restrooms and designated parking areas.
2. Provide Department personnel to serve as the Fire Academy Liaison responsible for working with College and High School to coordinate scheduling of Fire Academy activities and external learning experiences, including Cooperative Education Opportunities (Coop);
3. Provide Department personnel to provide Fire Academy training services ("Department Trainers"). Department Trainers required under this ILA shall be competent, knowledgeable and appropriately credentialed to teach on behalf of the High School and/or College and in their respective areas of expertise;
4. Provide and maintain "air packs" for use in Fire Academy Firefighter Courses;
5. Provide Department personnel to operate Department burn props;
6. Provide any consumables used on Department Training Facility grounds;
7. Assist in civil service entrance physical agility training;
8. Provide civil service entrance examination preparation;
9. Provide assistance in running burn props for 2-week Summer Boot Camp and actively participate in the training of Dual Credit Students participating in the Fire Academy. High School shall provide qualified and appropriately credentialed auxiliary instructors to run burn prop, as necessary, per National Fire Protection Association and Department standards.
10. Provide, as available and necessary, additional supplies and equipment to the College/ High School for the delivery of Fire Fighter Courses at Fire Academy. All supplies and

equipment shall conform to all local, state and federal laws, rules, and regulations relating to them.

11. Schedule meetings, as necessary, with the College and the High School for the purpose of interpreting, discussing, and evaluating the services provided under this ILA.
12. Observe policies and regulations of High School and College as they apply to the student learning experience;
13. Notwithstanding any provision in this ILA, the Department is not obligated to provide any service or perform any obligation where, in the Department's sole discretion, it determines that such service, obligation, or duty, may interfere with the Department's primary mission to provide fire prevention, emergency medical response and public education to the citizens of Garland, as well as quick and effective response for fire suppression and disaster management.
14. Nothing in this agreement requires the City to assess or collect funds from taxpayers or to create a sinking fund to comply with its obligations under this Agreement.

I. **Faculty**: Faculty under this ILA shall meet the credentialing requirements of the State of Texas, the THECB, the TEA, the TCFP, SACSCOC and the College, as applicable. It if is known by a party that an instructor that party provided under this ILA failed to maintain the qualifications described herein or forfeits or allows their credentials or licenses to lapse during the term of this ILA and/or the term of the Dual Credit Agreement, that party shall immediately notify the other parties of such failure and provide a qualified instructor as a replacement as soon as reasonably possible. It is further provided that in the event the College discovers or becomes aware that an instructor provided by the ISD or the Department has failed to maintain the qualifications described herein, forfeits or allows their credentials or licenses to lapse during the term of this ILA or the term of the Dual Credit Agreement, or violates College policies or the law, the College shall, at its sole and reasonable discretion, notify the ISD or Department, as appropriate, to immediately remove such instructor from the provision of any further services under this ILA and direct the appropriate party to provide a qualified instructor as soon as reasonably practicable.

J. **Instruction of Courses**: Courses under this ILA shall be taught by qualified and appropriately credentialed College, High School, and Department instructors who meet at least the criteria provided herein. The Parties shall collaborate to ensure that the rigor, academic requirements and standards applicable to the courses contemplated herein are maintained and applied to meet or exceed all accrediting and other regulatory or licensing agency requirements.

K. **Classroom Facilities**:
    1. All Firefighter Courses shall be delivered to Dual Credit students at the High School, except that all or part of the Fire Academy, Summer Boot Camp and Co-op experience shall be conducted at the Department's Training Facility.
    2. College may offer certain identified portions of Firefighter Courses, such as EMT-Basic Course, at the College.

L. **Scholarship, Tuition**:
    1. Students enrolled in courses delivered under this ILA shall pay tuition in accordance with the Dual Credit Agreement. However, with respect to Firefighter Courses, if a student takes the EMT-B course after graduation, the student will be responsible for

the cost of the course, including the cost of the EMT certification exam. If a student takes the EMT-B course in the student's senior year at the High School, the class tuition will be waived.

2. As applicable, Dual Credit students enrolled in Firefighter Courses will be responsible for the cost of any certification exam stemming from their participation in Firefighter Courses.

M. **Enrollment of Dual Credit Students for Firefighter Courses**: The following terms apply to enrollment of students in Firefighter Courses:

1. College and High School will collaborate to recruit students annually.
2. College and High School will assure that, prior to enrollment, students have met all prerequisites, including but not limited to the following:
    i. Students must be dual credit students enrolled with the College;
    ii. Students must have a record of good attendance and discipline with the High School and the College;
    iii. Students must annually pass a sports physical screening to participate in Firefighter Courses;
    iv. Students must pass a criminal background check and drug screening test prior to enrolling in Firefighter (Fire Academy) Courses;
    v. Students must be eligible for a social security number to qualify for the TCFP exam.
    vi. All courses must be completed with a grade of C or higher.
    vii. Students must work with High School towards English proficiency for medical communication and documentation.
    viii. Students enrolled in Firefighter Courses who are in their senior year of High School must have a valid Texas Driver License;
    ix. Students enrolled in Firefighter Courses who are in their sophomore year must commit to a three-year program with parental approval;
    x. Students must meet the health standards of the Department; and
    xi. Students must have and maintain throughout their enrollment in Firefighter Courses personal medical/accident insurance
3. College and High School shall inform and explain to Students that they:
    i. Shall be under the jurisdiction of Department officials for training purposes and will follow Department rules to the extent that such rules relate directly to safety, education and training in Firefighter Courses.
    ii. Shall adhere to policies and procedures of the Department while at Department facilities, including, but not limited to, Department's medical control policies, procedures, EMS protocols, patient privacy and HIPAA regulations, as applicable;
    iii. Shall have the status of learners and will not replace staff of the Department nor provide services apart from those related or required as a part of their instruction; and

iv. Shall remain subject to the policies and procedures of the High School and the College while at the Department facilities.

N. **Instructional Calendar**: The instructional calendar for Firefighter Courses will be based on the Academic Calendar developed by the College, in consultation with the High School and the Department. Summer, Evening, and Saturday instruction will be conducted in collaboration with the College/High School, and the Department.

O. **Media and Public Relations**: All media, marketing materials, and public relations regarding Firefighter Courses will be managed according to College, ISD/High School, and Department protocols and by mutual agreement of all Parties.

P. **Applicable Law:** Each Party represents and warrants to the other that it will comply with all applicable state and federal laws, rules, and regulations ("Applicable Laws") that relate to their respective obligations under the ILA. Applicable laws include, but are not limited to, the Family Educational Rights and Privacy Act, and the regulations promulgated thereunder; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

1. **Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.§ 1232g**
   i. College and High School acknowledge that each has a legal obligation to maintain the confidentiality and privacy of Student records and information in accordance with FERPA.
   ii. The College and High School hereby designate the Department as a "School Official" with "Legitimate Educational Interests" in academic and other data pertaining to students enrolled in Firefighter Courses ("Student Information").
   iii. Department acknowledges and agrees that for the purposes of this ILA, it will be designated as a "School Official" with "Legitimate Educational Interests" in Student Information.
   iv. As a School Official with Legitimate Educational Interests, as those terms have been interpreted by the U.S. Department of Education under FERPA, and its implementing regulations, Department agrees to abide by the limitations and requirements imposed by 34 C.F.R. § 99.33(a) on School Officials.
   v. Each of the parties represents, warrants, and agrees that it will regard all Student Information it receives or in its possession as confidential and that it will not disclose such Student Information, except as permitted or required by this ILA, the Dual Credit Agreement, applicable laws, including, without limitation, FERPA, or as otherwise authorized by the College or the High School, as appropriate, in writing.
   vi. Parties must destroy any Student information received from the other Party under this ILA when such Student information is no longer needed for the purposes contemplated under this ILA, or in compliance with state retention laws.

2. **Title IX of the Education Amendments of 1972 (Title IX) 20 U.S.C.§§1681-1688:** The Parties agree to collaborate to address any complaint of sexual misconduct involving High School student/employees, College students/employees, and/or Department

employees. Each party shall promptly notify the other parties upon receipt of a complaint concerning a student or employee participating in an activity provided under this ILA. All faculty teaching courses contemplated under this ILA must participate in Title IX Compliance training, available through the College eConnect menu. Nothing herein shall limit Department's ability to conduct its own investigation of complaints related to the conduct of its employees. For purposes of this paragraph, sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person on the basis of actual, expressed or perceived gender identity.

3. **Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq/ ("ADA") and Section 504 of the Rehabilitation Act of 1973, 9 U.S.C. § 701 et seq. ("Section 504")**: The parties shall collaborate to provide disability services to students with disabilities in accordance with ADA and Section 504 requirements. A Party shall promptly notify the other upon receipt of a complaint concerning a student or employee participating in an activity provided under this ILA.

Q. **Insurance**: Parties to this ILA shall maintain the following insurance limits:

1. Insurance Requirements for College and High School:
    i. The College and High School shall assure Department that students who participate in the Fire Academy will have health insurance and professional liability coverage. Professional liability coverage shall have a limit of no less than $1,000,000.00 per claim and $2,000,000.00 annual aggregate. College and High School shall furnish Department with a certificate of insurance showing proof of professional liability coverage. College and High School shall be responsible for notifying Department of cancellation of coverage at least forty-five (45) days' advance written notice of such cancellation.
    ii. Prior to performance of any other obligation contained herein, College and High School shall provide the Department required certificates of insurance pursuant to Chapter 1811 of the State of Texas Insurance Code.
    iii. The certificates of insurance shall be mailed to Department at an address provided by the Department. If no address is provided, the certificates of insurances shall be mailed to the Department at the address listed for the Department under Paragraph 9 of this ILA.
    iv. Any insurance provider of College or High School shall be admitted and authorized to do business in the State of Texas and shall be rated at least A:V in A.M. Best & Company's Insurance Guide, if applicable.
    v. Any deductibles or self-insured retentions must be stated on certificates of insurance for College and High School.
    vi. Nothing contained in this document shall limit or prohibit College or High School from providing the financial mechanism(s) consistent with the dollar limits listed herein for insurance limits by program of self-insurance as deemed necessary by College or High School.

2. Insurance requirements for the Department:
    i. The City shall maintain in full force and effect, while this Agreement remains effective, an insurance program, having a combination of self-insurance and insurance, evidenced by a certificate of insurance provided by the City when requested in writing, insuring against claims for bodily injury, property damage, and personal injury arising out of City's or its agents and contractors use of the Fire Academy, with coverage limits equivalent to $1,000,000.00 per occurrence and $3,000,000.00 aggregate for General Liability and Professional Liability coverage in the amount of not less than $1,000,000.00 per occurrence and $3,000,000.00 aggregate. The College and ISD shall be named as an additional insured under the General Liability policy;
    ii. Maintain Workers Compensation coverage for all Department personnel that are attached to services under this ILA with qualified insurers in amounts required by State law;
    iii. Furnish College and High School with certificates of such insurance at least sixty (60) days prior to the commencement of each term of this ILA. Upon request of College or High School, Department shall furnish proof of insurance or a certificate of insurance. Department shall immediately notify College and High School of any change in coverage or cancellation of insurance.

R. **Payment of Services**: College agrees to pay ISD in accordance with the terms set forth in the Dual Credit Agreement. The Parties agree that no other payments are owed to any party for services performed under this Agreement.

S. **Limitations of Authority:**
1. No party to this ILA has the authority to act for or on behalf of any other party to the ILA, except as provided in this ILA. No other authority, power, partnership, or rights are granted or implied.
2. This ILA represents the entire agreement by and between the parties and supersedes all previous letters, understandings, or oral agreements between the parties No Party to this ILA may make, revise, alter, or otherwise diverge from the terms, conditions, and policies which are subject to this ILA without a written amendment to this ILA. Changes to this ILA are subject to the approval of the College Legal Department.
3. No party to this ILA may incur any debt, obligation, expense, or liability of any kind against another party to the ILA without the other party's express written approval.

3. **Termination**: This ILA may be terminated upon:

A. Termination or expiration of the Dual Credit Agreement.

B. Written notice by College, High School, or Department to the other Parties at least ninety (90) days prior to the date of termination. Termination under this sub-section will occur on the day after the end of the semester in which the ninety (90) day period expires; or

C. Insufficiency of Funds.
1. The parties agree and understand that this ILA is contingent upon, subject to, and dependent upon the appropriation and allotment of state funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by the College Board of

Trustees (the "Board").

2. If the Legislature fails to appropriate or allot, or the Board fails to allocate, funds that, in the College's sole discretion, are sufficient to cover the College's obligations under this ILA, the College shall have the right to terminate this ILA without damage, penalty, cost or further obligation, provided the College has provided sufficient documentation of such insufficiency.
3. Each party acknowledges that the availability of funds, as well as appropriation, allotment, and allocation of state funds are beyond the control of any of the parties to this Agreement, including the College.

D. Material breach of this ILA.

1. In the event that a party believes that another party has materially breached this ILA, the non-breaching party shall give written notice of the alleged breach to the breaching party. The breaching party shall have thirty days to cure the alleged breach from the date it receives written notice of the alleged breach. If the breach is not cured, termination is immediate. However, if breach occurs during the academic term and is not cured during the term, students enrolled in Firefighter Courses under this ILA will be allowed to finish their coursework without penalty.
2. If a Party is compensated under this ILA, all compensation under this ILA shall be prorated to the date of termination.
3. A material breach of this ILA includes, but is not limited to, a violation of College Policies, a misrepresentation or false statement by one of the parties, or non-performance of a party's duties.

4. **Assignment**: No party may assign its interest in this ILA without the written permission of all other parties.
5. **Waiver**: The failure of any party hereto to exercise the rights granted it herein upon the occurrence of any of the contingencies set forth in this ILA does not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
6. **Indemnification**: To the extent permitted under Texas law and without waiving any immunities or defenses, including governmental immunity, each party to this ILA agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, cost and expenses to any person or persons and property that may arise out of or be occasioned by this ILA or any of its activities or from any act or omission of any employee, agent or invitee of the parties of this ILA. The provisions in this paragraph are solely for the benefit of the parties to this ILA and are not intended to create or grant any rights, contractual or otherwise, to any third party. Nothing in this provision requires that funds be assessed or collected or that a sinking fund be created.
7. **Venue**: This ILA and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contract made and performed entirely therein. Venue to enforce this ILA shall lie exclusively in Dallas County, Texas.
8. **Miscellaneous Provisions:**

A. No party shall have control over the other party with respect to its hours, times, agency, or employment.

B. Nothing in this ILA will be construed to create a partnership, joint venture, joint enterprise, or

agency relationship between the Parties. The parties warrant that their mutual obligations will be performed with due diligence in a safe and professional manner and in compliance with any and all applicable state rules and regulations. Parties to this ILA shall comply with all state and Federal laws, rules and regulations.

C. The captions to the various clauses of this ILA are for informational purposes only and shall not alter the substance of the terms and conditions of this ILA.

D. Transportation to and from College or Department shall be the responsibility of either High School and/or Student.

E. College and High School are parties to a Data Sharing Agreement with each other and shall provide the applicable data and information about students who are concurrently or formerly enrolled in both education institutions in a manner consistent with such Data Sharing Agreements and Applicable Laws.

9. **Notices**: All notices given pursuant to this ILA must be in writing and mailed or delivered, via U.S. mail or electronic mail, to the respective parties at the addresses shown below, unless and until otherwise agreed to in writing by the parties. Any party has the right to designate in writing to the other parties any change of name, change of person, or address to which notices shall be sent.

A. College:

Dr. Tiffany Kirksey
Vice Provost, Educational Partnerships Dallas College
1601 Botham Jean Blvd
Dallas, TX 75215
Phone: 214-378-1733
Email: tiffanykirksey@dallascollege.edu

B. ISD

Mr. Darrell Dodds
Garland ISD Chief Financial Officer
501 S Jupiter Rd.
Garland, TX 75042
Phone: 972-487-3100
Email: ddodds@garlandisd.net

C. Department

Chief Mark Lee
Fire Chief; Garland Fire Department
1500 State Highway 66
Garland, Texas 75040
Phone: 972-781-7101
FAX: 972-965-6224
With a copy to:
Office of the City Attorney
PO Box 469002
Garland, Texas 75046-9002

10. **Nondiscrimination**: Parties to this ILA shall not discriminate on the basis of race, color, religion, gender, national origin, age, sex, disability, sexual orientation, gender identity, or gender expression.
11. **Signatory Clause**: The individuals executing this ILA on behalf of the College, the High School, and the Department acknowledge that they are duly authorized to execute this ILA. All parties hereby acknowledge that they have read, understand, and shall comply with the terms and conditions of this ILA and its attachments. This ILA shall not become effective until executed by each party. Therefore, the parties to this ILA shall begin their respective duties only after the last party has signed and dated this ILA.

DULY EXECUTED AS FOLLOWS:

FOR GARLAND INDEPENDENT SCHOOL DISTRICT:

Dr. Ricardo López
Superintendent

Date

FOR CITY OF GARLAND:

_____ _____

Chief Mark Lee
Fire Chief, Garland

Date

FOR DALLAS COLLEGE

Dr.

Shawnda Floyd, Ed.D., J.D.
Provost & Vice Chancellor of Workforce Education

_____

Garland ISD and Dallas College Fire Technology / Fire Academy Instructional Sequence 2025-26

(Year 1) 10th Grade		(Year 2) 11th Grade		(Year 3) 12 Grade	
Course	**Hrs/Credits**	**Course**	**Hrs/Credits**	**Course**	**Hrs/Credits**
FALL: FIRT 1301: Fundamentals of Fire Protection Firefighter I FIRS 1401 (Flex schedule between Fall and Spring)	 48/3 128/4 (64 Fall)	**FALL:** FIRT 1327: Building Construction in Fire Service Firefighter III (Cont'd FF 1) FIRS 1313 (Flex schedule between Fall and Spring)	 48/3 96/3 (48 Fall)	**FALL:** FIRT 2380: Coop (Firefighter Skills and Fire Station work and Test Prep) Firefighter II FIRS 1507 (Flex schedule between Fall and Spring)	 336/3 (count 160 hrs as PLE) 144/5 (72 Fall)
SPRING: FIRT 1333: Fire Chemistry I (Firefighter I Flex schedule between Fall and Spring)	 48/3 (64 Spring)	**SPRING:** FIRT 2309: Firefighting Strategies and Tactics I (Firefighter III Flex schedule between Fall and Spring)	 48/3 (48 Spring)	**SPRING:** FIRT 1315: Hazardous Materials I (Firefighter II Flex schedule between Fall and Spring)	 48/3 (72 Spring)
SUMMER: 2 week Academy BOOT CAMP 80 hours that can count toward FIRT 2380 as a prior learning experience		**SUMMER:** 2 week Academy BOOT CAMP 80 hours that can count toward FIRT 2380 as a prior learning experience		OUTCOMES: Certificate Award Fire Science TCFP Test Ready Civil Service Exam Prep?	

TCFP FF 1/3= 224 hours; TCFP FF2 = 144 hours; TCFP Haz Mat= 48 hours (416)+ hours from FIRT 2380 Coop for additional preparation time

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of Remote Homebound Waiver for FSP Funding

Action Item

Executive Summary:
The Student Attendance Accounting Handbook requires individual waivers in order to receive Foundation School Program (FSP) funding for students who receive remote homebound instruction. Administration seeks approval to submit applications for individual waivers for the 2025-2026 school year in order to provide those services to students who, for medical or psychological reasons, are confined to the home or hospital for a minimum of four weeks, cumulative or consecutive. Waivers will be requested only after an ARD or Section 504 Committee with knowledge of the student and placement options (Least Restrictive Environment) has reviewed multiple sources of data, found homebound services to be the most appropriate placement for the student and developed a plan for remote homebound instruction. Board approval is required prior to submitting the application for the individual waivers.

Administrative Recommendations:
Approve Remote Homebound Waiver submissions

Recommended Motion for Action Items:
Recommend approval for the Remote Homebound Waiver.

