



Agenda of Regular Meeting

The Board of Trustees Belton Independent School District

A Regular Meeting of the Board of Trustees of Belton Independent School District will be held July 19, 2021, beginning at 6:15 PM in the Pittenger Fine Arts Center, 400 N. Wall Street, Belton, TX 76513. One or more trustees may participate via video conference.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- 1. Call to Order, Moment of Silence and Pledge of Allegiance**
- 2. Recognitions 4**
 - A. Student Showcase - Lake Belton High School Cheer
 - B. Belton FFA
 - C. Project Apple Tree
 - D. Special Recognition
- 3. Values and Beliefs - Innovation 6**
- 4. Public Comments**
- 5. Action Items**
 - A. Consider, Discuss, and Take Appropriate Action Regarding the Employment of Administrative Employees 7
 - B. Consider, Discuss, and Take Appropriate Action Regarding the Adoption of the BISD Vision Statement and the 2021-2022 District Goals 9
 - C. Consider, Discuss, and Take Appropriate Action Regarding Adoption of the Strategic Plan 17

D. Consider, Discuss, and Take Appropriate Action Regarding Adoption of Plan for Use of Elementary and Secondary School Emergency Relief (ESSER) III Funds	31
E. Consider, Discuss, and Take Appropriate Action Approving a Construction Manager at Risk in Connection with RFP #2106-905-262 for a New Elementary School	42
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6. Reports	
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D. Budget Amendment #10 for 2020-2021	139
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1. Growing Places Therapy Services, PLLC	
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F. Supply, Equipment, and Service Bids	

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1. Temple College	
2. The University of Texas of the Permian Basin	
3. OnRamps with The University of Texas at Austin	
H. TASB Insurance Renewal	227
I. County Extension Agents as Adjunct Staff Members	228
J. Resolution Regarding the Extracurricular Status of 4-H Organizations	233
K. After-School Child Care Agreement with Temple Parks & Recreation Department	235
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M. Memorandum of Understanding with Workforce Solutions of Central Texas for Education Outreach Program	249
8. Board Requests for New Information and/or Reports	
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10. Closed Session (Texas Government Code, Subchapters D and E)	
A. Consultation with Attorney - Texas Government Code, Section 551.071	
11. Reconvene in Open Session	
12. Consider, Discuss, and Take Appropriate Action Regarding the Superintendent's Contract	
13. Adjourn	

Belton Independent School District
Board of Trustee Meeting Agenda Item
July 19, 2021

Item: Recognitions

Contact Person: Elizabeth Cox

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 2: Ensure exceptional learning experiences for each and every student.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Background Information:

Student Showcase – Lake Belton High School Cheerleaders

Members of the Lake Belton High School varsity and junior varsity cheerleading teams performed before the start of the meeting. The performing varsity members included Audrey Hartfiel, Avelina Bentancourt, Brooklyn Cory, Delaney Jensen, Emma Fertig, Gabriella Davila, Haileigh Dodd, Hayley Mullins, Katy Briggs, Kayson Tanner, Kenzie Goldman, Landyn Johnson, Lauren Stefek, Natalee Hoover Waltman, Presslie Vargas Leon, Shelby Chaney, Taylor Jonas, Taylor Love, Haylee Thomas (varsity co-captain), Ryley Ellis (varsity co-captain), and Zakayia Fredrick (Blaze). The performing junior varsity members included Alexandria Del Bosque, Alexia Moffenbier, Aubrey Lee, Carmen Horton-Vazquez, Christina Walker, Emily Jones, Hayden Presley, Holly Wilson, Jameela Cordero, Janessa Lobo, Logan Carroll, Lorissa Hubbard, Madisyn McKenzie, and Makaylyn Atkinson.

Belton FFA State Recognition

Tonight we celebrate several members of Belton FFA who earned their Lonestar FFA Degree, the highest degree earned in Texas FFA. To earn this recognition, students must complete extensive requirements that demonstrate their knowledge and commitment to FFA. This year, Belton FFA ranks fifth largest in the state of Texas.

Recipients include BHS seniors Anna Cate Cox and Sarah Mikeska and 2021 graduates Jordan Martinson, Harleigh Siegeler, Madison Jones, Rawan Tarabeh and Rachel Mahan. Brad Hobbs is their Sponsor.

Project Apple Tree

Each year Project Apple Tree supports hundreds of students in Belton ISD by providing qualified families school supplies at the beginning of the new school year.

Jeannette Kelley, a former school board member and elementary school principal in Belton ISD, started Project Apple Tree 21 years ago with the goal of ensuring that all students, no matter their economic circumstances, have a great first day of school. Helping Hands Ministry and a strong team of volunteers are continuing this important community effort to support our students and families. Project Apple Tree is currently underway and you can sponsor a student's school supplies, backpack and shoes or become a volunteer through their website at helpinghandsbelton.org.

Special Recognition

Special recognition from Dr. Matt Smith and Board President Jeff Norwood.

Fiscal Implications:

n/a

Administrative Recommendation(s):

n/a



Belton ISD

Values and Beliefs

Adopted April 19, 2021

- **Each and Every:** We believe each and every student deserves exceptional experiences according to their unique needs and passions.
- **Innovation:** We believe in igniting and supporting innovative thinking and problem solving in our students and staff.
- **Continuous Improvement:** We believe a mindset of continuous improvement should be modeled by our staff and cultivated in classrooms.
- **Community Engagement:** We believe that the learning experiences of our students are enhanced through the engagement of our community.
- **Learning Space:** We believe well designed and maintained facilities positively impacts student learning and staff efficacy.
- **Engaged Workforce:** We believe a thriving staff will be able to create exceptional learning experiences for each and every student.
- **Inspiring Instruction:** We believe instructional design can empower students and ignite a passion for learning.

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss and Take Appropriate Action Regarding the Employment of Administrative Employees

Contact Person: Name

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 3: Attract, retain, and support a world-class team of employees.

Background Information:

The month of July includes the recommendation to hire an assistant principal for Belton Middle School and an assistant principal for Lakewood Elementary.

Fiscal Implications:

The salary and benefits are included in the budget for 2021-2022.

Administrative Recommendation(s):

Approval of recommendation and addition of personnel as presented.