Financial Impact and Funding Source:
N/A

GARLAND ISD

REMOTE HOMEBOUND INSTRUCTION WAIVER REQUEST

June 2025

Dr. TANYA RAMOS
EXECUTIVE DIRECTOR
STUDENT SUPPORT AND SPECIALIZED SERVICES

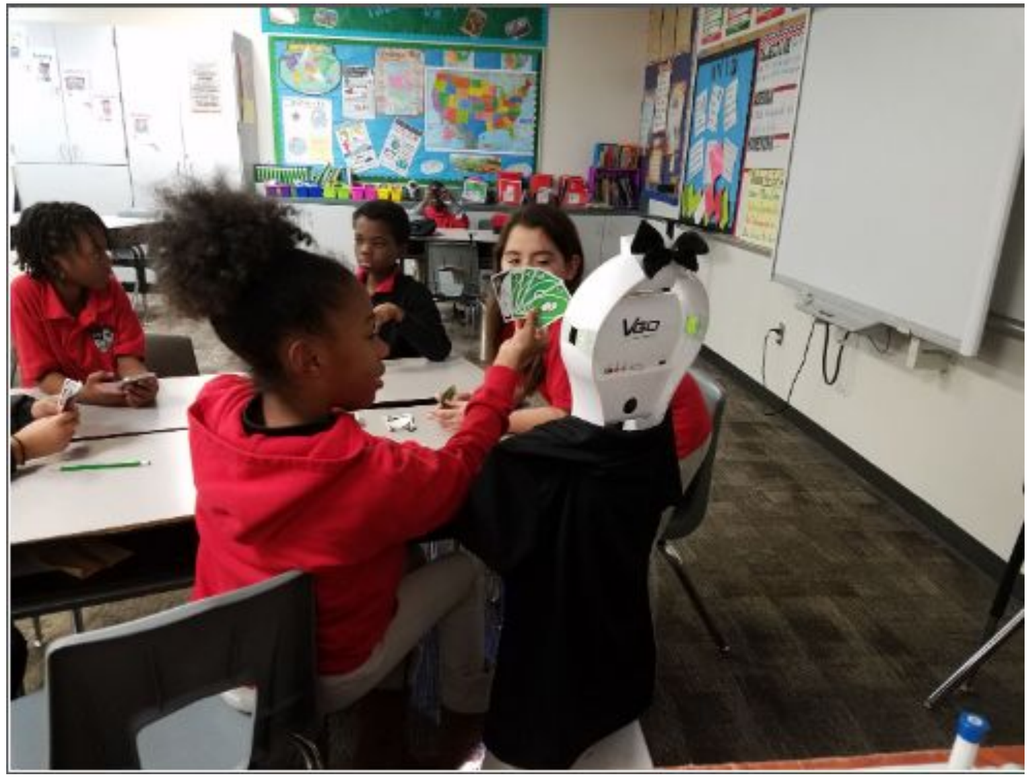
REGGIE'S ROBOTS: Vehicles for Remote Instruction

BACKGROUND

- Garland ISD has used the Reggie's Robots program for more than 10 years.
- Robots provide the same direct instruction concurrently with their peers.
- Students receiving homebound services are able to interact with their peers during instruction.

REQUEST

- School Board approval is required for waiver applications of the individual students to receive remote homebound services.
- GISD is estimating 5 returning students who have previously received remote homebound instruction, including 3 via robot.



Region 10 Website

In the News:

Hailey from Garland ISD - Ruth Cheatham Foundation

Garland ISD: With Reggie's Robots Homebound GISD students can visit campus from home Rowlett Lakeshore Times

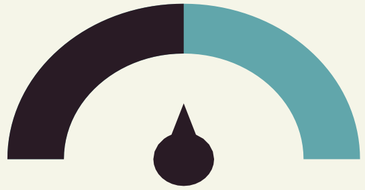
REQUIREMENTS FOR USE OF ROBOTS



LIMITED TO STUDENTS IN EXTREME MEDICAL CIRCUMSTANCES (organ transplant, chemotherapy, etc.)



WAIVERS MUST BE SUBMITTED FOR EACH INDIVIDUAL STUDENT

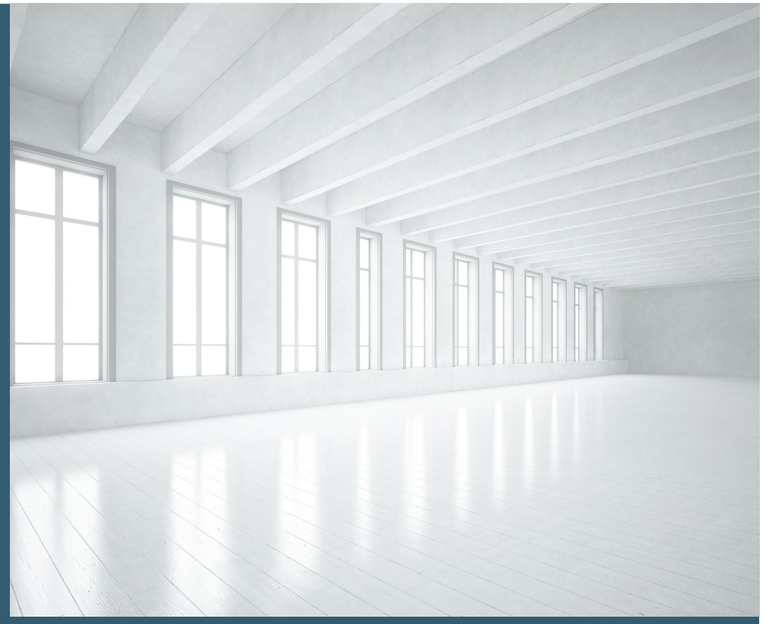


EVIDENCE OF SCHOOL BOARD APPROVAL MUST BE INCLUDED WITH THE WAIVER APPLICATION

FUNDING FOR REMOTE HOMEBOUND SERVICES

Requirements for FSP funding of students with remote homebound services:

- Approved TEA Waiver Request
- For students with special education services:
  - The student's ARD committee must have determined, in a manner consistent with state and federal law, that the remote homebound instruction to be provided meets the needs of the student.
  - The ARD committee must have documented that determination in the student's Individual Education Plan (IEP).
  - All requirements related to the provision of special education (or regular education) homebound instruction must be met except for face-to-face instruction from the homebound teacher.





QUESTIONS?

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of Special Education Camera Resolution

Action Item

Executive Summary:
Texas Education Code 29.022 requires districts to conduct video and audio surveillance in certain special education classrooms or settings upon request. The statute is intended to protect students who, because of a disability, may not be able to report mistreatment by other students or staff. Texas Association of School Boards (TASB) has provided guidance to school districts on this statute. Information on activating cameras of self-contained classrooms for the 2025-2026 school year in the form of a resolution has been submitted for Board consideration. This resolution will include a request for the Board to have these cameras activated for the 2025-2026 school year, as cameras are deactivated every summer.

Administrative Recommendations:
Approve Resolution

Recommended Motion for Action Items:
Approve Resolution

Financial Impact and Funding Source:
N/A

Annual Special Education Camera Activation Resolution:

Self-Contained Classrooms

Dr. Tanya Ramos
Executive Director of Student Support & Specialized Services
June 2025

Action Requested for the 2025-2026 School Year

In accordance with Board Policy EHBAF and the Texas Education Code 29.022, administration recommends approval of the resolution.

World-Class Special Education



Safety



Peace of Mind



Archival Record

GISD Campuses with Classrooms where Cameras will be Activated

Elementary – 39
Middle Schools - 10
High Schools – 7



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Dr. Shelley Garrett, Assistant Superintendent of Safety Operations

Subject: Consider Approval of Purchase of Security Supplies and Accessories (#108-26)

Consent Agenda

Executive Summary:

This award will provide our Armed Security Officers (ASO), School Resource Officers (SRO), and supervisors with the necessary daily supplies to perform their assigned duties effectively. Furthermore, the award also includes the procurement of additional training gear to support the development of our ASO program. This supply is crucial for ensuring the safety and security of our students and staff. Reviewed and approved by Shelley Garrett, Assistant Superintendent of Safety Operations, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer for Security Supplies and Accessories, from the company GT Distributors, provides the best value to the Garland Independent School District.

New Award- Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#108-26 Security Supplies and Accessories as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $250,000

199 - General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Dr. Shelley Garrett, Assistant Superintendent of Safety Operations

Subject: Consider Approval of Purchase of Canine Detection Services (#136-26)

Consent Agenda

Executive Summary:

This award will provide canine detection services for the schools five days a week, including services at the Curtis Culwell Center as necessary. Reviewed and approved by Shelley Garrett, Assistant Superintendent of Safety Operations, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Canine Detection Services, from the company H1 K9 Consultants LLC, provides the best value to the Garland Independent School District.

New Award- Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with two (2) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#136-26 Canine Detection Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $200,000

199 - General Fund 75%

757 - Curtis Culwell Center 25%

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Matthew Yeager, Assistant Superintendent Technology

Subject: Consider Approval of Purchase of Oracle Annual Maintenance and Support (#242-25-01)

Consent Agenda

Executive Summary:

The contract provides a comprehensive Enterprise Resource Planning (ERP) system to support its Financial, Procurement, and Human Resources administrative operations. This system, Oracle E-Business Suite (EBS), is critical to ensuring seamless and efficient business functions. The annual support and maintenance contract ensures the continued reliability, security, and performance of this essential technology. Reviewed and approved by Matthew Yeager, Assistant Superintendent of Technology, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Oracle Annual Maintenance and Support from Mythics Incorporated, provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with one (1) annual renewal option

Recommended Motion for Action Items:

Move to approve contract#242-25-01 Oracle Annual Maintenance and Support as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $552,000

199 - General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Coleman Bruman, Executive Director Secondary Teaching and Learning

Subject: Consider Approval of Purchase of Professional Staff Development, Consultant Services, and Materials (#310-25-08)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an "Extended RFP Process". This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement. The benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits, TEA has required internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - $150,000 or greater in accordance with CH Local.
2. The standard procurement process should be used when possible.
3. The Purchasing Department, in conjunction with the Committee(s), will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide is met. At a minimum, the following guidelines must be established:
    - Establish the categories in which responses will be received
    - Determine the frequency of reviewing and approving responses
    - Determine the criteria for accepting and rejecting responses
    - Review existing contracts to ensure the needs cannot be met with an existing contract.

By design of the Extended RFP, we are adding additional vendors to continue creating a pool of awarded professional development vendors that have been approved and vetted for Garland ISD campuses and departments. This specific recommendation to award includes the addition of: 95 Percent Group, Firefly Professional Services Providers LLC, Jacob K Dagget, Katie Kinder, Liminex Inc, Rhythm Path LLC, Sandra D Benavidez-Perez, Sandra Mercuri, Savvas Learning Company LLC, School Specialty LLC, Tracy Hurst, and Warren Instructional Network.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learning, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Professional Staff Development, Consultant Services, and Materials from the companies listed on Exhibit "A", provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#310-25-08 Professional Staff Development, Consultant Services, and Materials as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $480,000

199 - General Fund

“Exhibit A”

95 Percent Group *

Camp Fire First Texas

Dallas Arboretum and Botanical

Firefly Professional Services Providers LLC *

Holpentach Innovations INC

Jacob K Daggett *

Just Right Reader INC

Katie Kinder *

Lakeshore Equipment CO

Liminex Inc *

Readers 2 Leaders

Results Coaching Global LLC

Rhythm Path LLC *

Sandra D Benavidez-Perez *

Sandra Mercuri *

Savvas Learning Company LLC *

School Specialty LLC *

Tracy Hurst *

Warren Instructional Network *

The district solicited 2965 vendors and received 18 responses

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Coleman Bruman, Executive Director, Secondary Teaching and Learning

Subject: Consider Approval of Purchase of Pre-Advanced Placement Materials and Services (#311-25-01)

Consent Agenda

Executive Summary:

College Board offers a Pre-Advanced Placement (Pre-AP) course curriculum that is used by teachers because it aligns with Springboard materials. The materials for the curriculum will be used for Pre-AP English I and II, Pre-AP Geometry, and Pre-AP Algebra II. These materials provide rigorous content that can accelerate students' learning and prepare them for the challenges they will encounter in the AP courses. These materials will effectively prepare students to achieve higher scores on the PSAT, SAT, and AP course exams. Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learning, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer for Pre-Advanced Placement Materials and Services from College Board, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#311-25-01 Pre-Advanced Placement Materials and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $700,000

486 - Instructional Materials

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Coleman Bruman, Executive Director Secondary Teaching and Learn
Ashley Jackson, Digital Learning Coordinator

Subject: Consider Approval of Purchase of Instructional Software, Licensing Subs, Hardware, and Services (#397-25-02)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an "Extended RFP Process". This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement.

The benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits, TEA has required internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - $150,000 or greater in accordance with CH Local.
2. The standard procurement process should be used when possible.
3. The Purchasing Department, in conjunction with the Committee(s), will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide is met. At a minimum, the following guidelines must be established:
    - Establish the categories in which responses will be received
    - Determine the frequency of reviewing and approving responses
    - Determine the criteria for accepting and rejecting responses
    - Review existing contracts to ensure the needs cannot be met with an existing contract.

By design of the Extended RFP, we are adding additional vendors to continue creating a pool of awarded instructional technology vendors that have been approved and vetted for Garland ISD campuses and departments. This ongoing RFP seeks to provide access to instructional technology and software online to support the educational needs in classrooms throughout GISD are aligned with district goals and objectives. This specific recommendation to award includes the addition of: ConnectHub.IO LLC, Generation Genius Inc., Liminex Inc.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learn, Ashley Jackson, Digital Learning Coordinator, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Instructional Software, Licensing Subscription, Hardware, and Services from the companies listed on Exhibit "A", provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#397-25-02 Instructional Software, Licensing Subscription, Hardware, and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $350,000

199 - General Fund

Exhibit A

2W International LLC

Accelerate Learning Incorporated

Classwork Co

ConnectHub.IO LLC *

Generation Genius *

Progress Learning (Horizon Prep LLC)

IXL Learning

Legend of Learning

Liminex Inc *

Mind Research Institute

Mindrise Learning LLC

Readymade Music LLC

Rosetta Stone LLC

Savvas Learning Company

* New awarded vendors

The district solicited 1226 vendors and received 14 responses

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Student Nutrition Services (SNS)

Subject: Consider Approval of Purchase of Disposable Products for Student Nutrition Services (SNS) (#9-26)

Consent Agenda

Executive Summary:

This award will facilitate the purchase of disposable products for student meal service, preparation, and cleaning. Reviewed and approved by Jennifer Miller, Director of Student Nutrition Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Disposable Products for Student Nutrition Services (SNS) from the companies listed on Exhibit "A", provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve contract#9-26 Disposable Products for Student Nutrition Services (SNS) as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $1,900,000

240 - National School Breakfast and Lunch Program

EXHIBIT "A"

BID TABULATION

GARLAND INDEPENDANT SCHOOL DISTRICT

Bid Rfq Num	139579	Auction Title	9-26 Disposable Products for Student Nutrition Services (SNS)	Auction Status	ACTIVE	LINE

Reason Codes:
4BV-Best overall value for this group of items
8PS-Failed to provide product sample
1NL- Not Low when unit price is calculated

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
1	N	8PS	Aluminum foil, 18" x 500', heavy duty, .001 gauge, weight 10.7 lbs. per case.	400	RL	THE LOVEGREEN COMPANY	20.00	8,000.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	22.32	8,928.00
						MANS DISTRIBUTORS INC	22.68	9,072.00
						DAXWELL	23.89	9,556.00
						POLLOCK PAPER DISTRIBUTORS	30.34	12,136.00
						COMPLETE SUPPLY INC	30.93	12,372.00
						SYSCO USA I INC	31.98	12,792.00
						EMPIRE PAPER COMPANY	36.53	14,612.00
2	Y		Polyester Film, 18" x 2000', clear, pkg.	400	RL	DAXWELL	11.64	4,656.00
						MANS DISTRIBUTORS INC	13.83	5,532.00
						POLLOCK PAPER DISTRIBUTORS	14.01	5,604.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	14.12	5,648.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	15.22	6,088.00
						EMPIRE PAPER COMPANY	16.50	6,600.00
						SYSCO USA I INC	17.91	7,164.00
3	Y		Aprons, domestic made, 1 mil. White hot cast embossed polyethylene apron, 28" x 46" with extra long ties, pkg.	500	CS	POLLOCK PAPER DISTRIBUTORS	10.24	5,120.00
						DISPOSE N SAVE	16.40	8,200.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	59.00	29,500.00
						MANS DISTRIBUTORS INC	59.63	29,815.00
						SYSCO USA I INC	83.68	41,840.00
4	Y		Bakery Pan Liners, Parchment, 16 1/2" x 24", Regular release, pkg.	800	CS	ADVANCED BLENDING INC	38.29	30,632.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	38.50	30,800.00
						MANS DISTRIBUTORS INC	38.89	31,112.00
						POLLOCK PAPER DISTRIBUTORS	44.42	35,536.00
						THE LOVEGREEN COMPANY	50.00	40,000.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	56.30	45,040.00
						EMPIRE PAPER COMPANY	58.40	46,720.00
5	Y		Bag, Grocery, brown, 57lb or greater, 17"x12" or greater. Submit Sample	10	BL	INFINITY SUPPLY AND SERVICE INCORPORATED	47.75	477.50
						MANS DISTRIBUTORS INC	48.26	482.60
						POLLOCK PAPER DISTRIBUTORS	53.56	535.60
						EMPIRE PAPER COMPANY	65.67	656.70
6	Y		BAG, T-SHIRT	1,000	CS	POLLOCK PAPER DISTRIBUTORS	16.78	16,780.00
						ADVANCED BLENDING INC	17.14	17,140.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	17.50	17,500.00
						COMPLETE SUPPLY INC	17.94	17,940.00
						MANS DISTRIBUTORS INC	18.61	18,610.00
						DISPOSE N SAVE	35.34	35,340.00
7	Y		Paper Sacks, white, 8 lb. Must purchase in bale quantity only.	100	PK	MANS DISTRIBUTORS INC	17.50	1,750.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	22.11	2,211.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	27.10	2,710.00
						THE LOVEGREEN COMPANY	34.00	3,400.00
8	Y		Bags, Sandwich, flip lock top, 6-1/2" X 7", domestic made, natural high molecular, high density polyethylene, .6 mil., clear, pkg	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	7.15	715.00
						POLLOCK PAPER DISTRIBUTORS	7.19	719.00
						MANS DISTRIBUTORS INC	7.23	723.00
						EMPIRE PAPER COMPANY	7.48	748.00
						COMPLETE SUPPLY INC	8.01	801.00
						DISPOSE N SAVE	9.18	918.00
						SYSCO USA I INC	23.88	2,388.00
9	Y		Bags, Sandwich, zip lock top, 6-1/2" X 7", 2 mil., clear, pkg. Submit Sample	150	CS	POLLOCK PAPER DISTRIBUTORS	8.08	1,212.00
						EMPIRE PAPER COMPANY	13.57	2,035.50
						DISPOSE N SAVE	14.24	2,136.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	14.53	2,179.50
						MANS DISTRIBUTORS INC	14.63	2,194.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	14.75	2,212.50
10	Y		Food Bag, 18" x 24", Domestic made, natural high molecular, high density polyethylene, .6 mil., clear, food storage/freezer bag in dispenser box, fits half sheet pan, Approved Brand - Handgards Inc. #FB-24 or equal.	50	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	8.87	443.50
						POLLOCK PAPER DISTRIBUTORS	8.92	446.00
						EMPIRE PAPER COMPANY	9.27	463.50
						MANS DISTRIBUTORS INC	9.37	468.50
						DISPOSE N SAVE	11.24	562.00
11	Y		Rack Covers, 52" X 80", domestic made, natural high molecular, high density polyethylene, .6 mil., full bun rack cover in dispenser box, pkg	150	CS	ADVANCED BLENDING INC	10.19	1,528.50
						CENTRAL POLY-BAG CORPORATION	10.20	1,530.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	10.80	1,620.00
						DISPOSE N SAVE	10.84	1,626.00
						MANS DISTRIBUTORS INC	10.91	1,636.50