**BELTON INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF HUMAN RESOURCES**

P. O. Box 269
Belton, Texas 76513
Phone (254) 215-2015
Fax (254) 215-2016

**TO: Dr. Matt Smith
Superintendent**

**FROM: Todd Schiller
Assistant Superintendent of Human Resources**

DATE: July 19, 2021

RE: Administrator Recommendation(s) for July

RECOMMENDATION(S)

NAME	DEGREE	COLLEGE	PREVIOUS DISTRICT	YRS EXP	ASSIGNMENT	CAMPUS	COMMENT
Holly Parker	B.S. Exercise and Sports Studies M.Ed. Educational Administration	Tarleton State University Lamar University	Belton ISD	12	Assistant Principal	Lakewood	Replacing Jessica Costine
Lindsay Yates	B.S. Elementary Education M.Ed. School Administration	Iowa State University University of Central Missouri	Crossroads Charter School	14	Assistant Principal	BMS	Replacing Jennifer Atkinson

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss, and Take Appropriate Action Regarding the Adoption of the BISD Vision Statement and 2021-2022 District Goals

Contact Person: Dr. Malinda Golden

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 1: Engage the community in setting direction for the future of Belton ISD.

Goal 2: Ensure exceptional learning experiences for each and every student.

Goal 3: Attract, retain, and support a world-class team of employees.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

In accordance with policy BQ(LOCAL), the Board shall approve and periodically review the District's vision and goals. A proposed new BISD Vision Statement was designed based on the input of the Board of Trustees and the Strategic Plan Steering Team. The Board will consider and take possible action on the following proposed new BISD Vision Statement:

Empower each and every learner to pursue their dreams and enrich their communities.

In June 2020 the Board of Trustees approved 5 District Goals. The majority of these goals were long-range goals and should continue to guide improvement efforts for the 2021-2022 school year. Goal 1: Engage the community in setting direction for the future of Belton ISD was achieved, therefore, feedback was gathered from the Board in June to inform revisions to this goal. Based on feedback, a revised Goal 1 along with the remaining District goals will also be presented for possible adoption for the 2021-2022 school year. The recommended goals for the 2021-2022 school year are as follows:

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD Vision.

Goal 2: Ensure exceptional learning experiences for each and every student.

Goal 3: Attract, retain, and support a world-class team of employees.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

The presented vision and goals will be used to drive district and campus improvement efforts. And, the approved goals will serve as the foundation for the superintendent evaluation.

Fiscal Implications:

None

Administrative Recommendation(s):

Recommend approval of the Belton Independent School District Vision Statement and District Goals for the 2021-2022 school year.

Adoption of the BISD Vision Statement
and 2021-2022 District Goals



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July 19, 2021
Board of Trustees Meeting

PURPOSE

Review, discuss and potentially approve the proposed BISD Vision Statement and 2021-2022 District Goals.



Vision

Setting Direction

Empower each and every learner to pursue their dreams and enrich their communities.

Inspiring Dreams. Empowering Futures

- Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.
- Goal 2: Ensure exceptional learning experience for each and every student.
- Goal 3: Attract, retain, and support a world-class team of employees.
- Goal 4: Develop a district-wide culture of value, support and growth amongst all students and staff.
- Goal 5: Maximize our use of resources for both current priorities and plans for the future.

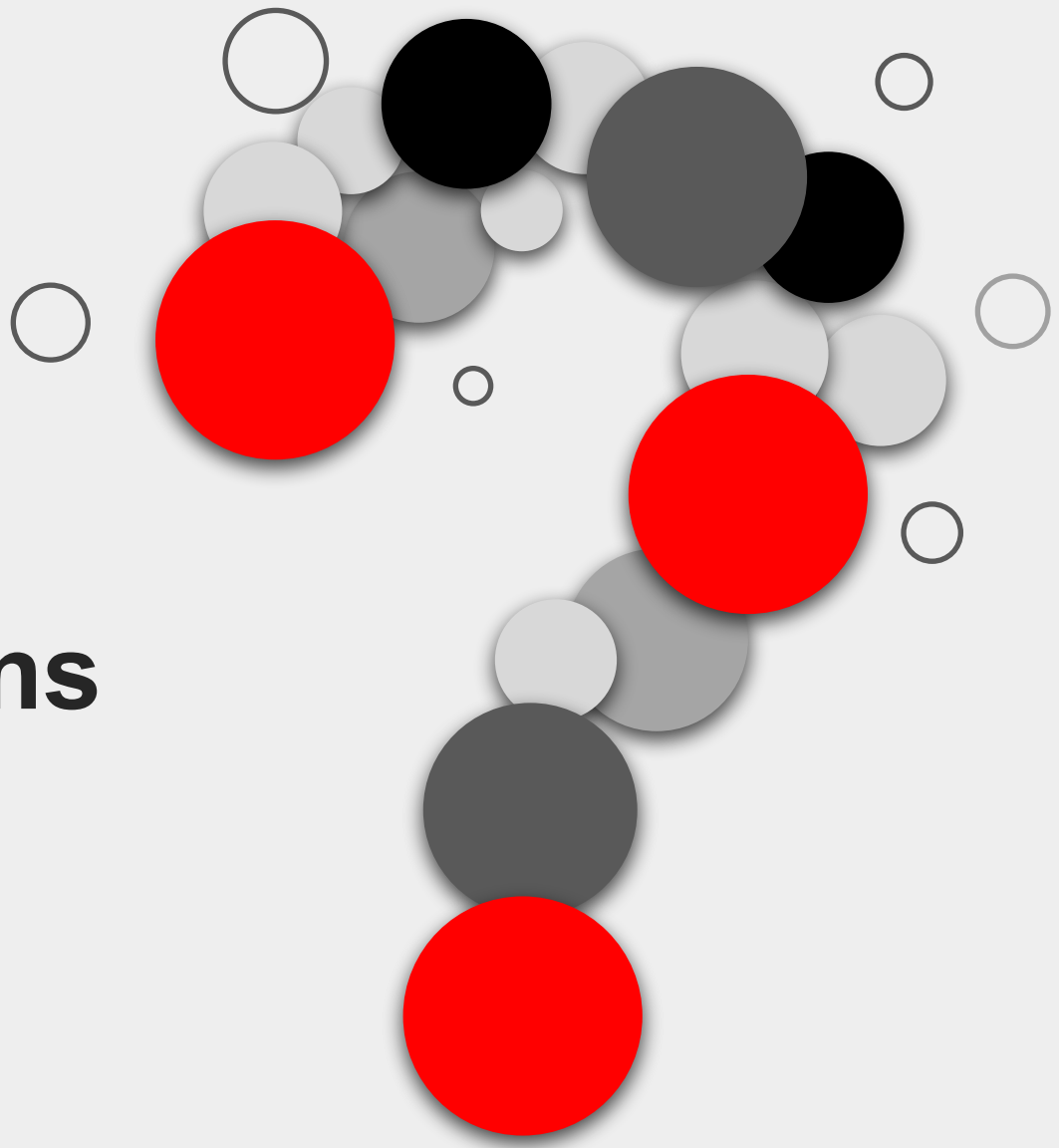
District & Campus Improvement Plans



Development of Key Progress Measures

Strategic Plan Adoption

- Focus Areas
- Impact Statements
- Key Strategies



Discussion & Questions

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss, and Take Appropriate Action Regarding Adoption of the Strategic Plan

Contact Person: Dr. Malinda Golden

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

In June 2020 the Board of Trustees approved 5 District Goals. Goal 5 was to maximize our resources for both current priorities and plans for the future. The Key Progress Measure for this goal was: A comprehensive needs assessment of resources will be completed and a long-range strategic plan developed by June 2021. The administration will present the long-range strategic plan for the Board's consideration and possible approval.

Fiscal Implications:

None

Administrative Recommendation(s):

To approve the Belton ISD Strategic Plan as presented.

District Goal #5

Strategic Plan Adoption

July 19, 2021
Board of Trustees Meeting



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PURPOSE

Review, discuss and potentially approve the
BISD Strategic Plan.



Goal 5: Maximize our use of resources for both current priorities and plans for the future.

20

Key Progress Measure: A comprehensive needs assessment of resources will be completed and a long-range strategic plan developed by June 2021.

Our Big Work



Strategic Plan Timeline



Strategic Plan Process

Strategic Planning Team/Meeting Structure

Meeting	Steering Team	Community Summits	Focus Area Planning Teams
Purpose	<ul style="list-style-type: none"> Oversee and guide process Designing the community summits 	<ul style="list-style-type: none"> Stakeholders' input on the current state of the district 	<ul style="list-style-type: none"> Recommend strategies for focus areas

JOURNEY OF A GRADUATE

VALUES & BELIEFS

Each and Every

We believe each and every student deserves exceptional experiences according to their unique needs and passions.

Inspiring Instruction

We believe instructional design can empower students and ignite a passion for learning.

Learning Space

We believe well designed and maintained facilities positively impacts student learning and staff efficacy.

Innovation

We believe in igniting and supporting innovative thinking and problem solving in our students and staff.

Engaged Workforce

We believe a thriving staff will be able to create exceptional learning experiences for each and every student.

Continuous Improvement

We believe a mindset of continuous improvement should be modeled by our staff and cultivated in classrooms.



Community Engagement

We believe that the learning experiences of our students are enhanced through the engagement of our community.

OUR VISION

“Empowering each and every learner to pursue their dreams and enrich their communities.”

**Inspiring Dreams.
Empowering Futures.**



Future-Forward Facilities

Our facilities create a **safe learning environment** that fosters the mastery of content and the **BISD Journey of a Graduate** competencies for each and every student.

Spaces are used in innovative ways that prepare students for post-secondary success. Staff and students have **access to the tools** that will enhance teaching and learning.

Proper facilities planning maximizes resources and supports **sound stewardship of taxpayer dollars.**



Engaging all Voices

Strong partnerships exist within the community to enhance educational experiences for students.

Stakeholders trust the district by being **well-informed and engaged** in a variety of opportunities to **provide input and feedback** to inform improvement efforts.

Stakeholders value and have **pride in being a part of BISD.**



Our Focus Areas

Each and Every Student

Each and every student and family **feels included and valued** in experiences throughout their educational journey.

Each and every student accesses the **tools, programs, and resources** allowing them to thrive in the learning environment.

Social and Emotional Support

Students and families have support needed to **maximize a child's social, emotional, and physical well-being.**

Staff and students have a safe and secure environment where they **feel valued, are included and can thrive.**

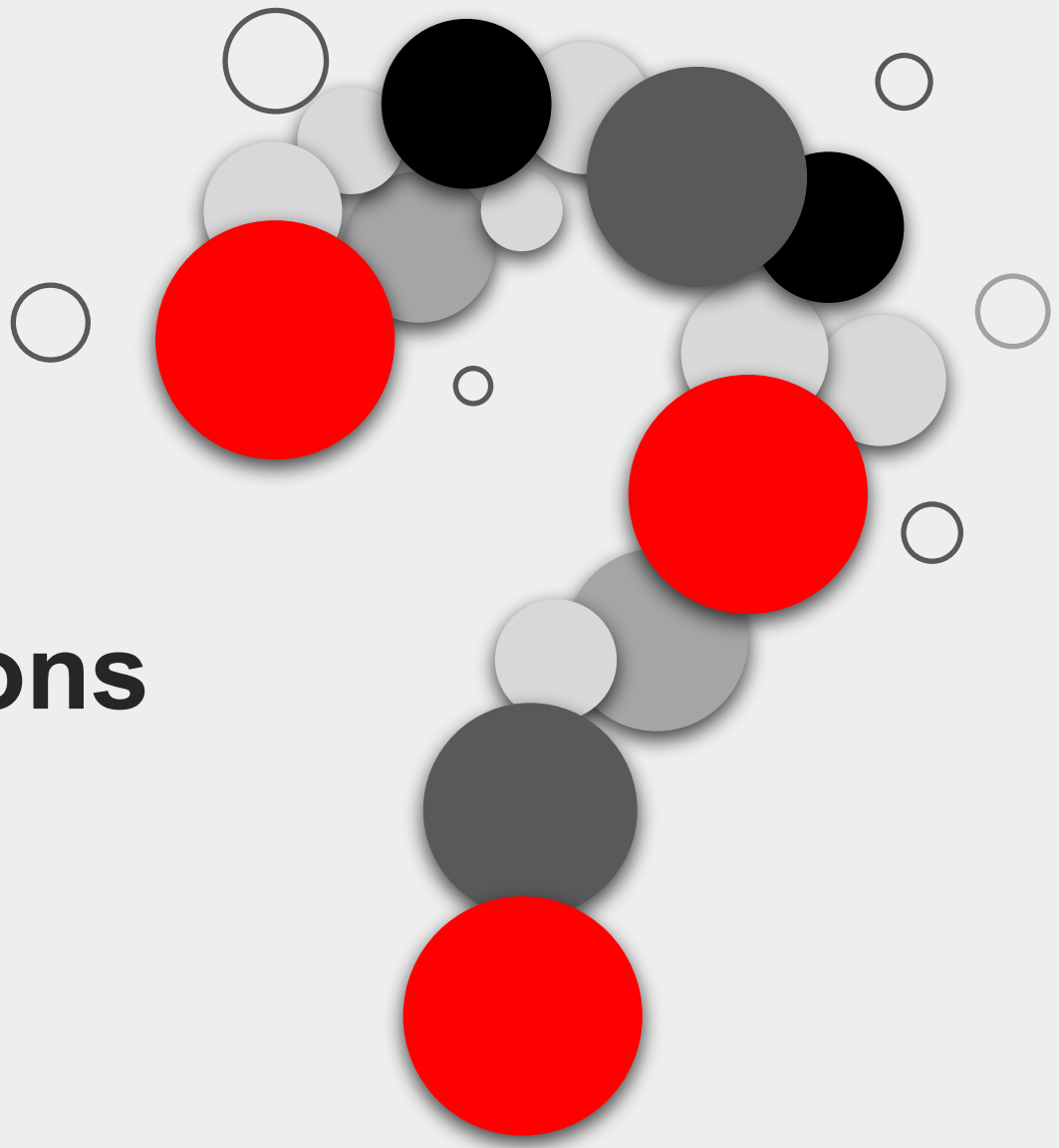
Exceptional Learning

Each and every student **engages in deep learning** that honors their input, is **personalized** and empowers them to own their future.