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	13.38	2,007.00
						EMPIRE PAPER COMPANY	13.91	2,086.50
						COMPLETE SUPPLY INC	14.44	2,166.00
12	Y		FOOD CONTAINER, FOAM, WHITE, DISPOSABLE, 6OZ, DART #6SJ12 OR EQUIVALENT	300	CS	SYSCO USA I INC	38.08	11,424.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	39.00	11,700.00
						MANS DISTRIBUTORS INC	39.64	11,892.00
						POLLOCK PAPER DISTRIBUTORS	40.26	12,078.00
						COMPLETE SUPPLY INC	50.35	15,105.00
						EMPIRE PAPER COMPANY	55.75	16,725.00
13	Y		FOOD CONTAINER LID, 3-1/2" VENTED WHITE, POLYSTYRENE, MUST FIT 6 OZ FOOD CONTAINER, DART# 12JL OR EQUIVALENT	300	CS	SYSCO USA I INC	22.91	6,873.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	23.50	7,050.00
						MANS DISTRIBUTORS INC	23.85	7,155.00
						POLLOCK PAPER DISTRIBUTORS	24.23	7,269.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	31.57	9,471.00
						EMPIRE PAPER COMPANY	33.78	10,134.00
14	Y		BOWL, 28 OZ BAGASSE OVAL, DART# 28BBSC OR SIMILAR	1,200	CS	THE LOVEGREEN COMPANY	39.00	46,800.00
						SYSCO USA I INC	43.30	51,960.00
						MANS DISTRIBUTORS INC	43.54	52,248.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	44.00	52,800.00
						POLLOCK PAPER DISTRIBUTORS	56.43	67,716.00
						COMPLETE SUPPLY INC	58.34	70,008.00
15	N		LID, PET CLEAR DOME, MUST FIT 28 OZ BAGASSE BOWL. DART # PET 28BBDL, OR SIMILAR	600	CS	SYSCO USA I INC	43.29	25,974.00
	N					POLLOCK PAPER DISTRIBUTORS	45.77	27,462.00
	N					MANS DISTRIBUTORS INC	46.50	27,900.00
	N					INFINITY SUPPLY AND SERVICE INCORPORATED	47.65	28,590.00
	Y	4BV #14-15				THE LOVEGREEN COMPANY	48.00	28,800.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	56.72	34,032.00
16	N		Cups, 16 oz., clear plastic PET cup. Must have matching Lid and insert available, Dart # TR16 or similar. Submit Sample	500	CS	MANS DISTRIBUTORS INC	40.50	20,250.00
	N					INFINITY SUPPLY AND SERVICE INCORPORATED	40.55	20,275.00
	N					THE LOVEGREEN COMPANY	51.00	25,500.00
	N					EMPIRE PAPER COMPANY	53.20	26,600.00
	N					COMPLETE SUPPLY INC	68.79	34,395.00
	N					POLLOCK PAPER DISTRIBUTORS	79.57	39,785.00
	Y	4BV #16-19				SYSCO USA I INC	86.32	43,160.00
17	N		Cup Insert, 3.5 oz clear. To fit 12/16oz. Clear Cup and lid. Dart #PF35C1 or Similar. Submit Sample	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	19.17	1,917.00
	N					EMPIRE PAPER COMPANY	20.85	2,085.00
	N					POLLOCK PAPER DISTRIBUTORS	26.77	2,677.00
	N					THE LOVEGREEN COMPANY	40.00	4,000.00
	Y	4BV				SYSCO USA I INC	61.90	6,190.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MANS DISTRIBUTORS INC	64.80	6,480.00
18	N		Lid flat, 12/16 OZ X-SLOT. Must fit 12/16 oz cup. Clear plastic. Dart # 662TS or similar.	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	16.95	1,695.00
	N					POLLOCK PAPER DISTRIBUTORS	19.38	1,938.00
	N					THE LOVEGREEN COMPANY	27.00	2,700.00
	Y	4BV				SYSCO USA I INC	30.15	3,015.00
						MANS DISTRIBUTORS INC	32.81	3,281.00
						EMPIRE PAPER COMPANY	38.69	3,869.00
19	N		Lid, Dome No Hole, Must fit 12/16oz clear plastic cup. Dart # DNR662 or similar. Submit Sample	300	CS	POLLOCK PAPER DISTRIBUTORS	31.08	9,324.00
	N					INFINITY SUPPLY AND SERVICE INCORPORATED	34.44	10,332.00
	N					THE LOVEGREEN COMPANY	37.00	11,100.00
	N					EMPIRE PAPER COMPANY	38.69	11,607.00
	Y	4BV				SYSCO USA I INC	55.29	16,587.00
						MANS DISTRIBUTORS INC	56.32	16,896.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	76.30	22,890.00
20	Y		CONTAINER, TAKE-OUT, 9 X 9 1/2 X 3, HINGED TOP, CLEARSEAL	650	CS	MANS DISTRIBUTORS INC	35.42	23,023.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	37.78	24,557.00
						THE LOVEGREEN COMPANY	47.00	30,550.00
						EMPIRE PAPER COMPANY	47.45	30,842.50
						SYSCO USA I INC	47.81	31,076.50
						POLLOCK PAPER DISTRIBUTORS	51.42	33,423.00
						COMPLETE SUPPLY INC	58.93	38,304.50
21	N	1NL	CONTAINER, TAKE-OUT, 5-6" SQUARE, HINGED TOP, CLEARSEAL, DART ITEM # PET25UT1 OR SIMILAR	200	CS	SYSCO USA I INC	30.12	6,024.00
	N	1NL				POLLOCK PAPER DISTRIBUTORS	32.39	6,478.00
	Y					MANS DISTRIBUTORS INC	39.58	7,916.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	42.22	8,444.00
						THE LOVEGREEN COMPANY	46.00	9,200.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	62.99	12,598.00
						COMPLETE SUPPLY INC	125.35	25,070.00
22	Y		CONTAINER, 6 X 8, HINGED CLEAR LID, LIME GREEN BOTTOM, SHORT SIDE OPENING	400	CS	SYSCO USA I INC	106.07	42,428.00
						MANS DISTRIBUTORS INC	106.25	42,500.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	107.75	43,100.00
23	Y		Sandwich Wedge Container, approximate size 4-3/8" X 3" X 3-1/4". Clear plastic. Submit Sample.	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	36.36	7,272.00
						MANS DISTRIBUTORS INC	36.76	7,352.00
						THE LOVEGREEN COMPANY	37.00	7,400.00
						POLLOCK PAPER DISTRIBUTORS	39.52	7,904.00
						COMPLETE SUPPLY INC	45.16	9,032.00
						SYSCO USA I INC	47.28	9,456.00
24	Y		Snack Tray, 3 pocket, black 17.5 mil OPS, 6 3/5"x5"x1.5". Approved Brand-Atrium #21903 or similar.	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	83.57	8,357.00
						SYSCO USA I INC	87.28	8,728.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MANS DISTRIBUTORS INC	87.78	8,778.00
						POLLOCK PAPER DISTRIBUTORS	94.87	9,487.00
						COMPLETE SUPPLY INC	105.63	10,563.00
25	Y		Lid for Snack Tray, Universal, clear 10 mil OPS, 6 7/8"x5 5/16"x1.5". Approved Brand- Atrium #21939 or similar.	250	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	59.41	14,852.50
						MANS DISTRIBUTORS INC	60.06	15,015.00
						SYSCO USA I INC	61.82	15,455.00
						POLLOCK PAPER DISTRIBUTORS	65.36	16,340.00
						COMPLETE SUPPLY INC	72.78	18,195.00
26	Y		SACK SNACK, GREASE RESISTANT, COLOR NATURAL. 4 X 1.75 X 3.12. NOVOLEX ITEM # 301057 OR SIMILAR	100	CS	MANS DISTRIBUTORS INC	73.04	7,304.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	74.34	7,434.00
						POLLOCK PAPER DISTRIBUTORS	85.19	8,519.00
27	Y		SACK SNACK, GREASE RESISTANT, COLOR NATURAL. 4.25 X 2.50 X 3.75. NOVOLEX ITEM # 301053 OR SIMILAR	100	CS	MANS DISTRIBUTORS INC	77.00	7,700.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	78.50	7,850.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	87.40	8,740.00
28	Y		Soup Container, 10-12 oz., Made of paperboard, poly-lined inside and outside, made for hot soup, white with clear lid preferred. Cup and Lid included in case. Submit Sample.	450	CS	SYSCO USA l INC	30.97	13,936.50
						POLLOCK PAPER DISTRIBUTORS	32.39	14,575.50
29	Y		BOWL, 16 OZ, BLACK. ATRIUM PKG # 24017 OR SIMILAR	200	CS	POLLOCK PAPER DISTRIBUTORS	30.13	6,026.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	53.00	10,600.00
						MANS DISTRIBUTORS INC	53.48	10,696.00
						SYSCO USA l INC	55.22	11,044.00
						COMPLETE SUPPLY INC	65.01	13,002.00
30	Y		Portion Trays, OVS, Black, 6 Fluid Ounce, Bid 12.5 OPS. Submit Sample	800	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	59.15	47,320.00
						SYSCO USA l INC	59.24	47,392.00
						MANS DISTRIBUTORS INC	59.45	47,560.00
						POLLOCK PAPER DISTRIBUTORS	63.02	50,416.00
						COMPLETE SUPPLY INC	71.69	57,352.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
31	Y		Portion Trays, OVS, Black, 8 Fluid Ounce, Bid 12.5 mil OPS. Submit Sample	1,500	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	57.75	86,625.00
						MANS DISTRIBUTORS INC	58.05	87,075.00
						SYSCO USA l INC	59.44	89,160.00
						POLLOCK PAPER DISTRIBUTORS	59.60	89,400.00
						COMPLETE SUPPLY INC	69.97	104,955.00
32	Y		Portion Trays, Universal Lids, fits OVS 9 mil through 15 mil. Submit Sample.	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	70.60	7,060.00
						SYSCO USA l INC	70.70	7,070.00
						MANS DISTRIBUTORS INC	71.00	7,100.00
						POLLOCK PAPER DISTRIBUTORS	76.84	7,684.00
						COMPLETE SUPPLY INC	85.56	8,556.00
33	Y		Compartment Tray with hinged lid, 3 compartments, styrofoam, 8" x 8 1/4", white.	100	CS	SYSCO USA l INC	14.09	1,409.00
						POLLOCK PAPER DISTRIBUTORS	14.98	1,498.00
						MANS DISTRIBUTORS INC	17.94	1,794.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						INFINITY SUPPLY AND SERVICE INCORPORATED	18.42	1,842.00
						COMPLETE SUPPLY INC	22.89	2,289.00
						EMPIRE PAPER COMPANY	30.27	3,027.00
34	Y		CUPS, 12 OZ., INSULATED STYROFOAM, DART # 12J12 OR SIMILAR. SUMBIT SAMPLE	125	CS	SYSCO USA I INC	33.43	4,178.75
						MANS DISTRIBUTORS INC	34.47	4,308.75
						INFINITY SUPPLY AND SERVICE INCORPORATED	35.38	4,422.50
						POLLOCK PAPER DISTRIBUTORS	35.57	4,446.25
						EMPIRE PAPER COMPANY	44.50	5,562.50
						COMPLETE SUPPLY INC	44.98	5,622.50
35	N	8PS	CUP, 9 OZ SQUAT CLEAR, PLASTIC, SOLO # TP9R, OR SIMILAR	250	CS	MANS DISTRIBUTORS INC	31.00	7,750.00
	N					INFINITY SUPPLY AND SERVICE INCORPORATED	32.22	8,055.00
	N					THE LOVEGREEN COMPANY	44.00	11,000.00
	N					COMPLETE SUPPLY INC	45.27	11,317.50

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
	Y					SYSCO USA I INC	46.10	11,525.00
						POLLOCK PAPER DISTRIBUTORS	48.96	12,240.00
36	Y		Food Tray, #200	600	CS	MANS DISTRIBUTORS INC	20.75	12,450.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	20.80	12,480.00
						POLLOCK PAPER DISTRIBUTORS	21.37	12,822.00
						MYECOPLANET LLC	22.14	13,284.00
						ADVANCED BLENDING INC	22.61	13,566.00
						THE LOVEGREEN COMPANY	23.00	13,800.00
						COMPLETE SUPPLY INC	25.09	15,054.00
						EMPIRE PAPER COMPANY	31.43	18,858.00
						SYSCO USA I INC	32.07	19,242.00
37	Y		Food Tray, #300, size 9" x 7", Submit Sample	300	CS	MANS DISTRIBUTORS INC	16.95	5,085.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	17.10	5,130.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	17.38	5,214.00
						MYECOPLANET LLC	17.88	5,364.00
						ADVANCED BLENDING INC	17.98	5,394.00
						COMPLETE SUPPLY INC	19.78	5,934.00
						EMPIRE PAPER COMPANY	23.25	6,975.00
						SYSCO USA I INC	26.12	7,836.00
38	Y		Food Tray, #50, 1/2 lb., Size 6" x 4" (curved), packaged. Submit Sample	700	CS	POLLOCK PAPER DISTRIBUTORS	15.42	10,794.00
						MYECOPLANET LLC	16.09	11,263.00
						MANS DISTRIBUTORS INC	16.10	11,270.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	16.25	11,375.00
						THE LOVEGREEN COMPANY	17.50	12,250.00
						ADVANCED BLENDING INC	17.56	12,292.00
						COMPLETE SUPPLY INC	18.44	12,908.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						SYSCO USA I INC	24.57	17,199.00
						EMPIRE PAPER COMPANY	26.89	18,823.00
39	Y		PANLINERS, OVENABLE, CONTOUR FIT FOR HOTEL PANS	100	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	31.62	3,162.00
40	Y		PIZZA BOX, 16" X 16" X 2" KRAFT CORRUGATED PIZZA BOX	600	CS	MANS DISTRIBUTORS INC	23.25	13,950.00
						THE LOVEGREEN COMPANY	25.95	15,570.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	27.25	16,350.00
						POLLOCK PAPER DISTRIBUTORS	27.75	16,650.00
						EMPIRE PAPER COMPANY	27.78	16,668.00
41	Y		Forks, Polypropylene, Medium weight, White, bulk pack, pkg. Submit Sample	25	CS	DAXWELL	6.03	150.75
						POLLOCK PAPER DISTRIBUTORS	6.79	169.75
						EMPIRE PAPER COMPANY	7.34	183.50
						COMPLETE SUPPLY INC	7.98	199.50
						SYSCO USA I INC	13.19	329.75

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
42	Y		Spoons, Polypropylene, Medium weight, White, bulk pack, pkg. Submit Sample	25	CS	DAXWELL	6.22	155.50
						EMPIRE PAPER COMPANY	7.25	181.25
						POLLOCK PAPER DISTRIBUTORS	7.59	189.75
						COMPLETE SUPPLY INC	7.98	199.50
						SYSCO USA I INC	13.19	329.75
43	Y		KNIVES PLASTIC	25	CS	DAXWELL	5.85	146.25
						POLLOCK PAPER DISTRIBUTORS	7.59	189.75
						COMPLETE SUPPLY INC	7.98	199.50
						EMPIRE PAPER COMPANY	8.72	218.00
						SYSCO USA I INC	13.19	329.75
44	Y		Napkins, white, tall fold, 7" x 13 1/2", folded size 3 1/2 x 6 3/4, pkg. Submit Sample	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	25.25	5,050.00
						MANS DISTRIBUTORS INC	25.50	5,100.00
						THE LOVEGREEN COMPANY	27.00	5,400.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						DAXWELL	27.85	5,570.00
						EMPIRE PAPER COMPANY	42.33	8,466.00
						SYSCO USA I INC	71.20	14,240.00
						POLLOCK PAPER DISTRIBUTORS	91.35	18,270.00
45	Y		Nap-Pak, medium weight, consists only of napkin (13" x 13"), spoon, fork, and straw (5 1/2" or 6"). Polypropylene, bulk packaging.	17,000	CS	DAXWELL	10.73	182,410.00
						THE LOVEGREEN COMPANY	14.25	242,250.00
						POLLOCK PAPER DISTRIBUTORS	14.73	250,410.00
						COMPLETE SUPPLY INC	23.22	394,740.00
46	N	8PS	Glove, disposable, Vinyl, powder free, large.	2,000	CS	AR UNLIMITED LLC	14.00	28,000.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	15.00	30,000.00
						DAXWELL	15.03	30,060.00
						MANS DISTRIBUTORS INC	16.50	33,000.00
						POLLOCK PAPER DISTRIBUTORS	17.37	34,740.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						DISPOSE N SAVE	18.20	36,400.00
						THE LOVEGREEN COMPANY	18.31	36,620.00
						UNIPAK CORP	19.30	38,600.00
						FERRUM SOLUTIONS LLC	20.24	40,480.00
						EMPIRE PAPER COMPANY	21.00	42,000.00
						PYRAMID SCHOOL PRODUCTS	25.90	51,800.00
						RICE BAKAYOKO ROSALYNN	26.00	52,000.00
47	N	8PS	Glove, disposable, Vinyl, powder free, medium.	2,500	CS	AR UNLIMITED LLC	14.00	35,000.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	15.00	37,500.00
						DAXWELL	15.03	37,575.00
						MANS DISTRIBUTORS INC	16.50	41,250.00
						POLLOCK PAPER DISTRIBUTORS	17.37	43,425.00
						DISPOSE N SAVE	18.20	45,500.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						THE LOVEGREEN COMPANY	18.31	45,775.00
						UNIPAK CORP	19.30	48,250.00
						FERRUM SOLUTIONS LLC	20.24	50,600.00
						EMPIRE PAPER COMPANY	21.00	52,500.00
						PYRAMID SCHOOL PRODUCTS	25.90	64,750.00
						RICE BAKAYOKO ROSALYNN	26.00	65,000.00
48	Y		Glove, disposable, Vinyl, powder free, Small.	1,000	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	15.00	15,000.00
						MANS DISTRIBUTORS INC	16.50	16,500.00
						DAXWELL	16.68	16,680.00
						POLLOCK PAPER DISTRIBUTORS	17.37	17,370.00
						DISPOSE N SAVE	18.20	18,200.00
						THE LOVEGREEN COMPANY	18.31	18,310.00
						UNIPAK CORP	19.30	19,300.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						FERRUM SOLUTIONS LLC	20.24	20,240.00
						EMPIRE PAPER COMPANY	21.00	21,000.00
						PYRAMID SCHOOL PRODUCTS	25.90	25,900.00
						RICE BAKAYOKO ROSALYNN	26.00	26,000.00
49	N	8PS	Glove, disposable, Vinyl, powder free, x-large	2,000	CS	AR UNLIMITED LLC	14.00	28,000.00
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	15.00	30,000.00
						DAXWELL	15.03	30,060.00
						MANS DISTRIBUTORS INC	16.50	33,000.00
						POLLOCK PAPER DISTRIBUTORS	17.37	34,740.00
						DISPOSE N SAVE	18.20	36,400.00
						THE LOVEGREEN COMPANY	18.31	36,620.00
						UNIPAK CORP	19.30	38,600.00
						FERRUM SOLUTIONS LLC	20.24	40,480.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	21.00	42,000.00
						PYRAMID SCHOOL PRODUCTS	25.90	51,800.00
						RICE BAKAYOKO ROSALYNN	26.00	52,000.00
50	Y		Gloves, Disposable, large size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	400	CS	DISPOSE N SAVE	4.34	1,736.00
						PYRAMID SCHOOL PRODUCTS	5.99	2,396.00
						DAXWELL	9.10	3,640.00
						POLLOCK PAPER DISTRIBUTORS	40.37	16,148.00
51	Y		Gloves, Disposable, medium size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	500	CS	DISPOSE N SAVE	4.34	2,170.00
						PYRAMID SCHOOL PRODUCTS	5.99	2,995.00
						DAXWELL	9.10	4,550.00
						POLLOCK PAPER DISTRIBUTORS	40.37	20,185.00
52	Y		Gloves, Disposable, Small size, domestic made, clear, smooth 1-1/4 mil., low density polyethylene glove with offset, gauntlet cuffs.	200	CS	DISPOSE N SAVE	4.34	868.00
						PYRAMID SCHOOL PRODUCTS	5.99	1,198.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						DAXWELL	9.10	1,820.00
						POLLOCK PAPER DISTRIBUTORS	40.37	8,074.00
53	Y		LABEL,DISSOLVABLE FOOD ROTATION, 2" X 1 1/4"	1,000	CS	POLLOCK PAPER DISTRIBUTORS	17.41	17,410.00
						MANS DISTRIBUTORS INC	20.00	20,000.00
54	Y		Souffle Cups, 2 oz., translucent, plastic. Submit Sample	1,500	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	16.25	24,375.00
						MANS DISTRIBUTORS INC	16.75	25,125.00
						DAXWELL	19.16	28,740.00
						SYSCO USA l INC	20.17	30,255.00
						EMPIRE PAPER COMPANY	20.83	31,245.00
						THE LOVEGREEN COMPANY	21.00	31,500.00
						POLLOCK PAPER DISTRIBUTORS	21.66	32,490.00
						COMPLETE SUPPLY INC	23.85	35,775.00
55	Y		Souffle Cup Lids, clear plastic, must fit 2 oz. souffle cup, pkg.	700	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	15.25	10,675.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MANS DISTRIBUTORS INC	15.75	11,025.00
						SYSCO USA I INC	15.94	11,158.00
						DAXWELL	17.58	12,306.00
						POLLOCK PAPER DISTRIBUTORS	18.04	12,628.00
						THE LOVEGREEN COMPANY	20.50	14,350.00
						EMPIRE PAPER COMPANY	20.83	14,581.00
						COMPLETE SUPPLY INC	24.34	17,038.00
56	Y		Souffle Cups, 3 oz., plastic, Submit Sample	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	25.52	5,104.00
						MANS DISTRIBUTORS INC	26.75	5,350.00
						DAXWELL	28.35	5,670.00
						EMPIRE PAPER COMPANY	37.48	7,496.00
						POLLOCK PAPER DISTRIBUTORS	39.49	7,898.00
						SYSCO USA I INC	49.63	9,926.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
57	Y		Souffle Cup Lids, must fit 3 oz. souffle cup, Submit Sample	200	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	21.50	4,300.00
						DAXWELL	24.16	4,832.00
						MANS DISTRIBUTORS INC	24.25	4,850.00
						SYSCO USA I INC	27.27	5,454.00
						POLLOCK PAPER DISTRIBUTORS	30.25	6,050.00
						EMPIRE PAPER COMPANY	31.43	6,286.00
58	N	8PS	Toilet Tissue, single ply, 4 X 3.75 inch sheet, 1000 sheets per roll	150	CS	POLLOCK PAPER DISTRIBUTORS	44.30	6,645.00
	Y					COMPLETE SUPPLY INC	49.94	7,491.00
						CENTRAL POLY-BAG CORPORATION	50.99	7,648.50
						EMPIRE PAPER COMPANY	59.32	8,898.00
59	Y		Toilet Tissue, 2 Ply Jumbo Roll, 3.3" X 1000 ft./roll. 9" Diameter. Submit Sample.	250	CS	INFINITY SUPPLY AND SERVICE INCORPORATED	20.25	5,062.50
						MANS DISTRIBUTORS INC	22.00	5,500.00
						CENTRAL POLY-BAG CORPORATION	29.77	7,442.50