Each and every student will have experiences that **grow the Journey of a Graduate** competencies.

Each and every **employee is engaged in meaningful learning** opportunities.





Discussion & Questions



**BELTON ISD'S
STRATEGIC
PLAN**

2021

JOURNEY OF A GRADUATE

VALUES & BELIEFS

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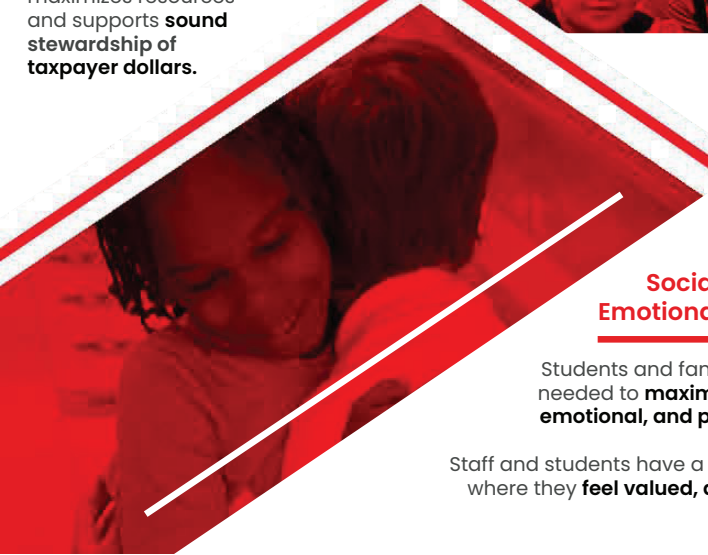
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Each and every student will have experiences that **grow the Journey of a Graduate competencies.**

Each and every **employee is engaged in meaningful learning** opportunities.



Prepared by



Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss, and Take Appropriate Action Regarding Adoption of Plan for Use of Elementary and Secondary School Emergency Relief (ESSER) III Funds

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

On April 28, 2021, the Texas Education Agency (TEA) notified school districts of the opportunity to apply for a grant from the Elementary and Secondary School Emergency Relief (ESSER) III Fund. Two-thirds of the grant is available immediately. The remaining amount is expected to be awarded within the coming months. Belton ISD's total allocation is \$11,117,008.

TEA published guidance regarding how these funds can be used and provided local compliance requirements school districts must follow. One requirement is that a Use of Funds Plan must be developed based on input from internal and external stakeholders. Belton ISD held a public hearing on June 21, 2021 to provide an opportunity for public input regarding the use of the ESSER III Funds. A survey was also shared with district and community members.

Fiscal Implications:

The ESSER III grant provides \$11,117,008 to be used for allowable activities approved by the Texas Education Agency.

Administrative Recommendation(s):

Approve the ESSER III Use of Funds Plan as presented.

Adoption of Plan for Use of Elementary and Secondary Emergency Relief (ESSER) III Funds

July 19, 2021
Board of Trustees Meeting

32

To present the proposed use of funds plan for the ESSER III grant for approval from the Board of Trustees.



USE OF FUNDS PLAN



ESSER III



USE OF FUNDS



\$3,200,000

Specialized instructional spaces



\$2,460,000

Instructional programs and educational materials



\$1,862,000

Staffing for learning acceleration



\$1,375,000

Mental health support



\$1,350,000

Professional learning



\$870,000

Communication enhancements to support students, staff and families



K Data informed decisions
- utilizing resources
- stakeholder
- very intentional
- goal's
- action steps

W how are we strengthening
- structured
- reinforced communication around
- collaboration, technical departments

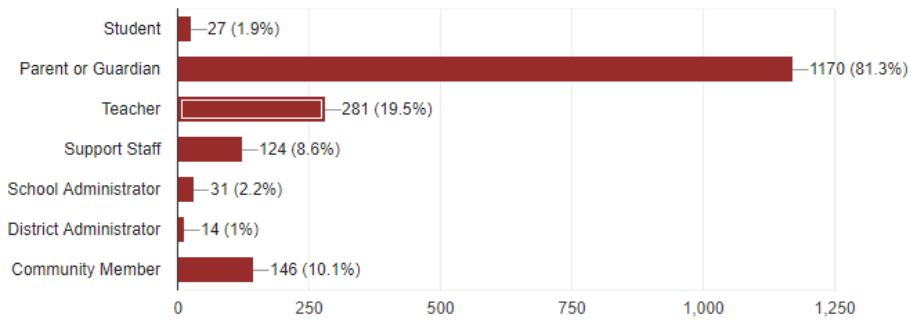


1

Please select your role affiliation with Belton ISD. Check all that apply. Required to answer.

Multiple choice.

1,440 responses

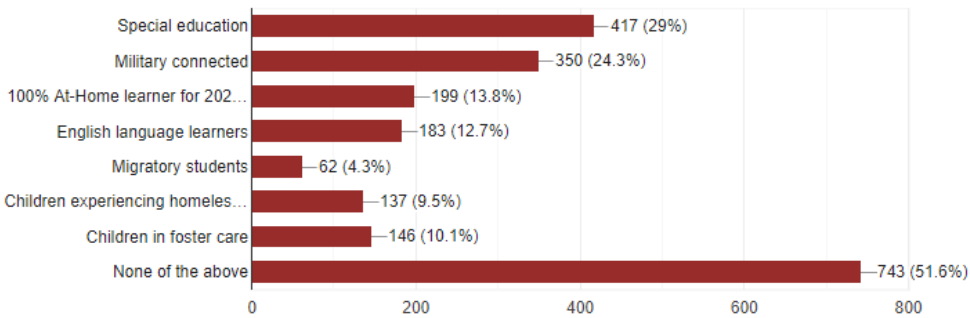


2

As a stakeholder, do you represent the interests of students with any of the following needs?

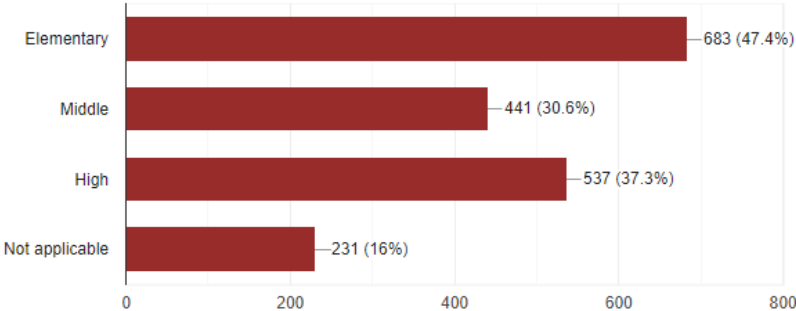
Select all that apply.

1,440 responses



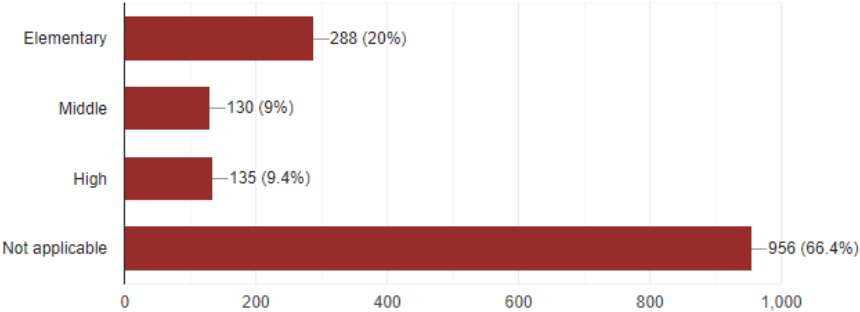
3 Parents only: What grade level will your child/children be in when school starts in August?
Select all that apply.

1,440 responses



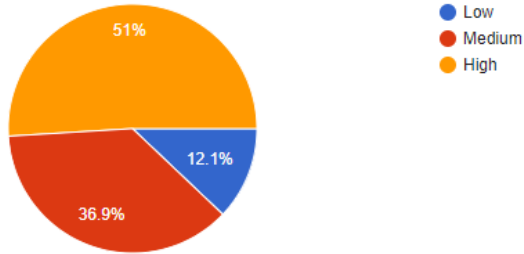
4 District staff only: What grade level will you be working in or supporting when school starts in August? Select all that apply.

1,440 responses



5 Instructional programs to accelerate learning among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care (i.e. additional instructional staff, personalized instructional programs)

1,440 responses



Categories

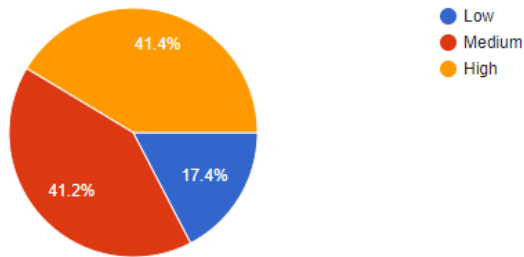


\$2,460,000

Instructional programs and educational materials

6 Facilities and instructional spaces (i.e. outdoor / collaborative learning spaces, innovative instructional support)

1,440 responses

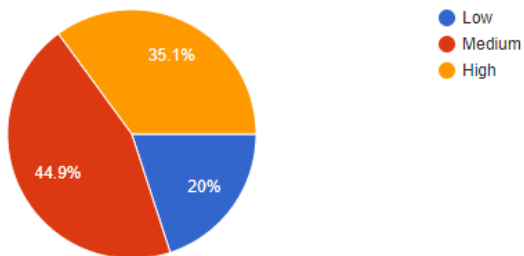


\$3,200,000

Specialized instructional spaces

7 Professional development for staff to address learning recovery

1,440 responses



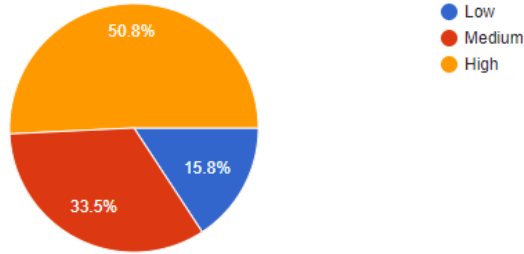
\$1,862,000

Staffing for learning acceleration

8

Student social emotional wellness and support systems (i.e. utilizing community partners, expanding Communities in Schools, expanding internal support staff including counselors and social workers, addressing mental health needs)

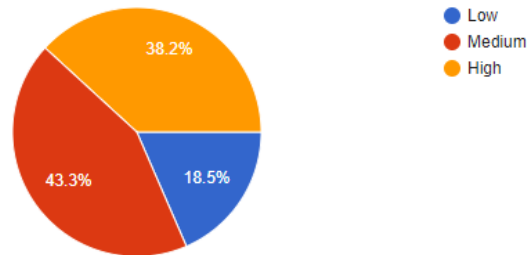
1,440 responses



9

Removing barriers to learning (i.e. support greater student participation in programs, innovative student programs for both elementary and secondary levels, English Learner support)

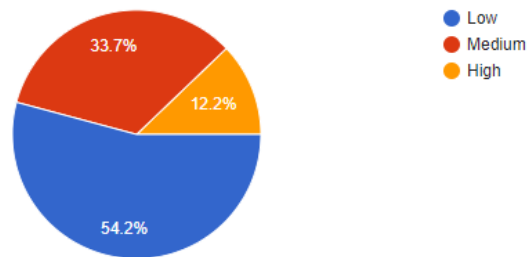
1,440 responses



10

Communication strategies (i.e. increased translation services for print communication and customer service support; survey tools)

1,440 responses



Categories



\$2,460,000

Instructional programs and educational materials



\$2,460,000

Instructional programs and educational materials



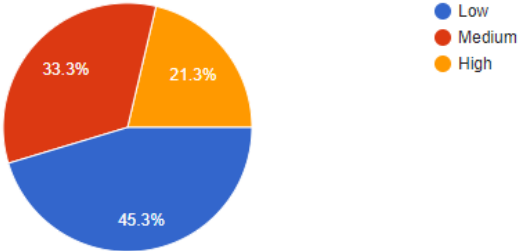
\$870,000

Communication enhancements to support students, staff and families

11

Staffing diversity initiatives (i.e. extend network through additional job fairs and website design; retention efforts)

1,440 responses



Categories

\$1,862,000

Staffing for learning acceleration

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss, and Take Appropriate Action Approving a Construction Manager at Risk in Connection with RFP #2106-905-262 for a New Elementary School

Contact Person: Michael Morgan

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

At the Board's regularly scheduled meeting in May 2021, the Board approved Construction Manager at Risk as the delivery method for design and construction of our next new elementary school and authorized the Superintendent to issue a Request for Proposals (RFP) for the project. RFP #2106-905-262 for Construction Management at Risk Services was released on June 12, 2021.