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	30.53	7,632.50
						POLLOCK PAPER DISTRIBUTORS	31.06	7,765.00
						EMPIRE PAPER COMPANY	33.14	8,285.00
						THE LOVEGREEN COMPANY	43.00	10,750.00
60	N	8PS	Towels, Food Service, white, pkg. Submit Sample	600	CS	PYRAMID SCHOOL PRODUCTS	8.99	5,394.00
	Y					POLLOCK PAPER DISTRIBUTORS	18.20	10,920.00
						MANS DISTRIBUTORS INC	18.71	11,226.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	18.90	11,340.00
61	N	1NL	Trash Bag, 33 x 40, heavy weight, clear, capacity 33 gal., "X" sealed bottoms. Submit Sample.	520	CS	POLLOCK PAPER DISTRIBUTORS	13.36	6,947.20
	Y					UNIPAK CORP	14.93	7,763.60
						ADVANCED BLENDING INC	15.81	8,221.20
						MANS DISTRIBUTORS INC	17.09	8,886.80
						DISPOSE N SAVE	18.34	9,536.80

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						CENTRAL POLY-BAG CORPORATION	19.79	10,290.80
						COMPLETE SUPPLY INC	32.31	16,801.20
62	Y		Trash Bag, 40 x 46, heavy weight, clear, capacity 40-45- gallon, film weight 10.4 lbs, gauge .68 mils, "X" sealed bottoms, pkg. Submit sample.	630	CS	UNIPAK CORP	10.09	6,356.70
						ADVANCED BLENDING INC	10.43	6,570.90
						COMPLETE SUPPLY INC	11.89	7,490.70
						POLLOCK PAPER DISTRIBUTORS	12.22	7,698.60
						DISPOSE N SAVE	13.24	8,341.20
						CENTRAL POLY-BAG CORPORATION	13.68	8,618.40
						MANS DISTRIBUTORS INC	14.56	9,172.80
63	Y		Tray, Lunch, checked, Kraft paper, nested. Approximately 10.5"x7.5"x1.5". Approved brand-Southern Champion #0590 or similar. Submit sample.	2,400	CS	MYECOPLANET LLC	25.98	62,352.00
						MANS DISTRIBUTORS INC	26.55	63,720.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	26.80	64,320.00
						SYSCO USA I INC	27.01	64,824.00

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BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	28.73	68,952.00
						COMPLETE SUPPLY INC	32.69	78,456.00
64	Y		Tray, 5 compartment, Fiber (Paper) Material, 10 3/8" X 8 3/8" X 1 3/16", White, Beige or Approved Color, Approved Brand - Pactiv # YMC5-8000 or equal	1,500	CS	POLLOCK PAPER DISTRIBUTORS	27.58	41,370.00
						AR UNLIMITED LLC	33.75	50,625.00
						COMPLETE SUPPLY INC	35.03	52,545.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	38.00	57,000.00
						MYECOPLANET LLC	39.48	59,220.00
						EMPIRE PAPER COMPANY	60.50	90,750.00
65	N	8PS Y	Tray, 5 compartment, stryofoam, 10 3/8 x 8-3/8"x 1 3/16", laminated top and bottom, white, Approved Brand - Gen-Pak #10500 or equal, pkg. Note: This item is palletized. Unit price must reflect this requirement.	10,500	CS	MACANA GLOBAL LLC	21.25	223,125.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	21.75	228,375.00
						MANS DISTRIBUTORS INC	21.75	
						POLLOCK PAPER DISTRIBUTORS	22.71	238,455.00
						SYSCO USA I INC	23.62	248,010.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						MYECOPLANET LLC	24.98	262,290.00
						COMPLETE SUPPLY INC	28.49	299,145.00
						EMPIRE PAPER COMPANY	43.75	459,375.00
66	Y		Foil Honeycomb insulated wrap sheet, unprinted, sandwich, 10.5 x 14, pkg. Submit Sample	300	CS	ADVANCED BLENDING INC	76.39	22,917.00
						MANS DISTRIBUTORS INC	84.16	25,248.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	84.48	25,344.00
						SYSCO USA I INC	87.86	26,358.00
						POLLOCK PAPER DISTRIBUTORS	101.88	30,564.00
						COMPLETE SUPPLY INC	103.96	31,188.00
67	Y		Foil Honeycomb insulated wraps, sandwich, Blue check, 10.5 x 14, pkg. Submit Sample	150	CS	ADVANCED BLENDING INC	63.89	9,583.50
						SYSCO USA I INC	107.40	16,110.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	127.77	19,165.50
						MANS DISTRIBUTORS INC	128.36	19,254.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	138.63	20,794.50
						COMPLETE SUPPLY INC	147.21	22,081.50
68	Y		Foil Honeycomb insulated wraps, sandwich, Green check, 10.5 x 14, pkg. Submit Sample	50	CS	ADVANCED BLENDING INC	63.89	3,194.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	136.35	6,817.50
						MANS DISTRIBUTORS INC	137.91	6,895.50
						POLLOCK PAPER DISTRIBUTORS	227.14	11,357.00
69	Y		Foil Honeycomb insulated wraps, sandwich, Red check, 10.5 x 14, pkg. Submit Sample	150	CS	ADVANCED BLENDING INC	63.89	9,583.50
						SYSCO USA I INC	107.40	16,110.00
						POLLOCK PAPER DISTRIBUTORS	114.27	17,140.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	124.75	18,712.50
						MANS DISTRIBUTORS INC	125.26	18,789.00
70	N	1NL	Wraps, sandwich, green check, 12 x 12, pkg. Submit Sample	50	CS	COMPLETE SUPPLY INC	65.53	3,276.50
	Y					INFINITY SUPPLY AND SERVICE INCORPORATED	94.53	4,726.50

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						POLLOCK PAPER DISTRIBUTORS	124.27	6,213.50
						MANS DISTRIBUTORS INC	194.45	9,722.50
71	Y		Bags, Cold, Wicketed, to be used on EPAC Bagging System. Bags are designed to tape seal on EPAC + Bag Sealer. Use to package 5" cookie, cut fruit & vegetables, cantalope or watermelon slice. 5.25" X 10.5" Approved Brand - Ekon O Pac # CD59NV or equal. Submit Sample.	85	CS	EKON O PAC LLC	120.00	10,200.00
72	Y		Bags, Cold, Wicketed, to be used on EPAC Bagging System. Bags are designed to tape seal on EPAC + Bag Sealer. Use to package sack lunch. 10" X 15" Approved Brand - Ekon O Pac # CD1015NV or equal. Submit Sample.	75	CS	EKON O PAC LLC	131.00	9,825.00
73	Y		Bags Sealing Tape, Cold Poly Tape 3/8 wide X 180 yards long. Please bid all available colors. Approved Brand - Ekon O Pac # 1402 list color. Submit Sample of each color.	50	CS	EKON O PAC LLC	480.00	24,000.00
74	Y		Bagging System + EPAC Equipment, Bagging system includes EPAC + Bag Sealer and EPAC + Bag Stand. Approved Brand - Ekon O Pac EPAC + System or equal. Submit Sample.	100	EA	EKON O PAC LLC	330.00	33,000.00
75	Y		Hand Towel, roll, single ply, 7.875 inch wide, 1 5/8" core, 350 ft. per roll	500	CS	MANS DISTRIBUTORS INC	18.75	9,375.00
						INFINITY SUPPLY AND SERVICE INCORPORATED	19.00	9,500.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						THE LOVEGREEN COMPANY	21.50	10,750.00
						COMPLETE SUPPLY INC	27.06	13,530.00
						CENTRAL POLY-BAG CORPORATION	29.99	14,995.00
						POLLOCK PAPER DISTRIBUTORS	59.48	29,740.00
76	Y		Laundry soap, pail. Submit sample.	100	EA	POLLOCK PAPER DISTRIBUTORS	20.05	2,005.00
						MANS DISTRIBUTORS INC	30.15	3,015.00
77	N	8PS	Fiberglass Mop Handle Quickway	100	CS	EMPIRE PAPER COMPANY	11.26	1,126.00
	N	8PS				MANS DISTRIBUTORS INC	62.87	6,287.00
	Y					POLLOCK PAPER DISTRIBUTORS	107.00	10,700.00
						PYRAMID SCHOOL PRODUCTS	109.44	10,944.00
78	Y		MICROFIBER MOP HEAD MEDIUM, 5" MESH BAND WITH TAIL	500	CS	POLLOCK PAPER DISTRIBUTORS	85.44	42,720.00
						MANS DISTRIBUTORS INC	87.61	43,805.00
						PYRAMID SCHOOL PRODUCTS	95.76	47,880.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	109.79	54,895.00
79	Y		LARGE ANGLE BROOM, HEAD & HANDLE IN SAME BOX UNASSEMBLED	400	CS	POLLOCK PAPER DISTRIBUTORS	39.84	15,936.00
						MANS DISTRIBUTORS INC	47.05	18,820.00
						PYRAMID SCHOOL PRODUCTS	47.88	19,152.00
80	Y		IRON BRUSH, 1" TRIM WITH POLYPRO BRISTLES, ANGLED HEAD, DURABLE NON-ABSORBENT 6" WHITE PLASTIC BLOCK	350	CS	PYRAMID SCHOOL PRODUCTS	17.28	6,048.00
						EMPIRE PAPER COMPANY	21.65	7,577.50
						POLLOCK PAPER DISTRIBUTORS	48.72	17,052.00
81	Y		FLOOR SCRUB BRUSH, CURVED HEAD, PLASTIC BLOCK THAT WONT CRACK, WARP, MILDEW, WASHABLE RED POLYPRO BRISTLES, FLARE ENDS, 2" TRIM, AND METAL HANDLE	150	CS	POLLOCK PAPER DISTRIBUTORS	57.78	8,667.00
82	Y		METAL HANDLE FOR FLOOR SCRUB BRUSH	75	CS	POLLOCK PAPER DISTRIBUTORS	60.12	4,509.00
83	Y		DIVIDED BUCKET WITH DOWNPRESS COMBO, EASY DIRTY WATER EMPTY	100	EA	PYRAMID SCHOOL PRODUCTS	67.98	6,798.00
						POLLOCK PAPER DISTRIBUTORS	86.12	8,612.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						EMPIRE PAPER COMPANY	112.00	11,200.00
84	Y		SQUEEGEE, 22" WATER WAND	100	CS	EMPIRE PAPER COMPANY	20.89	2,089.00
						POLLOCK PAPER DISTRIBUTORS	103.70	10,370.00
						PYRAMID SCHOOL PRODUCTS	129.90	12,990.00
85	Y		56" 20-GAUGE STEEL FRAME ALUMINUM HANDLE WITH SOCKET CLAMP (FOR SQUEEGEE)	50	CS	EMPIRE PAPER COMPANY	26.34	1,317.00
						POLLOCK PAPER DISTRIBUTORS	63.24	3,162.00
						PYRAMID SCHOOL PRODUCTS	219.80	10,990.00
86	Y		Microfiber towel, Green, 49 gram. 16"x16". Submit sample.	400	CS	COMPLETE SUPPLY INC	6.74	2,696.00
						EMPIRE PAPER COMPANY	8.01	3,204.00
						POLLOCK PAPER DISTRIBUTORS	92.20	36,880.00
						PYRAMID SCHOOL PRODUCTS	105.00	42,000.00
87	Y		CLEANING PADS, GENERAL PURPOSE HAND PAD, MEDIUM DUTY, GREEN, 6" X 9"	100	CS	POLLOCK PAPER DISTRIBUTORS	4.54	454.00
						EMPIRE PAPER COMPANY	5.19	519.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						COMPLETE SUPPLY INC	6.29	629.00
						PYRAMID SCHOOL PRODUCTS	15.98	1,598.00
88	Y		DISINFECTING WIPES IN PLASTIC BUCKET. CLOROX OR EQUAL, SUMBIT SAMPLE	500	CS	POLLOCK PAPER DISTRIBUTORS	39.74	19,870.00
						EMPIRE PAPER COMPANY	65.09	32,545.00
						MANS DISTRIBUTORS INC	83.10	41,550.00
						PYRAMID SCHOOL PRODUCTS	89.98	44,990.00
89	Y		DISINFECTING WIPES IN PLASTIC BUCKET. CLOROX OR EQUAL, SUMBIT SAMPLE	1,000	CS	POLLOCK PAPER DISTRIBUTORS	63.19	63,190.00
						EMPIRE PAPER COMPANY	65.09	65,090.00
						MANS DISTRIBUTORS INC	72.61	72,610.00
						PYRAMID SCHOOL PRODUCTS	89.98	89,980.00
90	Y		Straw Plastic, 7.75". Wrapped, jumbo, clear.	200	CS	DAXWELL	36.11	7,222.00
						POLLOCK PAPER DISTRIBUTORS	47.34	9,468.00
						COMPLETE SUPPLY INC	49.52	9,904.00

The District solicited 575 suppliers and received 19 responses.

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
						THE LOVEGREEN COMPANY	59.00	11,800.00
						SYSCO USA I INC	67.70	13,540.00
						EMPIRE PAPER COMPANY	71.95	14,390.00
91	Y		WIPE, PROBE, ALCOHOL SWAB, IW	200	CS	COMPLETE SUPPLY INC	7.04	1,408.00
						POLLOCK PAPER DISTRIBUTORS	28.30	5,660.00
92	Y		ZIP TOP BAG, FREEZER, 2 GALLON	250	CS	MANS DISTRIBUTORS INC	14.89	3,722.50
						INFINITY SUPPLY AND SERVICE INCORPORATED	15.58	3,895.00
						POLLOCK PAPER DISTRIBUTORS	15.77	3,942.50
						EMPIRE PAPER COMPANY	16.40	4,100.00
						COMPLETE SUPPLY INC	17.56	4,390.00
						SYSCO USA I INC	23.80	5,950.00

Rows 1 - 557
(All Rows)

The District solicited 575 suppliers and received 19 responses.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Student Nutrition Services

Subject: Consider Approval of Modification to Commodity Processing for Student Nutrition Services (SNS) (#141-26)

Consent Agenda

Executive Summary:

This modification of award will add two additional approved vendors to the contract to process raw commodities into a finished product to feed the students in the cafeterias of Garland ISD. Reviewed and approved by Jennifer Miller, Director of Student Nutrition Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation to modify the award as listed below:

Add vendors to the awarded Supplier List (Exhibit A):

Del Real LLC

Schwans Food Service

Procurement Method: Request for Proposal

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve modification to contract#141-26 Commodity Processing for Student Nutrition Services (SNS) as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $7,000,000

240 - National School Breakfast and Lunch Program

Exhibit A

RFP 141-26 Commodity Processing for Student Nutrition Services (SNS)

Awarded Supplier List

ACR Foster Intermediate Group LLC

Albies Foods Inc

Alpha Foods Co

Brookwood Farms Incorporated

Calfed Financial Corporation, dba Red Gold LLC

Cargill Kitchen Solutions

Cavendish Farms Incorporated

*Del Real LLC

Gold Creek Foods LLC

Goodman Food Products

High Liner Foods USA INC

Hormel Foods Sales LLC

Integrated Food Service

JTM Provisions Co Inc

Land O Lakes Inc

McCain Foods

MCI Foods INC

Nardone Bros Baking Co Inc

National Food Group Inc

OmniBus Trading Corporation

Out of The Shell LLC

Pilgrims Pride Corp

Proview Foods LLC

Rich Products Corporation

Rodriguez Foods LTD

S and F Foods Inc

*Schwans Food Service

Tasty Brands LLC

Tyson Prepared Foods Inc

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Veronica Joyner, Executive Director of Research, Assessment, and Accountability

Subject: Consider Approval of Increase in Awarded Amount for Rescoring Assessments (#325-25-07)

Consent Agenda

Executive Summary:

This increase will allow for the Texas Education Agency (TEA) to provide an opportunity for Garland ISD to request manual human rescoring of STAAR/EOC extended constructed responses, i.e., essay, whenever the initial automated scoring engine scores conflict with expected student results. Having access to manual rescoring ensures the relatively new automated scoring engine does not inadvertently project an inaccurate depiction of student progression and comprehension, thus negatively impacting GISD students and the overall campus/district accountability ratings. RAAD will limit rescore requests to only those with questionable outcomes. A January 2025 rescore request was limited to December EOC English I and II for high school, resulting in improved scores. Upon learning that 75% of all constructed response scoring is done using an automated scoring engine. This increase was determined to be prudent to expand the scope of rescoring requests to include grades 3-12 STAAR/EOC across three test administration windows. The district will be charged $50 for each rescore request that remains unchanged after manual grading. There will be no charge for any rescore request resulting in an improved student score. Reviewed and approved by Veronica Joyner, Executive Director of Research, Assessment, and Accountability, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Students Rescoring Percentage	Estimated	Total
75% 3rd through 10th grade Spring 2025 STAAR/EOC testers	21,300 x $50	$1,065,000
75% English I and English II Summer 2025 re-testers	400 students x $50	$20,000
75% English I and English II December 2025 re-testers	800 students x $50	$40,000
		$1,125,000

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

It is the administration's recommendation that the offer for Rescoring Assessments from NCS Pearson, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve increase to contract#325-25-07 Rescoring Assessments as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award $10,000 Increase $1,115,000 New Award $1,125,000

199 - General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of the 2025-2026 Salary Schedule and Compensation Information Handbook

Action Item

Executive Summary:

We are requesting Board Approval of the 2025-2026 Salary Schedules and Compensation Information Handbook.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Move to approve the 2025-2026 Salary Schedule and Compensation Information Handbook.

2025-2026

SALARY SCHEDULES & COMPENSATION INFORMATION

DRAFT

Published by the Department of Human Resources

GARLAND INDEPENDENT SCHOOL DISTRICT

Serving the North Texas Communities of
Garland, Rowlett, and Sachse

garlandisd.net | 972-487-3057 | 501 S. Jupiter Rd
Garland, TX 75042

The GISD Board of Trustees approved the following raise effective for the 2025-2026 school year.
Classroom Teachers with a PEIMS role ID of 087 Teacher Retention Allotment (TRA)
• Next salary step and $2,500 for each classroom teacher with at least three (3) years and less than five (5)years of experience • Next salary step and $5,000 for each classroom teacher with five (5) or more years of experience

Pay increases will take effect for the 2025-2026 school year, based on the assigned workdays.		
July 2025	12 month employee	Workdays 215-260
August 2025	11 month employee	Workdays 198-214
September 2024	10 month employee	Workdays 180-197

• Neither past nor future salaries can be accurately calculated nor predicted from this booklet. Only the salary ranges based on pay grades can be obtained from this information.

• Salary plans are determined annually, and salary advancement is not guaranteed. Pay increases are based on the annual pay raise approved by the Board of Trustees.

• Salaries are determined individually with consideration for creditable years of service, job-related experience and credentials.

Should you have any questions, please contact the Human Resources Department at salary@garlandisd.net .