The District received submissions from five general contractors on June 28, 2021.

The RFP sought information on each firm's experience and qualifications as well as the proposed fees for construction management and pre-construction services. Based on the evaluation process, the District is recommending Cloud Construction Co., Inc. as the Construction Manager at Risk for the design and construction of elementary #12.

Fiscal Implications:

The fee for the design phase will be paid out of remaining 2017 bond funds.

Administrative Recommendation(s):

Approve Cloud Construction Co., Inc. as the recommended general contractor for RFP #2106-905-262 for Construction Manager at Risk Services for a New Elementary School.

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Consider, Discuss, and Take Appropriate Action Regarding Naming a Delegate and Alternate to the 2021 TASB Delegate Assembly

Contact Person: Jeff Norwood

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 1: Engage the community in setting direction for the future of Belton ISD.

Background Information:

TASB's Delegate Assembly gives school boards a direct voice in advocating for Texas public schools and in the overall direction of the Association. The Board may appoint one delegate and one alternate to serve as its representatives. The 2021 Delegate Assembly will be held September 25 during the TASA/TASB Convention in Dallas.

Fiscal Implications:

None

Administrative Recommendation(s):

Recommend the Board appoint a delegate and an alternate.

Official Delegate Designation Form

Please note:

- Only board members of TASB Active Members (public school districts and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- The Delegate Assembly Handbook will be distributed electronically at least 20 days prior to Delegate Assembly. Hard copies of the Handbook will be available on site. (Mailed copies will be available by request.)
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>).

Credentials (ribbon and button) will be mailed to delegates and alternates who are registered by August 26. After that date, credentials must be picked up on site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

Mailing address (**if NOT the district address**) for Delegate Assembly materials:

Alternate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district address) for Delegate Assembly materials:

Name of school district: _____

County-district number: _____ **TASB (ESC) region number:** _____

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2021 TASB Delegate Assembly scheduled for September 25 (as provided by the TASB Bylaws).

Board president: _____ Date: _____

Please return your board's designations online or to the address below by August 26, 2021, to receive Delegate Assembly credentials by mail. Delegates submitted after August 26 will need to pick up credentials (button and ribbon) on site.

Texas Association of School Boards
Attn: Michael Pennant
Email: membercommunications@tasb.org
Fax: 512.467.3554





BELTON EDUCATIONAL ENRICHMENT FOUNDATION



Presented by Ellen Burnett, Vice President of Programs

July 19, 2021
Board Meeting



BEEF HISTORY

FOUNDED IN 1992

Mission

Programs

33 Board Directors

Over \$1.5M in Assets

Board of Directors



Executive Board

- Allyn Testroet - President
- Andy Bass - VP Development
- Ellen Burnett - VP Programs
- Brandon Bozon - VP Finance / Governance
- Sue Groveunder - Secretary
- Quinton Locklin - At Large / Development
- Danny Vela - VP Marketing / Events
- Matt Smith* - Superintendent

Board of Directors

- Lee Armstrong
- Stan Briggs
- Juli Bryan
- Holly Byrd
- Jane Dominguez
- Dayspring Fowler
- Julie Gallaway
- Nelson Hutchinson
- Vicky Johnson
- Joshua Knowles
- Courtney Krueger
- Todd Kunders
- Pam Lanham
- Janet Leigh*
- HB Macey
- Madeline Marshall
- Nate Navarro
- Art Ortiz
- Kerri Pearson
- Luke Potts
- Kamray Runnels
- Jordan Seideman
- David Spreadley
- Ali Thompson

*Advisory/Non-voting





EVENTS

Employee Campaign

\$20,000+ Raised

Boots & BBQ

\$90,000+ Raised

Tennis Tournament

\$50,000+ Raised

Golf Tournament

\$40,000+ Raised



TEACHER, CAMPUS & PARAPROFESSIONAL AWARDS

OVER \$70,000 AWARDED

15 Teachers, over 7 Campuses and 8 Paraprofessionals

**SCHOLARSHIPS
AWARDED**



\$273,200

135 Total Scholarships

BHS

\$229,200

108 Scholarships - 94 Students

BNTH@W

\$44,000

27 Scholarships - 21 Students

Building
Community
Partners



Keifer Marshall, Jr. Memorial Scholarship

Building
Community
Partners



The Fikes Foundation



**Building
Community
Partners**



Carpenter Foundation

**Building
Community
Partners**



BOOTS
& BBQ

THURSDAY

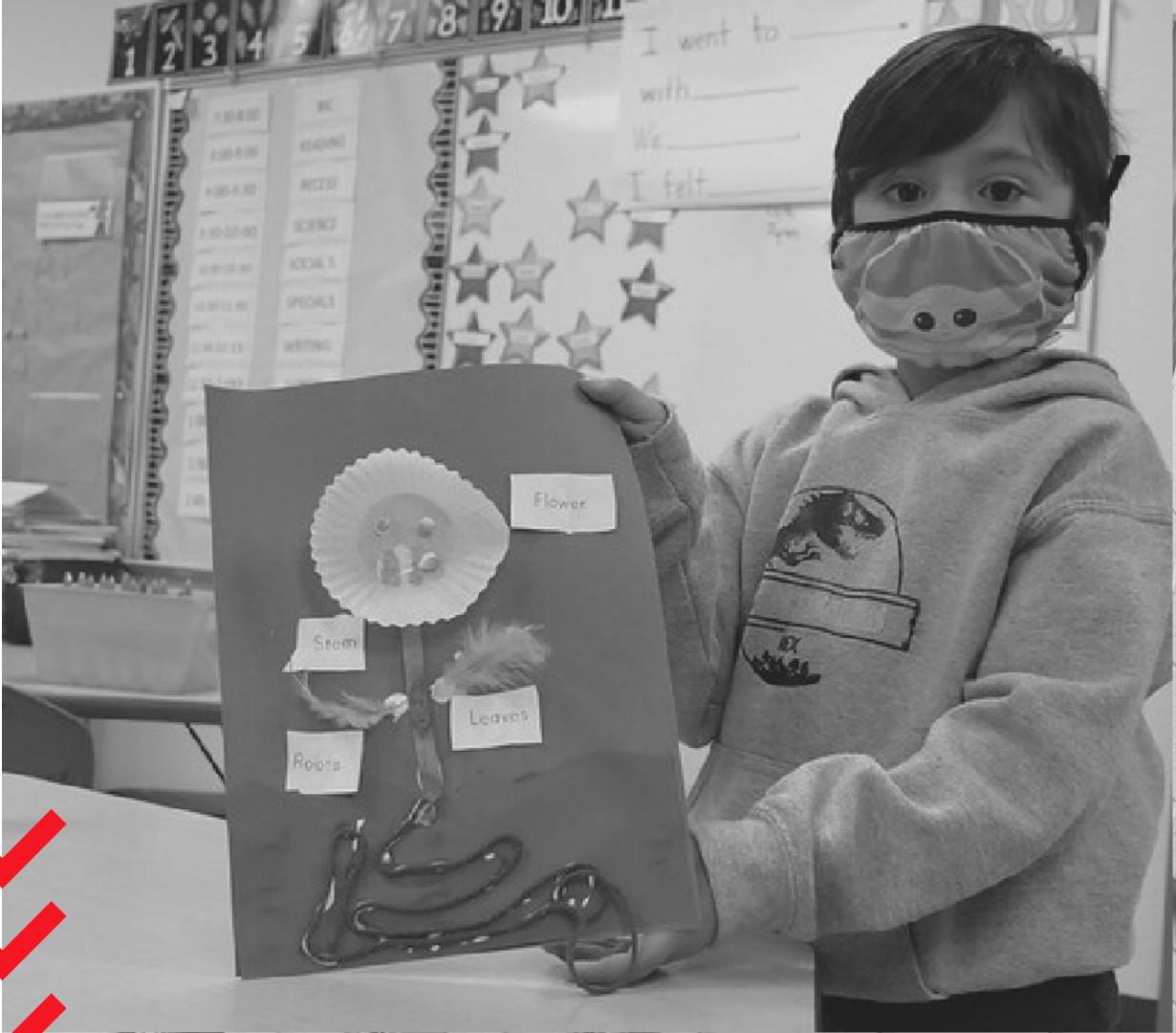
SEPTEMBER 16

SCHOEPF'S BBQ

PROJECTING AHEAD

"There is no power for change greater than a community discovering what it cares about."

-Margaret J. Wheatley





Student Services Update

Parent and Student Handbook and Student Code of Conduct

July 19, 2021



Purpose:

To report to the Board on updates to the 2021-2022 Belton ISD Parent and Student Handbook and Student Code of Conduct.



Development Process:

- Legislative Changes
- Local or Legal Board Policy Changes
- TASB Recommendations
- Feedback Loops



Updates to the Parent and Student Handbook

Feedback from the 2020-2021 School Year



Discussion

Belton New Tech High School @ Waskow

The image shows the exterior of the Belton New Tech High School @ Waskow. The building features a modern design with a grey metal facade and brick accents. The entrance is marked by a set of yellow steps with metal railings. A glass double door is visible, with a sign above it that reads "320 NORTH BLVD". To the right of the entrance, there are water fountains and a trash can. The number "61" is visible on the brick wall to the right. The sky is blue with some greenery visible in the background.

Belton New Tech High School @ Waskow Update

July 19, 2021
Board of Trustees Meeting

To provide an update on Belton New Tech High School as we explore future opportunities for it to evolve and thrive as a school of choice in Belton ISD.

We want strong options for students and the best model for project based learning in Belton ISD.

- Family atmosphere and positive school culture
- Project Based Learning philosophy
- New Tech learning outcomes closely aligned to Journey of a Graduate competencies
- Strong community partnerships

- BHS program logistics
- Project Based Learning implementation
- Grading practices and top 10 implications
- UIL implications

- 1) Strengthen current program model
- 2) Consider New Tech as its own school

Design Team Work Sessions @ BNTH@W
(students, parents, staff)

July 20 & 22, 2021

5:30 - 8:30 p.m.



Financial Ambassador Program Update

68

July 19, 2021
Board of Trustees Meeting

To inform the Board of a newly created district program designed to provide a cohort of citizens an in depth view of district funding and create sense makers in the community about school district finances.

Who?

15 - 20 participants who are eager to learn about school district finances

- Application
- Referral from Board members (two participants each)

When?

In-person lunch time series

- 11:00 am - 1:00 pm (lunch provided)
- First session, August 31 - continues every two weeks

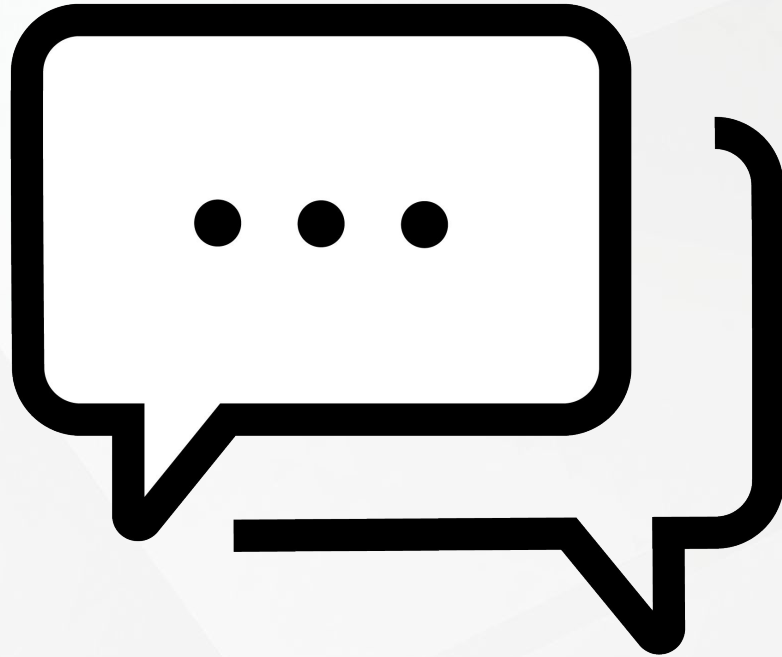
What?

Five information sessions

- Investing in Our Future: School Finance 101
- Investing in the Why: Creating Exceptional Learning Experiences
- Investing in the How: Human Capital
- Investing in the Community: Maintaining Facilities & Infrastructure
- Investing in the Community: The Business Side of Bonds

Timeline





ENGAGE THE COMMUNITY IN SETTING DIRECTION FOR THE FUTURE OF BISD

KEY PROGRESS MEASURES

- A NEW VISION, MISSION, AND JOURNEY OF A GRADUATE WILL BE CREATED WITH COMMUNITY VOICE BY JUNE 2021.