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2025-2026

New Hire Guide for

Classroom Teachers with a PEIMS role ID of 087

Creditable Years of Service (CYS)	Annualized by 187 day assignment	Teacher Retention Allotment (TRA)	2025-2026 Annualized by 187 day assignment	2025-2026 Daily Rate
0	$61,500	0	$61,500	$328.88
1	$62,960	0	$62,960	$336.68
2	$63,595	0	$63,595	$340.08
3	$63,895	2,500	$66,395	$355.05
4	$64,195	2,500	$66,695	$356.66
5	$64,495	5,000	$69,495	$371.63
6	$64,795	5,000	$69,795	$373.24
7	$65,145	5,000	$70,145	$375.11
8	$65,495	5,000	$70,495	$376.98
9	$66,669	5,000	$71,669	$383.26
10	$67,038	5,000	$72,038	$385.23
11	$67,388	5,000	$72,388	$387.10
12	$67,688	5,000	$72,688	$388.71
13	$67,988	5,000	$72,988	$390.31
14	$68,288	5,000	$73,288	$391.91
15	$68,588	5,000	$73,588	$393.52
16	$70,078	5,000	$75,078	$401.49
17	$70,378	5,000	$75,378	$403.09
18	$70,804	5,000	$75,804	$405.37
19	$71,103	5,000	$76,103	$406.97
20	$71,399	5,000	$76,399	$408.55
21	$71,699	5,000	$76,699	$410.16
22	$72,098	5,000	$77,098	$412.29
23	$72,498	5,000	$77,498	$414.43
24	$72,798	5,000	$77,798	$416.03
25+	$73,098	5,000	$78,098	$417.64

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The above annual salaries are based on ten (10) months of employment for the 2024-2025 school year. Salary plans are determined annually, and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees. Years of experience is the total creditable years of service (CYS) completed at the end of the 2023-2024 school year. **New teachers to GISD with 25 or more creditable years of service will start at step 25.**

$1,300 Master's Degree Stipend

$2,000 Doctorate Degree Stipend

2025-2026
New Hire Guide for
Teachers ineligible for Teacher Retention Allotment (TRA)

Creditable Years of Service (CYS)	2025-2026 Daily Rate	Annualized by 187 day assignment
0	$328.88	**$61,500**
1	$336.68	**$62,960**
2	$340.08	**$63,595**
3	$341.68	**$63,895**
4	$343.29	**$64,195**
5	$344.89	**$64,495**
6	$346.50	**$64,795**
7	$348.37	**$65,145**
8	$350.24	**$65,495**
9	$356.52	**$66,669**
10	$358.49	**$67,038**
11	$360.36	**$67,388**
12	$361.97	**$67,688**
13	$363.57	**$67,988**
14	$365.18	**$68,288**
15	$366.78	**$68,588**
16	$374.75	**$70,078**
17	$376.35	**$70,378**
18	$378.63	**$70,804**
19	$380.23	**$71,103**
20	$381.81	**$71,399**
21	$383.42	**$71,699**
22	$385.55	**$72,098**
23	$387.69	**$72,498**
24	$389.29	**$72,798**
25+	$390.90	**$73,098**

The above annual salaries are based on ten (10) months of employment for the 2024-2025 school year. Salary plans are determined annually, and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees. Years of experience is the total creditable years of service (CYS) completed at the end of the 2023-2024 school year. **New teachers to GISD with 25 or more creditable years of service will start at step 25.**

$1,300 Master's Degree Stipend

$2,000 Doctorate Degree Stipend

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2025-2026 Proposed Administrative Professional Pay Plan
Garland ISD

Pay Grade	Job Title	Calendar Days		Minimum	Midpoint	Maximum
101			**Daily**	**$252.00**	**$300.00**	**$348.00**
	Assistant Box Office Coordinator	226	**226 Days**	56,952	67,800	78,648
	Certification Specialist	226				
	Compensation Human Resources Specialist	226				
	Event Coordinator	226				
	Facilities Payroll Supervisor	226				
	Facilities Specialist	226				
	Marketing Specialist	226				
	Print Shop Senior Production Manager	226				
	Supervisor (Student Nutrition Services)	226				
	Supervisor Culinary	226				
	Supervisor Professional Development	226				
	Supervisor Special Projects	226				
102			**Daily**	**$274.05**	**$326.25**	**$378.45**
	Facilitator Translation Interpret Services	226	**202 Days**	55,358	65,903	76,447
	Community Engagement Specialist	226	**226 Days**	61,935	73,733	85,530
	Graphic Design Specialist	226				
	McKinney Vento Office Specialist TECHY	226				
	Sales Representative	202				
	Security Specialist Armed Officers	226				
	Supervisor Food And Supply Acquisition	202				
	Web Content Designer	226				
103			**Daily**	**$298.30**	**$355.12**	**$411.94**
	Benefits Specialist	226	**187 Days**	55,782	66,407	77,033
	Box Office Coordinator	226	**210 Days**	62,643	74,575	86,507
	Budget Analyst	226	**215 Days**	64,135	76,351	88,567
	Coordinator Print Shop	226	**226 Days**	67,416	80,257	93,098
	Energy Management Specialist	226				
	Executive Assistant To The Superintendent	226				
	Finance Analyst	226				
	Grants Budget Analyst Title I	226				
	Grants Compliance Specialist Title I	226				
	Grants Specialist	226				
	Human Resources Analyst	226				
	Investigator Employee Relations	226				
	Language Acquisition Specialist Title III	215				
	Manager Event Services	226				
	Manager Work Order Control	226				
	Operations Manager Curtis Culwell Center	226				
	Paralegal General Counsel	226				
	Sales Manager	226				
	Senior Buyer	226				
	Speech Language Pathologist Assistant SPED	187				
	Web Services Support Specialist	226				
104			**Daily**	**$334.09**	**$397.73**	**$461.37**
	Accountant Bond	226	**187 Days**	62,475	74,376	86,276
	Accountant General Ledger	226	**189 Days**	63,143	75,171	87,199
	Accountant Payroll	226	**193 Days**	64,479	76,762	89,044
	Accountant Project	226	**197 Days**	65,816	78,353	90,890
	Accountant Proprietary Funds	226	**202 Days**	67,486	80,341	93,197
	Behavior Intervention/Interventionist Specialist Title I (Sec.only)*	210	**210 Days**	70,159	83,523	96,888
	Behavior Program Specialist Title I*	226	**215 Days**	71,829	85,512	99,195

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2025-2026 Proposed Administrative Professional Pay Plan
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104	
Behavioral Specialist BCBA*	226
Behavioral Specialist Idea B*	226
Bilingual Instructional Specialist*	226
Board Service Manager	226
Case Manager	210
Certification Officer Human Resources	226
Clinic Nurse Specialist	226
Coordinator Budget	226
Coordinator PEIMS	226
Coordinator Security Operations	226
Compliance Specialist (Multilingual Program)	226
Coordinator Security Systems	226
Custodial Services Manager	226
Data Support Specialist Title I	197
Dyslexia Support Coach Bilingual*	197
Dyslexia Support Coach*	197
Early Learning Instructional Specialist	226
Field Nurse Technology Specialist Health Services	197
Gifted and Talented Specialist*	226
Grant Program Specialist Title I	226
Infant Center Specialist New Horizons C Tech*	193
Instructional Coach (Elementary)*	197
Instructional Coach 1:1 (High School)*	197
Instructional Coach Math Title I*	215
Instructional Coach Title I (Middle School, High School)*	215
Instructional Specialist Bil ESL PK 12*	226
Instructional Specialist Title III*	226
Instructional Specialist*	226
Instructional Technology Specialist Title IV	226
Interventionist Specialist Title I*	210
Lead Nurse Health Services	226
Librarian	187, 189[1]
Librarian Prekindergarten	187
Magnet Program Specialist	226
Manager Student Investigator	226
MTSS Behavior Specialist BCBA Title IV*	226
Nurse Early College (Eastfield, Northlake, Richland)	187
Nurse Itinerant Health Services	187
Program Specialist (Advance Academics)	226
Risk Management Auto Claims Specialist	226
Risk Management Wc Claim Specialist	226
School Nurse	187
School Nurse Itinerant Health Services	187
School Nurse Prekindergarten	187
Security Coordinator Armed Officers	226
Sheltered Instruction Specialist Title III*	226
SPED Treatment Nurse	187
SPED Treatment Nurse (Elementary)	202
Student Engagement Specialist Title IV	226
Teacher Instructional Coach Title I*	215
Teacher ELAR Instructional Coach Title I*	215
Teacher Math Instructional Coach Title I*	215
Teacher SPED Visually Impaired*	187

Daily	$334.09	$397.73	$461.37
226 Days	75,504	89,887	104,270

*Eligible for the Master's stipend (equal to Inst. Coach position and no Master's required)

[1] assignment contract days grandfathered new hires will be hired at 187 days

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2025-2026 Proposed Administrative Professional Pay Plan
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105		Daily	$349.13	$415.63	$482.13
Campus Facilitator	202	187 Days	65,287	77,723	90,158
Campus Facilitator Idea B	202	188 Days	65,636	78,138	90,640
Compliance Facilitator Grants	226	189 Days	65,986	78,554	91,123
Coordinator Broadcasting	226	193 Days	67,382	80,217	93,051
Counselor (Elementary)	189	197 Days	68,779	81,879	94,980
Counselor (High School)	202	202 Days	70,524	83,957	97,390
Counselor (Middle School)	197	210 Days	73,317	87,282	101,247
Counselor CTE (GRCT)	202	215 Days	75,063	89,360	103,658
Counselor CTE 1 (High School)	202	220 Days	76,809	91,439	106,069
Counselor CTE 2 (High School)	202	226 Days	78,903	93,932	108,961
Counselor Facilitator	220				
Counselor Lead	220				
Counselor Prekindergarten	189				
Diagnostician Pool	197				
Diagnostician Lead Pool	202				
Dyslexia Bilingual Facilitator	202				
Dyslexia Diagnostician	197				
Dyslexia Facilitator	202				
Elementary Newcomer Facilitator	202				
Facilitator Advance Academics Title I	226				
Facilitator Early Childhood	220				
Facilitator Instructional Design ELAR	202				
Facilitator Instructional Design Math	202				
Facilitator Instructional Design Science	202				
Facilitator Instructional Design SLAR	202				
Facilitator Instructional Design Social Studies	202				
Facilitator Magnet Programs	226				
Elementary Facilitator Newcomer	202				
Facilitator Parent Engagement Title I	226				
Facilitator Parent Engagement Title III	226				
Intervention Facilitator Title I	226				
Leadership Instructional Design Facilitator ELAR	202				
Leadership Instructional Design Facilitator Math	202				
Leadership Instructional Design Facilitator RLA	202				
Leadership Instructional Design Facilitator Science	202				
Leadership Instructional Design Facilitator Social Studies	202				
MTSS Facilitator Title I	226				
Orientation Mobility Specialist	187				
Priority Campus Success Facilitator	202				
Program Coordinator (Human Resources)	226				
Responsive Services Counselor	193				
Risk Management Specialist	226				
RTI Facilitator Title I	226				
Secondary Newcomer Facilitator	202				
Social Worker	210				
Specialist Title II	226				
Student Services Safety Support Facilitator Title I	226				
Transition Specialist SPED	215				

106		Daily	$364.84	$434.33	$503.82
Assistant Principal (Elementary)	215	188 Days	68,590	81,654	94,718
Assistant Principal Prekindergarten	215	193 Days	70,414	83,826	97,237
Assistive Technology Specialist	193	202 Days	73,698	87,735	101,772
Instructional Leadership Specialist	203	203 Days	74,063	88,169	102,275
Occupational Therapist	188, 193 [1]	215 Days	78,441	93,381	108,321
Physical Therapist	188	226 Days	82,454	98,159	113,863

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2025-2026 Proposed Administrative Professional Pay Plan
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106		Daily	$364.84	$434.33	$503.82
Safety And Training Manager	226				
School Psychologist	202				
Speech Language Pathologist SPED Pool	193				
Speech Language Pathologist SPED Lead Pool	202				

[1] assignment contract days grandfathered new hires will be hired at 188 days

107		Daily	$381.25	$453.87	$526.49
Assistant Principal (Alternative Education Center)	220	202 Days	77,013	91,682	106,351
Assistant Principal (Jackson Tech Center & Memorial Pathway Academy)	225	220 Days	83,875	99,851	115,828
Assistant Principal (Middle School)	225	225 Days	85,781	102,121	118,460
At Risk Administrator (GHS)	226	226 Days	86,163	102,575	118,987
Audiologist SPED	202				
Cash Manager	226				
Coordinator (Special Education)	226				
Coordinator 504	226				
Coordinator Accelerated Learning	226				
Coordinator Athletics (Trainer)	226				
Coordinator Bilingual ESL	226				
Coordinator Business Program Development	226				
Coordinator Communications	226				
Coordinator Counseling Guidance	226				
Coordinator CTE	226				
Coordinator Data Analysis Reporting	226				
Coordinator District Testing	226				
Coordinator Elementary Math	226				
Coordinator Elementary Science	226				
Coordinator Family And Community Engagement	226				
Coordinator Fcs New Horizons C Tech	226				
Coordinator Foreign Languages	226				
Coordinator Human Resources	226				
Coordinator Legal	226				
Coordinator Library Media Services	226				
Coordinator Local Assessment	226				
Coordinator Maintenance Business Operations	226				
Coordinator MTSS	226				
Coordinator MTSS Title I	226				
Coordinator Multilingual Program	226				
Coordinator Nutrition And Menu Operations	226				
Coordinator Outreach Enrollment Center Clinic	226				
Coordinator PE	226				
Coordinator Planning Research	226				
Coordinator SAIL Program Title II	226				
Coordinator Secondary ELAR Title II	226				
Coordinator Secondary Math Title II	226				
Coordinator Secondary Science Title II	226				
Coordinator Social Studies	226				
Coordinator SPED	226				
Coordinator SPED Idea B	226				
Coordinator STEM	226				
Coordinator Title I	226				
Coordinator Visual Performing Arts (Fine Arts)	226				
Coordinator Web Services	226				
Custodial Services Senior Manager	226				
Dyslexia Coordinator Bilingual SPED	226				
Dyslexia Coordinator SPED	226				
Early Childhood Coordinator Title I	226				

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2025-2026 Proposed Administrative Professional Pay Plan
Garland ISD

107		Daily	$381.25	$453.87	$526.49
Early College Coordinator Title I	226				
Early Learning Lang Acquisition Coordinator Title I	226				
Early Literacy Coordinator	226				
Foundation President Corporate Initiatives Liaison	226				
Instructional Leadership Coordinator	226				
Multilingual Program Analyst Title III	226				
Payroll Coordinator	226				
Senior Construction Project Manager	226				
Senior Maintenance Project Manager	226				
Senior Manager Building Trades and Projects	226				
Senior Manager Environmental And Utilities	226				
Senior Manager Grounds	226				
Senior Manager MEP	226				
Service Provider Program Analyst Title III	226				
Student Services Coordinator	226				
Student Success Coordinator Title IX Investigator ES, MS, HS	226				

108		Daily	$398.40	$474.29	$550.18
Academic Success Administrator Title I	226	226 Days	90,038	107,190	124,341
Administrator Gifted Talented	226				
Administrator Safety Student Discipline	226				
Assistant Principal (High School)	226				

109		Daily	$426.29	$507.49	$588.69
Administrator Student Engagement	226	225 Days	95,915	114,185	132,455
Administrator Title IX Coordinator	226	226 Days	96,342	114,693	133,044
Advanced Academic Administrator	226				
Aquatic Manager Swim Coach	226				
Assistant Director Athletics	226				
Assistant Director Cafeteria Operations	226				
Assistant Director Custodial	226				
Assistant Director Equipment And Warehouse Operations	226				
Assistant Director Event Services & Operations	226				
Assistant Director Finance	226				
Assistant Director Fine Arts	226				
Assistant Director Fleet Operations	226				
Assistant Director MEP Trades	226				
Assistant Director MTSS	226				
Assistant Director Nutrition Menu Operations	226				
Assistant Director Office Of Innovation	226				
Assistant Director Purchasing	226				
Assistant Director Sales And Booking	226				
Assistant Director Special Education	226				
Assistant Director Student Services	226				
Assistant Director Transportation	226				
Assistant Director Technology Curtis Culwell Center	226				
Assistant General Counsel	226				
Avid Program Manager Secondary	226				
Instructional Resource Administrator	226				
Community Liaison	226				
Early Learning Program Administrator Title II	226				
Responsive Services Administrator	226				
School Design Administrator	226				

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2025-2026 Proposed Administrative Professional Pay Plan
Garland ISD

109P		Daily	$445.48	$530.33	$615.18
Principal (Elementary)	217	217 Days	96,669	115,082	133,494
Principal Prekindergarten	217	226 Days	100,678	119,855	139,031
Principal Residency	217				

110		Daily	$468.86	$558.17	$647.48
Boys Athletic Coordinator Head Football Coach[4]	220	226 Days	105,962	126,146	146,330
Director Communications	226				
Director Compensation Human Resources	226				
Director Employee Relations	226				
Director English Language Learners	226				
Director Family And Community Engagement	226				
Director Health Services	226				
Director Human Resources Systems	226				
Director Multilingual Program	226				
Director Office of Innovation	226				
Director Payroll Benefits	226				
Director Risk Management	226				
Director Student Services	226				
Director Tax Services	226				
Executive Principal Coach Title I	226				
Leadership Development Administrator Title I	226				
Principal (Middle School, Memorial Pathway Academy, AEC, GRCTC)[4]	226				

111		Daily	$518.80	$617.62	$716.44
Director Auxiliary Human Resources	226	226 Days	117,249	139,582	161,915
Director Budget And Position Control	226				
Director Career Technical Education	226				
Director Custodial Services	226				
Director Elementary Human Resources	226				
Director Facilities Maintenance Operations, Budget and Assets	226				
Director Facilities Planning Construction Services	226				
Director Fine Arts	226				
Director Grants Development Management	226				
Director Maintenance	226				
Director Secondary Human Resources	226				
Director Security	226				
Director Special Education	226				
Director Student Nutrition	226				
Director Transportation	226				
Interim Principal	226				
Principal (High School)[4]	226				

112		Daily	$587.80	$699.76	$811.72
Executive Director Athletics	226	226 Days	132,843	158,146	183,449
Executive Director Budget	226				
Executive Director Communications And Public Relations	226				
Executive Director Counseling Guidance	226				
Executive Director Curtis Culwell Center	226				
Executive Director Elementary Teaching And Learning	226				
Executive Director Facilities Maintenance	226				
Executive Director Finance	226				
Executive Director Leadership Elementary	226				
Executive Director Leadership Secondary	226				
Executive Director Purchasing	226				
Executive Director Research Assessment Accountability	226				
Executive Director Secondary Teaching And Learning	226				

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2025-2026 Proposed Administrative Professional Pay Plan
Garland ISD

112		Daily	$587.80	$699.76	$811.72
Executive Director Student Services School Choice	226				
Executive Director Technology	226				

113		Daily	$711.24	$846.71	$982.18
Assistant Superintendent Human Resources	226	226 Days	160,740	191,356	221,973
Assistant Superintendent Safety Operations	226				

114		Daily	$817.92	$973.72	$1,129.52
General Counsel	226	226 Days	184,850	220,061	255,272

115		Daily	$871.09	$1,037.01	$1,202.93
Chief Academic Officer	226	226 Days	196,866	234,364	271,862
Chief Financial Officer	226				
Chief Leadership Officer	226				

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2025-2026 Proposed Technology Pay Plan
Garland ISD

Pay Grade	Job Title	Calendar Days		Minimum	Midpoint	Maximum
201			**Daily**	**$170.98**	**$206.00**	**$241.02**
	Campus Technology Assistant (ES)	191	**191 Days**	32,657	39,346	46,035
	Campus Technology Assistant Prekindergarten	191	**226 Days**	38,641	46,556	54,471
	GIS Assistant Technician	226				
202			**Daily**	**$181.24**	**$218.36**	**$255.48**
	Campus Technology Assistant (MS)	196	**196 Days**	35,523	42,799	50,074
	Campus Technology Specialist I (HS)	196	**226 Days**	40,960	49,349	57,738
	Student Information System Support Specialist	226				
	Network Infrastructure Technician	226				
203			**Daily**	**$198.45**	**$239.10**	**$279.75**
	Campus Service Technician	226	**226 Days**	44,850	54,037	63,224
	Desktop Integration Specialist	226				
	Digital Media Specialist	226				
	Field Service Software Specialist	226				
	Field Service Technician	226				
	GIS Auto Cad Technician	226				
	Helpdesk Specialist	226				
	Manager Kronos Oracle	226				
	Mobile Technology Assistant	226				
	Software Technician	226				
	Student Nutrition Service Field Service Technician	226				
204			**Daily**	**$267.42**	**$322.19**	**$376.96**
	Athletics Technology Specialist	226	**226 Days**	60,437	72,815	85,193
	Field Service Technician Lead	226				
	GIS Program Manager	226				
	Mobile Technology Administrator	226				
	PEIMS Technical Assistant	226				
	Telecommunications Specialist	226				
205			**Daily**	**$308.87**	**$372.13**	**$435.39**
	Enterprise Content Management Analyst	226	**226 Days**	69,805	84,101	98,398
	Programmer Analyst	226				
	Student Information System Analyst	226				
	Technical Analyst	226				
	Television Producer	226				
	Web Applications Systems Analyst	226				
206			**Daily**	**$353.23**	**$420.51**	**$487.79**
	Man Wan Systems Engineer	226	**226 Days**	79,830	95,035	110,241
	Network Administrator	226				
	Network Infrastructure Engineer	226				
	Network Video Systems Analyst	226				
	Oracle Application Developer	226				
	Service Desk Lead	226				

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2025-2026 Proposed Technology Pay Plan
Garland ISD

207		Daily	$379.72	$452.05	$524.38
Facilitator (Data and Administrative Systems)	226	226 Days	85,817	102,163	118,510
Facilitator Technology Digital Learning	226				
Oracle Business Analyst Developer	226				

208		Daily	$408.20	$485.95	$563.70
Coordinator Technology (PIS and SNS)	226	226 Days	92,253	109,825	127,396
Coordinator Technology Applications	226				
Coordinator Technology Digital Learning	226				

209		Daily	$440.86	$524.83	$608.80
Asst Director Data Administrative Systems	226	226 Days	99,634	118,612	137,589
Asst Director It Operations and Budget	226				
Asst Director Technology Services	226				
Lead Network Engineer Applications	226				
Lead Network Engineer Communications	226				
Network Engineer	226				
Network Engineer Cyber-Security	226				
Oracle Database Administrator	226				
Oracle Lead Business Analyst Developer	226				
Oracle Technical Solutions Architect	226				
Project Manager Technology	226				
Senior Oracle Applications Developer	226				
Systems Manager Kronos	226				
Technology Applications System Manager	226				

210		Daily	$491.56	$585.19	$678.82
Director Data Administrative Systems	226	226 Days	111,093	132,253	153,413
Director Network and Operations	226				
Director IT Operations and Budgets	226				
Director Oracle Technology	226				

211		Daily	$577.58	$687.60	$797.62
Director Technology Services	226	226 Days	130,533	155,398	180,262

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2025-2026 Proposed Construction Bond Pay Plan

Garland ISD

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum
402			**Daily**	**$288.91**	**$346.00**	**$403.09**
	Database Specialist Bond	260	**260 Days**	75,117	89,960	104,803
	Field Observer Safety Manager Bond	260				
403			**Daily**	**$325.02**	**$389.25**	**$453.48**
	Bond Budget and Procurement Analyst	226	**226 Days**	73,455	87,971	102,486
	Contracts Administrator Bond	226				
	Construction Bond Specialist	226				
404			**Daily**	**$385.15**	**$461.26**	**$537.37**
	Construction Bond Project Manager	260	**226 Days**	87,044	104,245	121,446
	Construction Bond Manager	226	**260 Days**	100,139	119,928	139,716
405			**Daily**	**$456.40**	**$546.59**	**$636.78**
	Design Manager Bond	226	**226 Days**	103,146	123,529	143,912
	Senior Construction Manager Bond	260	**260 Days**	118,664	142,113	165,563

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2025-2026 Administrative Support Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

Pay Grade	Job Title	Calendar Days		Minimum	Midpoint	Maximum
P11			**Daily**	**$116.25**	**$136.88**	**$157.50**
	Aide Achievement Office	186	**186 Days**	21,623	25,459	29,295
	Aide Community Engagement	202	**187 Days**	21,739	25,596	29,453
	Aide McKinney Vento Office TEHCY	202	**202 Days**	23,483	27,649	31,815
	Aide Newcomer Title III	202				
	Aide Office	186				
	Aide Office Attendance	186				
	Aide Office Prekindergarten	186				
P12			**Daily**	**$120.00**	**$146.33**	**$172.65**
	Aide Counselor	186	**186 Days**	22,320	27,216	32,113
	Attendance Clerk	193	**193 Days**	23,160	28,241	33,321
	Secretary SPED I	193				
P13			**Daily**	**$127.50**	**$155.48**	**$183.45**
	Processing Manager	226	**186 Days**	23,715	28,918	34,122
	Receptionist (Communications, PDC, SPED, Student Serv., T&L)	226	**202 Days**	25,755	31,406	37,057
	Receptionist (GRCTC)	186	**226 Days**	28,815	35,137	41,460
P14			**Daily**	**$135.00**	**$164.63**	**$194.25**
	Receptionist (Communications)	226	**193 Days**	26,055	31,773	37,490
	Secretary (Fine Arts)	226	**198 Days**	26,730	32,596	38,462
	Secretary Assistant Principal	198	**226 Days**	30,510	37,205	43,901
	Secretary Counselor	193				
	Secretary Counselors Office	193				
	Secretary Guidance and Counseling	226				
	Secretary PEIMS	226				
	Secretary Receptionist`	226				
	Secretary Warehouse	226				
P15			**Daily**	**$142.50**	**$173.78**	**$205.05**
	Accounting Clerk (Gilbreath-Reed Career and Technical Center)	226	**198 Days**	28,215	34,407	40,600
	Circulation Manager	226	**202 Days**	28,785	35,103	41,420
	Data Clerk (ES/MS)	198	**226 Days**	32,205	39,273	46,341
	Data Clerk (High School)	202				
	Data Clerk Medicaid	226				
	Data Clerk Prekindergarten	198				
	Secretary (Multilingual Program)	226				
	Secretary Coordinator (Teaching and Learning)	226				
	Secretary Print Shop	226				
	Secretary Textbooks	226				
	Secretary Transportation	226				
	Virtual School Data Clerk	226				
P16			**Daily**	**$151.88**	**$185.25**	**$218.63**
	Accounting Clerk	226	**186 Days**	28,249	34,457	40,664
	Accounting Specialist I Payables Clerk	226	**202 Days**	30,679	37,421	44,162
	Aide Parent Involvement Title I	186	**220 Days**	33,413	40,755	48,098
	Color Guard Specialist	186	**226 Days**	34,324	41,867	49,409
	District Interpreter Translator	226				
	Enrollment Center Advisor	226				
	Expediter	226				
	Parent Engagement Aide Title III	202				
	Payroll Receptionist	226				

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2025-2026 Administrative Support Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

P16	
Purchasing Clerk Maintenance	226
Records Clerk (Human Resources)	226
Registrar	220
Secretary (Garland ISD Education Foundation)	226
Secretary (Student Nutrition Services)	226
Secretary Athletics	226
Secretary Community Liaison	202
Secretary Coordinator Title II (Teaching and Learning Development)	226
Secretary Dyslexia SPED	226
Secretary Enrollment Center	226
Secretary Enrollment Center Clinic	226
Secretary Maintenance	226
Secretary MTSS	226
Secretary Natatorium	226
Secretary Padgett Auxiliary Service Center	226
Secretary Receptionist Human Resources	226
Secretary Records Center	226
Secretary SPED Student Information	226

Daily	$151.88	$185.25	$218.63

P17	
Accounting Specialist II	226
Accounting Specialist II Accounting Liaison	226
Accounting Specialist II Campus Liaison	226
Accounting Specialist II Payables Lead	226
Accounting Specialist II Payroll Costing	226
Accounting Specialist Projects	226
Administrator Selection Specialist Human Resources	226
Assessment Office Specialist	226
Background Fingerprint Specialist	226
Bookkeeper (Finance, Teaching & Learning)	226
Bookkeeper Career and Technology Education	226
Bookkeeper Federal Programs Title I	226
Counseling Office Specialist	226
Fleet Maintenance Operations Assistant	226
Gifted Talented Special Programs Project Clerk	226
Grant Project(s) Clerk Title I	226
Leaves Specialist Auxiliary Human Resources	226
Leaves Specialist Human Resources	226
Maintenance Payroll Specialist	226
Migrant Liaison Face Clerk Title I	226
Payroll Specialist	226
Purchasing Specialist Campus Liaison	226
Secretary Athletics II	226
Secretary AVID	226
Secretary Director	226
Secretary Director Employee Relations	226
Secretary Director Grant Development Management	226
Secretary Director Human Resources	226
Secretary Director Integrated Literacy Studies	226
Secretary Director SPED	226
Secretary Director Student Services	226
Secretary Federal Programs Title I	226
Secretary Office of Innovation	226
Secretary Oracle	226
Secretary Principal ES	205
Secretary Principal HS	226
Secretary Principal MS	220

Daily	$163.13	$198.90	$234.68
205 Days	33,441	40,775	48,108
220 Days	35,888	43,758	51,629
226 Days	36,866	44,951	53,037

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2025-2026 Administrative Support Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

P17	
Secretary Principal Prekindergarten	205
Secretary Project Clerk Title I	226
Secretary Risk Management	226
Secretary Student Service	226
Staffing Specialist Human Resources	226
Substitute Specialist I Human Resources	226
Tax Clerk II	226
Transportation Payroll Specialist	226
Transportation Specialist	226

Daily	$163.13	$198.90	$234.68

P18	
Facility Leasing Specialist	226
Quality Assurance Manager	226
Grants Procurement Clerk Title I	226
Office Manager CTE	226
Secretary Area Director	226
Secretary Executive Director Athletics	226
Secretary Executive Director Communications / Public Relations	226
Secretary Executive Director Curtis Culwell Center	226
Secretary Executive Director Facilities	226
Secretary Executive Director Leadership	226
Secretary Executive Director Of Budget	226
Secretary Executive Director Of Finance	226
Secretary Executive Director Purchasing	226
Secretary Executive Director SPED	226
Secretary Executive Director Student Services Center	226
Secretary Executive Director Technology	226
Secretary Executive Director Teaching and Learning	226
Secretary Executive Director Title II	226

Daily	$192.00	$234.15	$276.30
226 Days	43,392	52,918	62,444

P19	
Accounts Payable Supervisor	226
Buyer	226
Finance Assistant	226
Office Manager (SNS)	226
Secretary Assistant Safety Operations	226
Secretary Assistant Superintendent Human Resources	226
Special Education Accounting Assistant	226
Substitute Office Manager	226
Tax Clerk III	226

Daily	$220.88	$269.40	$317.93
226 Days	49,918	60,884	71,851

P21	
Secretary Chief Academic Officer	226
Secretary Chief Financial Officer	226
Secretary Chief Leadership Officer	226

Daily	$260.63	$317.85	$375.08
226 Days	58,901	71,834	84,767

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2025-2026 Proposed Instructional Paraprofessional Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum
PA1			**Daily**	**$116.25**	**$133.13**	**$150.00**
	Aide Bilingual ESL Pre K	186	**186 Days**	21,623	24,761	27,900
	Aide Bilingual ESL Prekindergarten	186	**187 Days**	21,739	24,894	28,050
	Aide Bilingual Montessori	186				
	Aide Bilingual Prekindergarten	186				
	Aide Bilingual Title I	186				
	Aide Caregiver New Horizons	186, 187				
	Aide ESL	186				
	Aide ESL Prekindergarten	186				
	Aide Family Involvement Title I	186				
	Aide Instructional	186				
	Aide Instructional Prekindergarten	186				
	Aide Instructional Title I	186				
	Aide Instructional Title I Prekindergarten	186				
	Aide Literacy Title I	186				
	Aide Literacy Title I Prekindergarten	186				
	Aide Montessori	186				
	Aide PE	186				
	Aide PK	186				
	Aide Pre K Dual	186				
	Aide Pre K ESL	186				
	Aide Prekindergarten	186, 187				
	Aide Prekindergarten Bilingual	186				
	Aide Title I Prekindergarten	186				
	Emergent Bilingual Instructional Aide (ELL)	186				
	Instructional Aide Title I	186				
PA2			**Daily**	**$120.00**	**$141.15**	**$162.30**
	Aide Bilingual Vietnamese Prekindergarten	186	**186 Days**	22,320	26,254	30,188
	Aide Instrutional Support	186				
	Aide SPED Instructional	186				
	Teacher Apprentice	186				
PA4			**Daily**	**$132.38**	**$155.70**	**$179.03**
	Aide Clinic	186	**186 Days**	24,622	28,960	33,299
	Aide Clinic Floater	186	**226 Days**	29,917	35,188	40,460
	Aide Clinic SSC Enrollment Center	226				
	Aide Enrollment Center Clinic	226				
	Aide SPED CBSE	186				
	Aide SPED CBSE Idea B	186				
	Aide SPED PPCD	186				
	Aide SPED VAC Job Coach	186				
	Registered Behavior Technician	186				

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2025-2026 Proposed Instructional Paraprofessional Pay Plan

Garland ISD

Annual salaries are based on 7.5 hours per day.

PA5	
Aide Early Childhood SPED ECSE Pre K	186
Aide Prekindergarten ECSE	186
Aide Prekindergarten SPED ECSE	186
Aide SPED ALE	186
Aide SPED ABC	186
Aide SPED ABC Idea B	186
Aide SPED ABC KN	186
Aide SPED ALE	186
Aide SPED ALE Idea B	186
Aide SPED ALE/FBE	186
Aide SPED BA	186
Aide SPED Behavioral Adjustment	186
Aide SPED ECSE	186
Aide SPED ECSE Idea B	186
Aide SPED ECSE Inclusion	186
Aide SPED ECSE Inclusion Expansion Program	186
Aide SPED ECSE Inclusion Idea B	186
Aide SPED ECSE Prekindergarten	186
Aide SPED ECSE Prekindergarten Idea B	186
Aide SPED FBE	186

Daily	$142.13	$167.18	$192.23
186 Days	26,435	31,095	35,754

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2025-2026 Proposed Auxiliary Pay Plan

Garland ISD

Annual salaries are based on 8 hours per day.

Pay Grade	Job Title	Calendars		Minimum	Midpoint	Maximum
MT01			**Hourly**	**$15.50**	**$18.25**	**$21.00**
	Custodial Pool	260	**181 Days**	22,444	26,426	30,408
	Custodian Natatorium	260	**182 Days**	22,568	26,572	30,576
	Custodian Part Time Natatorium	260	**185 Days**	22,940	27,010	31,080
	Parking Lot	181	**260 Days**	32,240	37,960	43,680
	SPED Assistant Pool (Bus Monitors)	185				
	Student Nutrition Full Time Pool	182, 185				
	Student Nutrition Part Time Pool	182, 185				
	Trainee Bus Driver Pool	226				
MT02			**Hourly**	**$16.50**	**$19.62**	**$22.74**
	Athletics Equipment Lead	260	**260 Days**	34,320	40,810	47,299
	Custodian Lead	260				
	Custodian Lead (Cisneros PreK School)	226				
	Custodian Lead Natatorium	260				
	Grounds Fence Playground	260				
	Grounds Landscape Mowing Crew	260				
	Grounds Seasonal Worker Hourly Pool	260				
	Maintenance HVAC Filter Crew Worker	260				
MT03			Hourly	**$17.50**	**$21.21**	**$24.92**
	Assistant Manager Intern	187	**187 Days**	26,180	31,730	37,280
	Delivery Expediter	226	**226 Days**	31,640	38,348	45,055
	Driver (Professional Development Center)	202	**260 Days**	36,400	44,117	51,834
	Driver Stocker	260				
	Driver Warehouse	260				
	Event Housekeeping Specialist Curtis Culwell Center	260				
	Food Service Driver Stocker	226				
	Grounds Athletic Field	260				
	Grounds Crew Leader	260				
	Mail Clerk Driver	226				
	Maintenance Expeditor	260				
	Maintenance HVAC Filter Crew Leader	260				
	Purchasing / Warehouse Driver Stocker	260				
	Shipping and Receiving Clerk	226				
	Student Nutrition Driver Stocker	226				
	Tire Technician	260				
MT04			**Hourly**	**$18.50**	**$22.69**	**$26.88**
	Athletic Fields Crew Leader	260	**185 Days**	27,380	33,581	39,782
	General Maintenance	260	**187 Days**	27,676	33,944	40,212
	General Vehicle Maintenance	185	**226 Days**	33,448	41,024	48,599
	Grounds Irrigation Installer	260	**260 Days**	38,480	47,195	55,910
	Grounds Landscape Foreperson	260				
	Manager - Food Service (Elementary)	185, 187				

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2025-2026 Proposed Auxiliary Pay Plan

Garland ISD

Annual salaries are based on 8 hours per day.

MT04	
Press Operator	226
Print Binder	226
Screen Printer	226
Senior Lawnmower Mechanic	260
Student Nutrition Assistant Repair Technician	226
Testing Warehouse Distributer	226
Validator Receiving	226

Hourly	$18.50	$22.69	$26.88

MT05	
Building Engineer	260
Concrete	260
Customer Care Specialist	226
General Maintenance Worker I	260
Graphic Artist Pre-Press Tech	226
Grounds Irrigation Installer (Licensed)	260
Maintenance Painter	260
Manager - Student Nutrition Services (Middle School)	185, 187
Manager Floating	187
Manager Special Project	187
Operations Specialist	260
Repair Expediter	226
Shipping Receiving Manager	260
Stadium Engineer	260

Hourly	$19.55	$23.99	$28.43
187 Days	29,247	35,889	42,531
226 Days	35,346	43,374	51,401
260 Days	40,664	49,899	59,134

MT06	
Foreman	226
General Maintenance Worker II	260
Grounds Herbicide Insecticide	260
Maintenance Paint Foreman	260
Transportation Dispatcher	215

Hourly	$20.75	$25.46	$30.17
215 Days	35,690	43,791	51,892
226 Days	37,516	46,032	54,547
260 Days	43,160	52,957	62,754

MT07	
Audio Visual Technician	260
Certified Welder	260
Concrete Foreman	260
General Maintenance Worker III	260
Grounds Foreperson	260
HVAC Preventive Maintenance Service Worker	260
Locksmith	260
Maintenance Mechanic Foreman	187
Maintenance Special Plumber (Unlicensed)	260
Manager - Student Nutrition Services (High School)	187
Mechanic (Transportation)	260
Routing Specialist	260
Security Electronic Technician (Unlicensed)	260
Security Electronic Technician Servers	260
Security Officer	260

Hourly	$22.00	$26.99	$31.98
187 Days	32,912	40,377	47,842
226 Days	39,776	48,798	57,820
260 Days	45,760	56,139	66,518

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2025-2026 Proposed Auxiliary Pay Plan

Garland ISD

Annual salaries are based on 8 hours per day.

MT07	
Transportation Lead Dispatcher	226
Vehicle Maintenance Inventory	260
Video Electronics Technician	260

Hourly	$22.00	$26.99	$31.98

BUS	
Bus Driver Pool	180, 185
Bus Driver Pool Field Trip	180, 185
Bus Driver Pool Substitute	180, 185

Hourly	$23.25	$28.53	$33.81
180 Days	33,480	41,083	48,686
185 Days	34,410	42,224	50,039

MT08	
Custodial Field Supervisor	260
Equipment Tech	226
Event Housekeeping Supervisor Curtis Culwell Center	260
Facility Maintenance Specialist Ag Barn	260
Facility Maintenance Specialist Curtis Culwell Center	260
Grounds IPM Specialist	260
Maintenance Electrician	260
Maintenance HVAC Field Control Technician	260
Maintenance Special Plumber (Licensed)	260
Mechanic (Certified-Transportation)	260
Pool Maintenance Technician Natatorium	260
Security Electronic Technician (Licensed)	260
Security Electronic Technician Networks	260

Hourly	$24.65	$30.25	$35.85
226 Days	44,567	54,692	64,817
260 Days	51,272	62,920	74,568

MT09	
Grounds Herbicide Pesticide IPM Coord	260
It Warehouse Operations Supervisor	260
Maintenance Plumber Backflow Assembly Tester	260
Security Electronic Technician Supervisor	260
Security Supervisor Operations	260
Transportation Field Trip Supervisor	260
Transportation Route Supervisor	260

Hourly	$26.15	$32.08	$38.01
260 Days	54,392	66,726	79,061

MT10	
Armed Officers Pool	187
Grounds Supervisor	260
Maintenance Field Supervisor Electrical	260
Maintenance Supervisor Carpentry Remodeling	260
Maintenance HVAC Supervisor	260
Maintenance Supervisor Painting	260
Maintenance Supervisor Plumbing	260
Maintenance Supervisor Roofing	260
Supervisor Of Locks Doors	260
Supervisor Warehouse	260
Transportation Operations Supervisor	260
Transportation Vehicle Maintenance Supervisor AM/PM	260

Hourly	$31.38	$38.50	$45.62
187 Days	46,944	57,596	68,248
260 Days	65,270	80,080	94,890

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2025-2026 Proposed Stipends

ATHLETICS COACHING STIPENDS

Coaching Stipend High School	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Athletics HS Head Coach [1]	$5,000	187	15
Baseball	$5,000	187	15
Cross Country	$5,000	187	15
Gymnastics	$5,000	187	15
Softball	$5,000	187	15
Soccer	$5,000	187	15
Track	$5,000	187	15
Volleyball	$5,000	187	15
Athletics HS Assistant Coach (2 sports)	$4,500	187	15
Basketball[2]	$2,250	187	15
Baseball	$4,500	187	15
Cross Country	$4,500	187	15
Football	$4,500	187	15
Golf [2]	$2,250	187	6
Powerlifting	$4,500	187	15
Soccer	$4,500	187	15
Softball	$4,500	187	15
Tennis [5]	$2,250	187	6
Track	$4,500	187	15
Volleyball	$4,500	187	15
Athletics HS Assistant Coach (3 sports)	$7,000	187	15
Athletics HS Football Defensive Coordinator	$4,850	187	15
Athletics HS Football Offensive Coordinator	$4,850	187	15
Athletics HS Basketball-Head Coach	$5,750	187	15
Athletics HS Girls Sports Coordinator [3]	$2,150	187	33
Athletics HS Golf-Head Coach [5]	$2,500	187	6
Athletics HS Tennis-Head Coach [5]	$2,500	187	6
Athletics HS Trainer	$8,500	187	15
Athletics HS One Sport Coach [4]	$2,500	187	0

Coaching Stipend Middle School	**Supplemental Annualized Amount**	**Contract Days**	**Supplemental Days**
Athletics MS Coach (2 sports)	$3,300	187	6
Basketball	$3,300	187	6
Football	$3,300	187	6
Track	$3,300	187	6
Volleyball	$3,300	187	6
Athletics MS Coordinator [3]	$1,000	187	6
Athletics MS Soccer Coach [3]	$1,500	187	0

[1] Does not include Head Football Coach or Head Basketball Coach

[2] Coaches two sports except for High School Lead Assistant and Golf Assistant

[3] Additional Stipend for the coach assigned

[4] Only with special approval of Athletic Department and School Principal

[5] The Supplemental Annualized Amount is **per semester** based on the academic calendar and includes head and assistant coach allocations if warranted.

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2025-2026 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR (All stipends are evaluated yearly and are not guaranteed)

Position at High School	**Supplemental Annualized Amount**	**Contract Days**	**Suppl. Days**
Academic Decathlon (assigned by campus Principal-Annual amount per campus)	$5,500	187	0
ACT/PSAT/SAT Accuplacer Prep Coach	$1,500	187	0
Activities Director	$938	187	5
Band-Assistant Director	$4,650	187	15
Band-Director	$29,000	187	27
Cheerleader-Freshman	$2,000	187	10
Cheerleader-Junior Varsity	$2,000	187	10
Cheerleader-Varsity	$2,808	187	15
Choir-Assistant Director	$2,875	187	5
Choir-Director	$5,914	187	5
Community Action Serv. IB Prog./Creativity Activity Serv. (CAS) @ GHS	$1,500	187	0
CTE I Counselor	$1,500	202	0
CTE Student Organization Lead Sponsor (HOSA, Skills, DECA, TAFE, FCCLA)	$1,000	187	0
Dance Performing Team Director (LCHS only)	$4,500	187	0
include AVID Coordinator)	$938	187	0
Drill Junior Varsity	$1,625	187	10
Drill Varsity	$2,923	187	19
ELAR Teacher	$3,000	187	0
Extended Essay Coordinator	$1,500	187	0
Extra Period ($2,500 per semester HR approval required)	$2,500	187	0
Librarian-Secondary	$750	187	0
Magnet Advisor/Industry Liaison	$3,000	187	28
Math Teacher	$3,000	187	0
Newspaper	$1,300	187	0
Octathlon Sponsor (assigned by campus Principal-Annual amount per campus)	$3,400	187	0
Orchestra-Assistant Director	$2,400	187	5
Orchestra-Director	$5,000	187	5
Performing Arts Endorsement Coordinator (GHS only)	$2,000	187	0
Piano Lab Instructor	$500	187	5
Robotics	$1,000	187	0
Science Teacher	$3,000	187	0
Speech/Debate	$1,684	187	5
Spirit Group	$1,250	187	0
Step Team (Up to two (2) sponsors per campus)	$2,500	187	0
Student Council	$1,000	187	5
Theater Arts/Drama	$3,671	187	5
UIL Coordinator	$1,000	187	2
World Dance	$2,500	187	0
Yearbook Advisor	$1,500	187	0
Position at Middle School			
Austin Academy-Piano Lab / Extra day	$4,500	187	0
Austin Academy -Gospel Choir	$650	187	0
Austin Academy -Jass Band	$1,600	187	0
Austin Academy -Spanish	$2,250	187	0

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2025-2026 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR (All stipends are evaluated yearly and are not guaranteed)

Position at Middle School			
Austin Academy-Art / Extended	$4,500	187	0
Austin Academy-Physical Education	$1,400	187	0
Band-Assistant Director	$2,500	187	15
Band-Director	$5,925	187	15
Cheerleader (Up to two sponsor's per campus)	$1,493	187	0
Choir-Assistant Director	$2,875	187	5
Choir-Director	$5,925	187	5
Department Head	$625	187	0
Librarian	$750	187	0
Magnet Advisor/Industry Liaison	$3,000	187	15
Orchestra-Assistant Director	$1,600	187	5
Orchestra-Director	$3,500	187	5
Pentathlon (assigned by campus Principal)	$3,400	187	0
Pep Squad	$965	187	0
Piano Lab Instructor	$500	187	5
Robotics	$1,000	187	0
Theater Arts/Drama	$1,250	187	0
Yearbook	$625	187	0
Position at Elementary			
Bilingual Certified Classroom Teacher	$4,000	187	0
Librarian	$1,000	187	0
Robotics	$1,000	187	0

Other Supplemental Stipends	**Supplemental Annualized Amount**	**Contract Days**	**Suppl. Days**
Campus Administrative Intern	$1,000	187	10
Certified Educational Office Professional (CEOP)	$600	186-226	0
Children's Chorus Accompanist	$2,875	187	0
Children's Chorus Assistant Director	$2,875	187	0
Children's Chorus Director	$3,750	187	0
Doctoral Degree	$2,000	187-226	0
Fine Arts Lead Teacher	$1,000	187	0
i3 (Innovation in Instruction)	$750	187	0
Mandarin Chinese Teacher	$3,000	187	0
Mariachi Program Coordinator	$5,600	187	0
Master's Degree	$1,300	187-226	0
Nurse Cluster Lead	$750	187	0
Nurse Specialist	$3,500	226	0
Residency Coach	$500	187	0
SPED-Campus Support Coach	$1,000	197	0
SPED-Head of Delegation for Special Olympics	$6,000	187	10
SPED-Intern Supervision (Diagnostician/School Psychologist)	$1,500	197/202	0
SPED-Lead Adaptive PE Teacher	$1,500	187	0
SPED-Lead Diagnostician	$1,500	197	5
SPED-Lead Occupational or Physical Therapist	$1,500	188	5
SPED-Lead School Psychologist	$1,500	202	0

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2025-2026 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR (All stipends are evaluated yearly and are not guaranteed)

Other Supplemental Stipends	Supplemental Annualized Amount	Contract Days	Suppl. Days
SPED-Lead Speech Language Pathologist	$1,500	197	5
SPED-Lead Vision Teacher	$1,500	187	10
SPED-Resource Teacher (CBSE, Content Mastery Inclusion, Visually Impa	$2,000	187	0
SPED-Self Contained Teacher (ABC, ALE, BA, BASE, ECSE, FBE)	$3,500	187	0
SPED-Special Olympics Coach	$3,000	187	0
Teacher LPAC Lead (Bilingual/ESL Certified Multilingual Program)	$1,120	187	0
Technology Devices	$1,000	0	0

Advanced Academics Achievement Stipends	Supplemental Amount	Payment Calendar
Advanced Placement (AP) Reader	$1,000	September 100%
Advanced Placement (AP) Coordinator Incentive	$1,000	November 100%
Advanced Placement (AP) Teacher Course Enrollment Incentive	$1,500	
Advanced Placement (AP) Teacher Exam Performance Incentive	$1,500	
Advanced Placement (AP) Lead Teacher	$7,000	December 50% and May 50%
Early College Lead Teacher	$7,000	
Advanced Placement (AP) Coordinator	$2,000	May 100%
College, Career, Military Ready (CCM-R) Administrator (College- Career and/or Academic-College eligible stipend amount per duties)	$2,000	
Dual Credit (DC) Administrator	$2,000	
Dual Credit Teacher	$3,000	Annualized

Certified And Prepare Educators (CAPE) Instructional Coach Stipend	Supplemental Annualized Amount	Contract Days	Suppl. Days
Supporting one (1) CAPE Instructor	$3,500	187	0
Supporting one or more CAPE Instructor	$4,000	187	0

Construction Bond Stipend [1]	Annualized Amount
Bond Management	$24,000

[1] Management of the district's $1.279 billion bond referendum (Eligibility: Exe. Director and Director Facilities Planning Construction Services)

Employee of the Year (One Time Payment)	Supplemental Amount
GISD Administrator of the Year	$2,000
GISD Teacher of the Year	$2,000
GISD Paraprofessional of the Year	$2,000
Region 10 Teacher of the Year	$3,000
Region 10 Administrator of the Year	$3,000
Region 10 Nurse/Nurse Administrator of the Year	$3,000
Texas TASA Teacher of the Year	$4,000
Texas LSSCA Counselor of the Year	$4,000
Texas TSNO Nurse/Nurse Administrator of the Year	$4,000

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2025-2026 Proposed Stipends

ACADEMIC, CO-CURRICULAR, AND EXTRA-CURRICULAR (All stipends are evaluated yearly and are not guaranteed)

Employee of the Year (One Time Payment)	Supplemental Amount
Texas TEPSA/TASSP Administrator of the Year	$4,000
National AASA Teacher of the Year	$5,000
National ASCA Counselor of the Year	$5,000
National NASN Nurse/Nurse Administrator of the Year	$5,000
National AASA Administrator of the Year	$5,000

Principal Program Implementation [2]	Annualized Amount
Stipend for Principals	$10,000
Campuses: BH Freeman, Bussey, Couch, Handley, Kimberlin-Hillside Academy, MD Williams, Montclair-Heather Glen, and Shugart	
[2] formerly known as the School Consolidation stipend, is available for a maximum of three consecutive school years	

Sheltered Approach for Improved Literacy (G-SAIL) [3]	Annualized Amount
Stipend for Principals	$5,000
Campuses: BH Freeman, Cooper, Ethridge, Handley, MD Williams, Montclair-Heather Glen, Shugart and Toler	
[3] available for a maximum of three consecutive school years	

Special Education Stipends	Supplemental Amount	Payment Calendar
SPED-Critical Shortage	$5,000	December 50% and May 50%
Eligible Positions: Diagnosticians, School Psychologists, and Special Education Teachers Self-Contained Units: • Alternative Learning Environment (ALE) • Adaptive Behavior and Communication (ABC) • Early Childhood Special Education (ECSE) • Behavior Adjustment program (BA) • Behavior Analysis Services and Education (BASE) • Functional Behavioral Environment (FBE)		Stipend Criteria: Employee must be in active status on the last day of the month preceding the payment (November 21, 2025 and April 30, 2026).
SPED -Speech Language Pathologist	$10,000	

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2025-2026 Proposed Supplemental Pay

Provision and Applications of Garland ISD District Salary Schedule

Hourly Employees

District personnel employed on an hourly basis are hired and placed on a wage scale commensurate with the position and established by the Board of Trustees and Administration. Under no circumstances is an hourly worker to be placed on a higher hourly rate of pay without prior authorization from Human Resources.

Payday

Payday is the 27th of each month for paid professional and paraprofessional employees. Payday will be the preceding Friday when the 27th falls on a weekend. In December, payday will be the last workday before winter break. For Biweekly paid employees (Food Service, Maintenance, Transportation, Warehouse, and Substitute), payday is every other Friday. An employee's payroll statement contains detailed information, including deductions, withholding information, and accumulated leave.

Mandatory Deductions

Medicare Tax - For all employees hired after April 1, 1986, a 1.45% Medicare Tax is deducted, which is matched by the district and sent to the Social Security Administration. The benefit of this tax to the employee is that at the age of 65, the employee would be eligible for free Medicare Part A coverage if this tax or a combination of this tax and regular Social Security participation has been paid for at least ten years (40 credits or 40 quarters).

Teacher Retirement - Effective September 2023, 8.25% of the employee's gross salary is sent to the Teacher Retirement System of Texas for deposit in the employee's account once the employee is eligible for TRS membership. This money accumulates with interest as a tax-deferred retirement benefit. The state also contributes to the retirement system. The money that an employee contributes and the interest that money earns may be withdrawn only if the employee ceases to work for a Texas public school. Upon withdrawal, federal income tax is due on the principal and interest that has been treated as tax-deferred. For more detailed information on the retirement system, contact the Texas Teacher Retirement System at (800) 223-8778 or visit the TRS website at www.trs.texas.gov.

TRS Care - TRS-Care receives state general revenue contributions equal to 1% of the salaries of all active public education employees. In addition to these contributions, TRS-Care is funded by retiree premiums as well as contributions from active public education employees and local school districts. The active public education employee contribution rate is 0.65% of payroll, while school districts contribute 0.55 % of payroll.

FICA Alternative- All employees who are not eligible to participate in the Teacher Retirement System of Texas (part-time, seasonal, temporary employees). Employees are not subject to Social Security taxes while covered by this plan. 7.65% of an employee's gross salary is contributed to the FICA Alternative Plan. Contributions to this plan are on a pretax basis. Any previously earned benefits under another retirement plan, such as Social Security, will not be reduced by participation in this plan.

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2025-2026 Proposed Supplemental Pay

Provision and Applications of Garland ISD District Salary Schedule

Supplemental Salary for Advanced Hours/Degrees
• Supplemental salary amounts are paid for degrees conferred or hours earned reported to Human Resources by submitting **official transcripts** (no photocopies accepted). New hires will be eligible for retro, based on the hire date during the current school year or conferred date of degree earned. Current employees will be paid based on the date of receipt of official transcripts. • All **classroom teachers at a pay grade of 100, nurses, and selected positions** at a pay grade of 104 with a master's degree are eligible to receive $1,300 annually. No other pay grades are eligible for this stipend. • All **teachers, professional support employees, and administrators** with earned doctorate degrees will receive $2,000 annually. This supplement replaces the master's supplement and is not in addition to it.
Per DK(Local): “Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may notify the Superintendent or designee in writing. Paid supplemental duties are not part of the District’s contractual obligation to the employee, and an employee shall not expect continuing assignment to any paid supplemental duty.”

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2025-2026 Proposed Supplemental Pay

Professional Categories of Pay details Rates

Professional Extended Day-Instructional	Rate per Hour **$30**
Includes, but is not limited to:	
Bike/Dance Grant-Project	
Curriculum Writing	
Enrichment	
ESL Extended Day	
Evening School (ARI/AM/Title I, STAR, Credit Recovery)	
Extended Day	
Instructional Planning	
Saturday School	
Thursday School	
Zero Period	

Professional Extended Day -Staff Development	Rate per Hour **$20** [1]
[1] Maximum 8 hours paid per day	

Professional Extended Day -Non-Instructional	Rate per Hour **$10** [1]
Includes, but is not limited to:	[1] Employee must be assigned as a daily responsibility for the current school year
Bus Duty	
Hall Monitor Duty	
Commons Monitor Duty	
Grounds Monitor Duty	
Marquee Maintenance	

Professional Extended Day-Special Qualifications [1]	
Includes, but is not limited to:	[1] Rate dependent on Licensing / Qualification and Administrator approval
Diagnosticians	
Therapists	
Security Officers	

Part-Time Temporary
Rate as listed on the individual job posting

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2025-2026 Proposed Supplemental Pay

Guidelines for Supplemental Pay

•Policy DK (Local) states: "Non-contractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may notify the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall not expect continuing assignment to any paid supplemental duty."

•Policy DEAA (Local) states: "The Superintendent or designee may assign non-contractual supplemental duties to personnel exempt under the Fair Labor Standards Act (FLSA), as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the compensation plan of the District."

•Additional payment is given to a regular employee beyond their base pay for additional considerations or approved purposes at approved amounts and is comprised of:

Stipends: compensation that can be established on a regular basis with an equal amount per pay period being paid over the length of a contract or a specified period of time and for which monthly documentation is not required by Payroll or Human Resources. Human Resources must approve the approval of a stipend that is not attached to a position, such as travel expenses, or given due to employee status, such as advanced degrees or employment assignment, after consultation with appropriate administrators.

Supplemental Pay: compensation that is occasional, periodic, or sporadic for additional considerations by the employee and is not paid in equal amounts each pay period and for which specific documentation must be submitted and approved according to these guidelines.

While not contractual, overtime is paid to employees considered non-exempt under the Fair Labor Standards Act (FLSA) for work done beyond 40 hours per workweek. Approval of overtime should be given before the work begins. An Overtime Pre-Authorization Form must be submitted and approved by a supervisor according to district guidelines.

•All stipends and supplemental pay amounts or rates must be approved by the Board and published in the District Salary Schedule booklet.

•All monetary compensation to an employee must be made through the payroll system to maintain proper records for reporting purposes to state and federal agencies.

•**Non-Exempt Employees** under the FLSA include employees whose duties do not meet FLSA exemption criteria. Non-exempt employees will be compensated according to the following Supplemental Pay guidelines:

For work done over 37.5, but 40 or fewer hours per week, non-exempt employees who are scheduled for 37.5 hours per week shall be compensated in one of two ways:

DRAFT

Guidelines for Supplemental Pay

1-Compensatory time equal to time worked
2-Pay equal to the straight time at their hourly rate, without any overtime calculation

For work done over and above the 40-hour workweek, non-exempt employees shall be compensated in one of two ways:

1-Compensatory time equal to time-and-a-half of time worked
2-Pay equal to time-and-a-half of their hourly rate for time worked

- **Exempt employees** do **not** qualify for overtime pay or compensatory time

- **Administrators:** For the purpose of determining supplemental pay, the term administrator refers to any central office administrator, principal, or assistant principal. These individuals **do not** qualify for overtime or supplemental pay

  Exception: Administrators may be eligible for additional pay if the work performed is beyond the scope of their professional contract duties. For example, they may supervise an athletic event for the athletic department or a summer school program as long as the work does not conflict with fulfilling their regular duties and responsibilities. Approval must be obtained explicitly in advance from the administrator's supervisor.

- All supplemental pay items must be entered through Kronos, recording:
  - √ description of work performed
  - √ number of hours worked
  - √ time and date work was performed
  - √ applicable Kronos code associated with the appropriate budget code number

- All supplemental pay assignments must be conducted at a GISD facility unless done outside the district. Deviations must have prior approval.

- All supplemental pay must be recorded as hours worked at the preapproved hourly rate. No lump sum payments are permitted without a completed "Supplemental Pay Deviation Request" form and approval of the Chief Officer or designee.

- All Kronos supplemental pay codes must be requested in advance and approved by the administrator or principal responsible for those supplemental pay funds, along with approval from the Business Office.

- Supplemental pay entered via Kronos will be approved by the appropriate principal, supervisor, or manager through the Oracle approval workflow. Unless otherwise noted in the Payroll Calendar, all approvals must be completed in Oracle by the 15th of each month.

- The Supplemental Pay rates are preset and coded to the approved Supplemental Pay Element in Oracle and cannot be changed without a written request submitted and approval from the Chief Officer or their designee. If approved, the changes will be added to the Supplemental Pay Rate schedule.

DRAFT

2025-2026 Proposed Supplemental Pay

•Supplemental pay must be budgeted within the school budget in fund 199 or approved project; no supplemental pay may be paid with 461 or 865 funds without prior approval from the Finance Office.

Guidelines for Supplemental Pay

•Employees shall not receive additional compensation for work within their assignment or position scope if it occurs during regular working hours within the published contract work dates unless specified in these guidelines

•Before or after school duty, hall duty, CNS duty, bus duty, or other similar types of tasks that occur occasionally or on a rotating basis and occur within official school hours are considered part of the regular teaching assignment and are **not eligible** for additional compensation.

DRAFT

2025-2026 Proposed Student Nutrition Technical Certification Supplemental Pay Program

Student Nutrition Technical Certification Supplemental Pay Program
Program is available for the following campus-based hourly employee types:
▪ Cafeteria Managers ▪ Cafeteria Manager Interns ▪ Full-Time SNS Campus Employees ▪ Part-Time SNS Campus Employees
TASN Certification Levels & Supplemental Payment Amounts [1] [1]Payments will be made via hourly rate increases spread throughout contract days
▪ Level I: $100.00 ▪ Level II: $200.00 ▪ Level III: $300.00 ▪ Level IV: $400.00 ▪ Level V: $500.00

DRAFT

2025-2026 Proposed Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3. Its purpose is to provide a financial incentive to help attract and retain highly effective teachers at traditionally hard-to-staff schools.

Eligibility for TIA Designated Teacher
Eligibility information may be found on the district website: Teacher Incentive Allotment (TIA) Eligibility
Performance Pay: Teacher Incentive Allotment (TIA)
For any funds received by Garland ISD for a designated teacher under the Teacher Incentive Allotment (TIA), **90%** percent will be paid to the designated teacher. -The remaining **10%** will be used for training and supporting the system, expansion of the system, administrative expenses, and professional development.
TIA compensation stipends will be eligible for use when calculating retirement benefits for TRS-eligible staff. **Employees are responsible for paying both the employee and employer benefits and tax costs over what TIA funding covers**. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments and the Teacher Retirement System (TRS).

Should you have any questions about TIA, contact
TIAquestions@garlandisd.net

DRAFT

2025-2026 Proposed Salary Schedule for Non-Certified Instructors, Teacher Residents and CAPE Program

GISD

2025-2026

Non-Certified Instructors (NCI)

√ Employees who are either currently in a certification program or have been accepted into a certification program are offered Letters of Reasonable Assurance (LORA).

√ When certification program requirements are completed, a contract will be issued.

√ Upon completion of certification, the Non-Certified Instructors/ Permanent Substitutes will be placed at the correct level according to the GISD teacher salary scale.

√ The Teacher Hiring Salary Guide can be referenced on page 1 and 2 .

Requirements:
√ Employee must provide an acceptance letter from an Alternative Certification Program

Teacher Residents

Requirements:
√ Must be enrolled in the Educator Preparation Program (EPP) at the University of Texas at Dallas or Dallas College, working towards a teaching certificate
√ If the employee completes the program and recommended the following school year and has met the 90-day rule, they will be eligible for one (1) credible year of service

√ Annualized salary of $20,000 paid in ten months (August - May)

Certify And Prepare Educators (CAPE) Program

Requirements:
√ Employed as a GISD Instructional Aide for a minimum of one (1) year OR Substitute Teacher with at least 100 days worked √ Must apply and go through the selection process √ Must be recommended by the campus administrator √ Currently enrolled in a college or university working towards a Bachelor's degree √ Completed at least 30 college hours with at least a 2.5 GPA

√ Annualized salary of $45,000 paid in twelve months (September - August)

√ Employees who are accepted into a cohort will be offered a Letters of Reasonable Assurance (LORA).

√ The number of CAPE instructors for each cohort will depend on the number of students who graduated the previous year. It will also be based on evaluating the program and district needs.

DRAFT

2025-2026 Proposed Substitute Pay Scale

Substitutes-Classification Type	**Daily Rate (Tuesday thru Thursday)**	**Daily Rate (Friday and Monday)**
Secretaries/Clerks/Non Classroom	$85.00	$95.00
Instructional/Special Education Aide	$95.00	$105.00
Associates/ 48 hours	$110.00	$120.00
Degreed, Non-certified	$110.00	$120.00
Degreed, Certified Teacher	$125.00	$135.00
Retired GISD Certified Teacher	$145.00	$155.00
Nurse	$225.00	$235.00

Must be willing to work at least two to three days a week.

Instructional /Special Education Aide minimum requirement: High School diploma or equivalent

Long Term Pay Rates	**Daily Rate (Tuesday thru Thursday)**	**Daily Rate (Friday and Monday)**
Associates/ 48 hours, Degreed, Certified Teacher	$145.00	$155.00
Degreed, Certified Teacher	$160.00	$170.00
Retired GISD, Certified Teacher	$160.00	$170.00
Substitute teachers that work 10 days in a row in the same substitute teaching position, increase in pay on the 11th day without a break in service. As long as substitute doesn't miss a full day, long-term pay will continue. Half-days do not break the sequence. Long Term Pay Rates do not apply to aide positions.		

Other Substitutes- Classification Type	**Daily Rate (Tuesday thru Thursday)**	**Daily Rate (Friday and Monday)**
Counselor -Elementary	$150.00	$160.00
Counselor -Middle School	$175.00	$185.00
Counselor-High School	$200.00	$210.00
Assistant Principal- Elementary	$175.00	$185.00
Assistant Principal- Middle School	$200.00	$210.00
Assistant Principal- High School	$225.00	$235.00
Principal- Elementary	$275.00	$285.00
Principal- Middle School	$325.00	$335.00
Principal- High School	$400.00	$410.00
Speech Language Pathologist	$275.00	$285.00
Diagnostician	$150.00	$160.00
These position do not have substitutes on a daily absence so Human Resources approval is required.		

Should you have any questions, please contact the Human Resources Department at salary@garlandisd.net .

DRAFT

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

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

Subject: Consider Approval of the Proposed Budgets for the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year

Action Item

Executive Summary:

This item shows the proposed budgets for the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 school year.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on June 10, 2025. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the proposed budgets for the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 school year.

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

Garland ISD
2025-26 Proposed Budget
June 24, 2025

	General Fund 199	Student Nutrition Services Fund 240	Debt Service Fund 599
REVENUES:			
57 Local Revenue	$ 229,990,287	$ 3,035,000	$ 135,286,739
58 State Revenue	342,260,284	185,000	13,000,000
59 Federal Revenue	8,000,000	36,711,119	471,994
Total Revenues	$ 580,250,571	$ 39,931,119	$ 148,758,733
EXPENDITURES:			
11 Instruction	$ 359,899,542	$ -	$ -
12 Instructional Resources and Media Services	8,996,525		
13 Curriculum Development and Instructional Staff Development	15,912,761		
21 Instructional Leadership	8,994,026		
23 School Leadership	36,516,396		
31 Guidance, Counseling and Evaluation	37,943,725		
32 Social Work Services	510,841		
33 Health Services	10,115,572		
34 Student Transportation	23,188,841		
35 Food Services	370,812	44,089,663	
36 Extracurricular Activities	14,186,930		
41 General Administration [1 2]	20,715,067		
51 Facilities Maintenance and Operations	63,737,518		
52 Security and Monitoring Services	16,173,422		
53 Data Processing Services	18,051,462		
61 Community Services	1,471,512		
71 Debt Service - Principal on Long-Term Debt	2,400,144		99,251,080
72 Debt Service - Interest on Long-Term Debt			49,407,653
73 Bond Issuance Cost and Fees			100,000
81 Facilities Acquisition and Construction			
95 Juvenile Justice Program	35,000		
99 Other Intergovernmental Charges	1,180,819		
Total Expenditures	$ 640,400,915	$ 44,089,663	$ 148,758,733
Excess (Deficiency) Revenues Over (Under) Expenditures	$ (60,150,344)	$ (4,158,544)	$ -
Other Financing Sources (Uses)	$ -	$ -	$ -
Net Change in Fund Balance	$ (60,150,344)	$ (4,158,544)	$ -

1 Includes 6491 - Statutorily Required Public Notice - Required Posting $128,315
2 Includes 6214 - Statutorily Required Public Notice - Lobbying $20,050

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

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **June 24, 2025**

Presented By: **Johnny Beach, Board President**
Dr. Ricardo Lopez, Superintendent of Schools

Subject: **Revised Resolution to Build a Coalition with City of Garland, City of Sachse and City of Rowlett**

Action Item

Executive Summary:

Revisions to resolution approved in May 2021 to strengthen coalition between Garland ISD Board of Trustees and the City of Garland, City of Sachse and City of Rowlett.

Administrative Recommendations:

For action.

Recommended Motion for Action Items:

I move to approve the proposed changes to the resolution.

Financial Impact and Funding Source:

N/A

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT TO BUILD A COALITION WITH THE CITIES OF GARLAND, ROWLETT AND SACHSE

WHEREAS, the Garland Independent School District exists as a diverse community with a shared vision that respects all students, families, staff, and the communities it serves, the Board of Trustees continuously seeks out partnerships and coalitions that support and champion the District in providing an exceptional education for every student; and

WHEREAS, the District recognizes the value and benefit of creating a strong coalition with the Cities of Garland, Rowlett and Sachse.

WHEREAS, the District desires to work with the City leaders of Garland, Rowlett and Sachse to encourage open communication and collaboration between all parties; and

WHEREAS, the tri-cities and the District have collaborated successfully in the past on multiple initiatives and issues; and

WHEREAS, the District desires to formally link via a coalition with the city leaders of Garland, Rowlett, and Sachse to create open and ongoing communication and collaboration, shared advocacy, and joint planning as appropriate between all parties through this coalition; and

WHEREAS, building a structured coalition with the city leaders of Garland, Rowlett, and Sachse and the District will foster strong relationships and communication between each of the tri-cities and the District for the benefit of the tri-city communities and Garland ISD; and

WHEREAS, this coalition will be based on a shared vision an1ong all partners, structured opportunities for engagement for all stakeholders, open dialogue about challenges and solutions, with a focus on data as available; and

WHEREAS, overcoming the challenges of accelerating learning for all students and providing support for students and families to ensure that children develop socially, emotionally, physically, and academically, become motivated and engaged in learning, that families and schools work effectively together, and that communities become safer and more economically vibrant through ongoing collaboration and communication will be the foundational work of this coalition; and,

WHEREAS, this critical and significant work requires the participation of leadership of the governing entities of the District and each municipality; and

WHEREAS, coalition members will include the mayors of each city, ~~and~~ one additional city government representative as designated by each mayor, the City Manager or designee, the Garland ISD Board of Trustees Ppresident, one additional Trustee representative ~~the Chairperson of the District Affairs Committee~~ as designated by the Board of Trustees Ppresident, and the Garland ISD Ssuperintendent; and

WHEREAS, all coalition members will also serve as ambassadors and advocates to communicate District initiatives, priorities, and accomplishments so that the work and progress of the District is clearly communicated, and opportunities for feedback and collaboration are regularly provided; and

WHEREAS, all coalition members will maintain open lines of communication with one another for the mutual benefit of the District and the tri-cities that it serves.

NOW, THEREFORE, BE IT RESOLVED:

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

2. The Board of Trustees of Garland Independent School District commits to building a strong structured coalition between the District and the Cities of Garland Rowlett and Sachse

3. This Resolution shall take effect immediately upon its passage to illustrate the District's commitment to strengthening its relationship with its tri-city partners.

4. A detailed Memorandum of Understanding between the District and the Cities of Garland, Rowlett and Sachse will be jointly created to outline the specific steps that the respective cities and the District will take to build a strong coalition with a detailed structure for ongoing collaboration and communication between the District and tri-city leaders.

5. A date to develop the MOU will be determined collaboratively by each mayor, the City Manager or designee, the Garland ISDO Board of Trustees Ppresident, one additional Trustee representative~~, the Chairperson of the District Affairs Committee as designated by the Board of Trustees president,~~ and the Garland IfSD Ssuperintendent.

PASSED AND ADOPTED this 2~~4~~5th day of June~~May~~, 2025~~1~~.

By: _____
Johnny Beach~~Robert Selders~~, President

By: _____
ATTEST:

Daphne Stanley~~Wes Johnson~~, Secretary

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Temporary Right of Entry and Driveway Improvement Agreement between Garland ISD and Dallas County

Action Item

Executive Summary:

Dallas County has a project to construct transportation improvements along Rowlett Road. The Project limits are from Duck Creek Trail at Greenbelt Parkway to Garland East City Limits beginning in Summer 2025. At the GISD property located at 1710 Rowlett Road, Dallas County would like to make driveway improvements which will consist of reconstructing the driveway approach to match the elevation of the proposed new road. Reviewed and approved by Javier Fernandez, Director of Facilities Planning and Construction Services, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is the administration's recommendation to approve the Temporary Right of Entry and Driveway Improvement Agreement between Garland ISD and Dallas County which meets the goals of Garland Independent School District.

Recommended Motion for Action Items:

Move to approve Temporary Right of Entry and Driveway Improvement Agreement between Garland ISD and Dallas County as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

DALLAS COUNTY
PUBLIC WORKS

TEMPORARY RIGHT OF ENTRY AND
DRIVEWAY IMPROVEMENT AND RELOCATION AGREEMENT

PROJECT NAME:	Rowlett Road Trail (MCIP 12706)
PROJECT DESCRIPTION:	Construct Transportation Improvements along Rowlett Road
PROJECT LIMITS:	Duck Creek Trail at Greenbelt Parkway to Garland East City Limits
PROPERTY OWNER:	Garland ISD
PROPERTY ADDRESS:	1710 Rowlett Rd
PROPERTY LEGAL DESCRIPTION:	See attached exhibit
PROJECTED PROJECT CONSTRUCTION	

This Temporary Right of Entry and Driveway Improvement Agreement ("Agreement") is entered into on this ____ day of _____ _____ by and between **Dallas County**, and **Garland ISD** (the "Property Owner").

RECITALS

WHEREAS, Dallas County has proposed roadway improvements to **Rowlett Road.** as described in the Project Name, Project Description, and Project Limits above ("Roadway Improvements").

WHEREAS, the parcel of land described by the Property Address and Property Legal Description as shown upon the map attached as (the "Property") is owned by the Property Owner and is located within the Project Limits.

WHEREAS, the Property Owner desires to give Dallas County access to the Property for the purpose of making driveway improvements to the existing driveway(s) located on the Property.

WHEREAS, the driveway improvements will consist of reconstructing the driveway approach to match the elevation of the proposed new road, and such improvements are necessary for safe ingress and egress to the Property as a result of the roadway improvements to **Rowlett Road.**

AGREEMENT

NOW THEREFORE, in consideration of the mutual covenants and agreements between the Owner and Dallas County, to be respectively kept by them, it is agreed as follows:

1. The Property Owner grants Dallas County permission to: a) enter upon the Property, and b) construct driveway improvements that include removal of existing driveway(s), grading, surfacing, and driveway realignment consistent with Dallas County's development plan ("Driveway Improvements").
2. The Property Owner reserves all rights, title, and interest in and to the Property.
3. The right-of-entry and the right-to-construct Driveway Improvements upon the Property granted in this Agreement, unless revoked or terminated, shall extend to and bind the signatory parties, their heirs, executors, administrators, legal representatives, successors, and assigns, including the contractors, consultants, agents, and all others Dallas County deems necessary to share in the right-of-entry in order to complete the Driveway Improvements.
4. The right-of-entry is granted for the limited scope of work described as Driveway Improvements in this Agreement. Dallas County will not utilize other portions of the Property for any other purpose other than the Driveway Improvements. This is not an agreement to perform any type of other improvement or construction work not specifically mentioned or implied herein, nor permission for any other unrelated activity.
5. Dallas County will furnish all materials, labor, tools, equipment, and supervision for all work necessary to construct the Driveway Improvements at Dallas County's expense.
6. The Driveway Improvements shall be constructed using generally accepted engineering principals and materials, and the Property will be cleaned up and left in a presentable and safe condition upon completion of the Driveway Improvements.
7. The Driveway Improvements are being constructed for the purpose of safe access to the Property and will be constructed to the profile grade indicated in the attached plan.
8. The Property Owner shall be given a minimum of 48 hours' notice prior to beginning construction of the Driveway Improvements. The Property Owner will contact any tenants or lessees on the Property prior to Dallas County beginning construction of the Driveway Improvements.
9. After Dallas County completes the Driveway Improvements, the Property Owner shall assume responsibility for maintaining the newly constructed or modified driveway(s) in a condition that complies with any applicable regulations. Dallas County will have no responsibility for driveway maintenance upon completion.
10. The Property Owner acknowledges that failure to grant the right-of-entry and the right-to-construct the Driveway Improvements as provided in this Agreement will not impede the Roadway Improvements. Failure to grant Dallas County the right-of-entry and the right-to-construct the Driveway Improvements would impose responsibility on the Property Owner to construct any necessary driveway improvements for safe ingress and egress to the Property after the Roadway Improvements are complete.

11. In consideration for granting this right-of-entry and right-to-construct Driveway Improvements, Dallas County shall, to the extent allowed by law, indemnity, defend, and hold harmless the Property Owner and its officers, directors, agents, employees, consultants, and volunteers from and against any and all injuries, claims, demands, actions, losses, liabilities, damages, and costs, including reasonable attorneys' fees, arising out of or resulting from Dallas County's entry onto or use of the Property, except for loss caused by the sole negligence or willful misconduct of the Property Owner and its respective officers, directors, agents, employees, consultants and/or volunteers.
12. This Agreement, unless revoked or terminated, shall remain in effect for the duration of the Roadway Improvements and will terminate upon completion of the entire project.
13. If the Property is owned by multiple owners, all legal owners must sign this Agreement for it to be effective.
14. Any notice required to be given under this Agreement, or which either party may wish to give, shall be in writing and shall be personally delivered or sent by certified mail or registered mail, postage prepaid, addressed as follows:

Property Owner
Garland ISD
501 S Jupiter Rd
Garland, TX 75182

Dallas County
Dallas County, Texas
500 Elm Street, Suite 5300
Dallas, Texas 75204
ATTN:

Tyra Rutledge
Phone: (214) 653-6493
Email: Tyra.Rutledge@dallascounty.org

Craig Dearman
Phone: (214) 653-6133
Email: craig.dearman@dallascounty.org

IN WITNESS THEREOF, the parties have executed this Temporary Right of Entry and Driveway Improvement Agreement as follows:

PROPERTY OWNER:

Date: _____

_____
Signature of Authorized Representative

_____
Printed Name

_____
Title

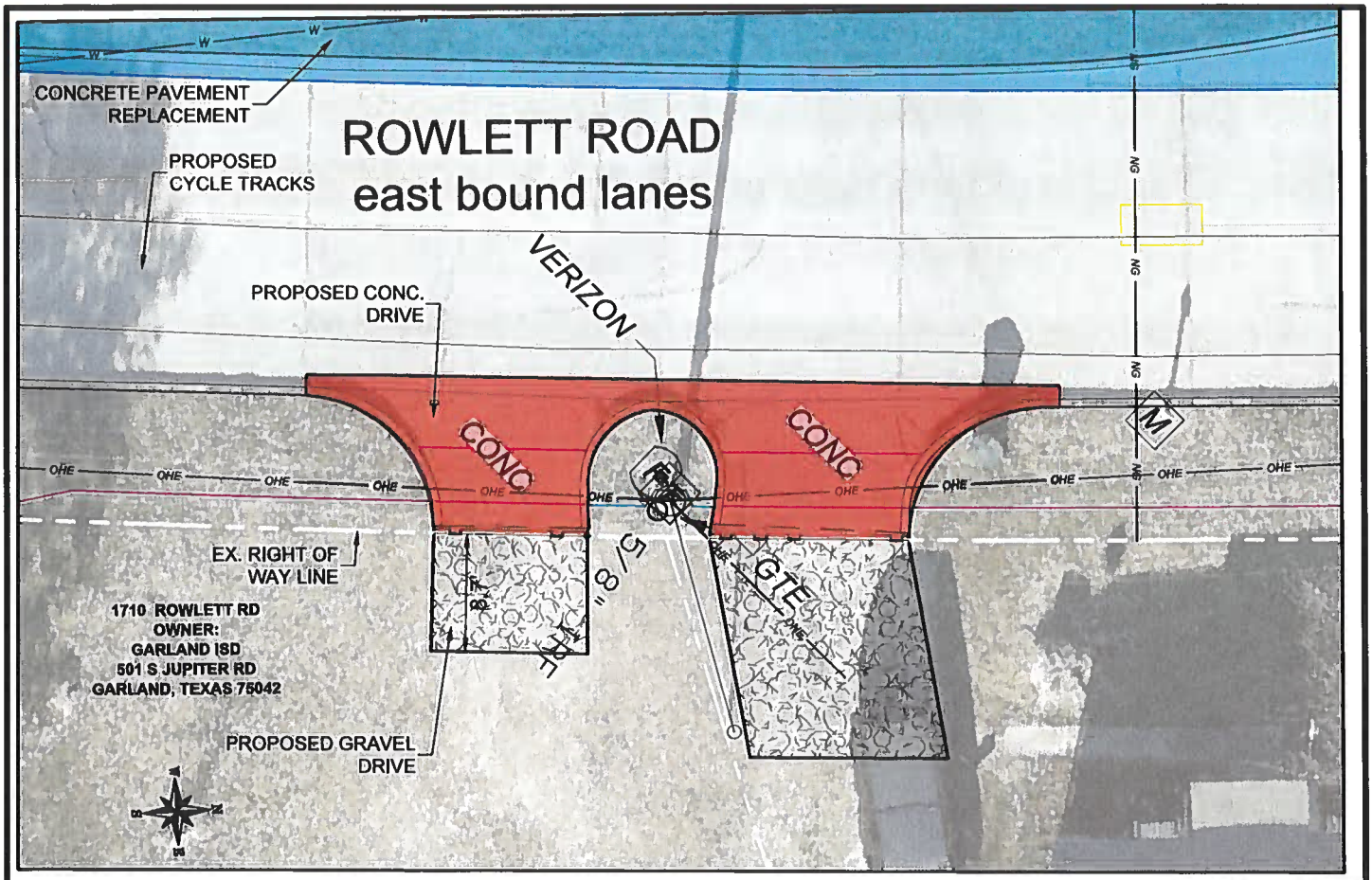
DALLAS COUNTY:

Date: _____

_____
Signature of Authorized Representative

_____
Printed Name

_____
Title


CONCRETE PAVEMENT REPLACEMENT
PROPOSED CYCLE TRACKS
ROWLETT ROAD
east bound lanes
PROPOSED CONC. DRIVE
VERIZON
CONC
CONC
EX. RIGHT OF WAY LINE
1710 ROWLETT RD
OWNER:
GARLAND ISD
501 S JUPITER RD
GARLAND, TEXAS 75042
PROPOSED GRAVEL DRIVE
GTE
OHE
W
NG
M
5/8" RF
SCALE: 1" = 10'
0 5 10
COUNTY OF DALLAS, TEXAS
DEPARTMENT OF PUBLIC WORKS
ROWLETT ROAD
MULTIMODAL CONNECTION
1710 ROWLETT RD

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: June 24, 2025

Presented By: Mark Booker, Executive Director of Purchasing

Subject: Consider Approval of Purchase of Medical Professional Services (#293-25-01)

Action Item

Executive Summary:

This award will allow Occumed Plus Inc. to provide medical clinic management services for customers on-site at the service provider's location. This award will allow for the continuation of the employee clinic in accordance with 2254.003, Government Code. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

	Monthly Cost	Annual Cost	Estimated Annual Supply Cost
Year 1	$30,750	$369,000	$2,400
Year 2	$31,673	$380,706	$2,400
Year 3	$32,623	$391,476	$2,400
Year 4	$33,601	$403,212	$2,400
Year 5	$34,609	$415,308	$2,400
	5 Year Total for Annual and Supply Cost:		$1,971,072

*The cost listed above include a three percent (3%) increase for years 2-5 on the yearly anniversary of the Program Start Date for each year this Agreement remains in effect.

Presented to the Finance, Facilities and Operations Committee for review on June 10, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer for Medical Professional Services from Occumed Plus Inc, provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Demonstrated Competency and Reasonable Fee

Contract Term: One (1) Year Term with Four (4) year renewal options

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Recommended Motion for Action Items:

Move to approve award for Demonstrated Competency and Reasonable Fee contract#293-25-01 Medical Professional Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $1,971,072

199 - General Fund