GOAL 1

- COMPLETE
- IN PROGRESS
- NOT STARTED

ENSURE EXCEPTIONAL LEARNING EXPERIENCES FOR EACH AND EVERY STUDENT

KEY PROGRESS MEASURES

- STUDENTS WILL REPORT THEIR LEARNING EXPERIENCES WERE PERSONALIZED AND MET THEIR NEEDS.
- DEVELOP TOOLS SUCH AS RUBRICS TO SUPPORT THE DESIGN OF PERSONALIZED, ENGAGING, STUDENT-CENTERED WORK FOR EACH AND EVERY STUDENT.
- MET HOUSE BILL 3 PERFORMANCE TARGETS

GOAL 2

- ~~% STRONGLY AGREE~~
- ~~% AGREE~~
- ~~% DISAGREE~~
- COMPLETE
- IN PROGRESS
- NOT STARTED
- MET ALL
- MET SOME
- MET NONE

ATTRACT, RETAIN AND SUPPORT A WORLD-CLASS TEAM OF EMPLOYEES

KEY PROGRESS MEASURES

- A REFINED PROFESSIONAL LEARNING SYSTEM WILL BE DESIGNED, COMMUNICATED, AND IMPLEMENTED FOR ALL EMPLOYEE GROUPS BY JUNE 2021.

GOAL 3

- COMPLETE
- IN PROGRESS
- NOT STARTED

DEVELOP A DISTRICT-WIDE CULTURE OF VALUE, SUPPORT AND GROWTH AMONGST ALL STUDENTS AND STAFF

KEY PROGRESS MEASURES

- FEEDBACK LOOPS WILL REFLECT STUDENTS AND STAFF ARE VALUED, INCLUDED, HAVE HIGH QUALITY OPPORTUNITIES TO GROW, AND FIND MEANING IN THEIR WORK.

GOAL 4

- COMPLETE
- IN PROGRESS
- NOT STARTED

MAXIMIZE OUR USE OF RESOURCES FOR BOTH CURRENT PRIORITIES AND PLANS FOR THE FUTURE

KEY PROGRESS MEASURES

- A COMPREHENSIVE NEEDS ASSESSMENT OF RESOURCES WILL BE COMPLETED AND A LONG-RANGE STRATEGIC PLAN DEVELOPED BY JUNE 2021.

GOAL 5

- COMPLETE
- IN PROGRESS
- NOT STARTED

**BELTON I.S.D. BOARD OF TRUSTEES
POLICY COMMITTEE MINUTES
JUNE 7, 2021**

Members Present:

Chair Manuel Alcozer Chris Flor Janet Leigh

Members Absent:

None

Staff Present:

Dr. Matt Smith	Dr. Malinda Golden	Dr. Deanna Lovesmith	Mike Morgan
Todd Schiller	Jennifer Land	Arturo Lomeli	Connie Burns

Call to Order: The meeting was called to order at 5:02 PM.

Public Comments: None.

Review and Discuss the Following Items:

A. TASB Policy Review

Dr. Smith indicated the last policy review was in 2002. He checked with other entities who conduct reviews, to include the District's legal counsel, and the cost for the review is minimal (about \$5,200). TASB has a streamlined process and currently house all of the District's local policies. Holly Wardell, Legal Counsel, commented about the expertise and efficiency of TASB Policy Service, especially after legislative updates and concurred with the Superintendent's recommendation to proceed with TASB. Committee members were in favor of the idea and agreed it was prudent given the amount of time since the last review. Dr. Smith stated he will discuss timing with the administrative team, legal counsel and TASB.

B. Review Board Operating Procedures

Dr. Smith presented a draft with changes by Ms. Wardell.

- Board Member Response in Public Participation Section of the Board Meeting (page 4)
 - Length of public comments – Dr. Smith stated while he doesn't want to do anything to discourage people from sharing in public comments, five minutes is the longest he has ever seen. Three minutes was suggested and Ms. Wardell indicated she would work on a sliding scale (to reduce time when necessary due to large crowds) and look at BED(LOCAL) for other districts.
 - Last bullet changed to have citizens provide written statement or support materials to the Executive Assistant at the meeting.
 - Superintendent and Legal Counsel will bring back language regarding disruption at meetings (to be eventually added to the District's website).
- Board Member Requests for Information (page 5)
 - Superintendent wants to make sure Board is getting the information they want or need. Confirmed members should call or text the Superintendent so he can distribute accordingly. Working fine now.
- Evaluation of the Superintendent (page 7)
 - A member asked why the Superintendent's three-year contract is looked at annually, and Ms. Wardell indicated it is logical to review at the annual evaluation. An evaluation must be conducted once every 15 months.
- Selection of Board Officers (page 7)

- A suggestion was made to better define when terms begin and what happens when filling an unexpired term. Ms. Wardell explained the legal policy requires boards to reorganize at the first meeting after an election. Members agreed that if the Board still has some discretion then leave this as is.
- Communication (page 8)
 - Committee members noted it would be nice to have the Board packet sooner if not an additional burden on staff. Understanding it's a lot of information to read through prior to a meeting, Dr. Smith stated staff will keep working on that.
- Citizen Request/Complaint to Individual Board Members (page 9)
 - Incorporate same links here, similar to those for public comments; Board needs to hear follow up on public comments made at meetings.

Ms. Wardell stated she thinks the Board's Operating Procedures are in good shape and clear to her, but offered to provide copies of procedures from other districts if desired. Dr. Smith indicated this item will be brought back in August since there is no policy committee meeting in July.

C. CB(LOCAL): State and Federal Revenue Resources – 1st Reading

Jennifer Land, Chief Financial Officer, presented the proposed modifications to CB(LOCAL) which outlines the methods by which public notice of federal grant awards will be provided. Dr. Smith explained that this is the 1st reading of the policy change. Though TASB provided wording for a resolution that would basically set aside CB(LOCAL) since the District wouldn't be in compliance with the policy, this committee meeting allowed the opportunity to amend the policy in a timely fashion. Ms. Wardell stated the District needs to make sure this policy language is in place in order to deal with federal funds. The TASB resolution would have amended the policy. Ms. Land added that this policy revision, will apply to all federal grants moving forward, not just ESSER III. The committee consensus was to proceed.

D. Student Handbook Overview

Mike Morgan, Assistant Superintendent for Operations, gave an overview of the review process for the student handbook and looked back at the changes made for the 2020-2021 school year (dress standards and student ID cards). He went on to review feedback from students, staff and campus administrators regarding dress code changes made for that year. General comments included the following:

- Several noted they hear from others that the dress code is not being fully enforced, especially during special events. What are the consequences for violations and why have it if they are not going to follow it? Understanding their concerns, Dr. Smith noted that volleyball uniforms violate the policy regarding shorts, dresses, and skirts which must be at least mid-thigh in length.
- Like the way hair is addressed in the code.
- Handbook needs to align with district values, beliefs and community standards.
- Need to have a dress code that can be enforced equally.
- If there is a cultural reason something can't be enforced, they need to talk to administrators.

Mr. Morgan stated conversations with campus administrators need to take place if Trustees are getting this kind of feedback. Deep level conversations this past year may have been more focused on COVID-19 as masks was a recurring theme. Next steps include seeking input from the Superintendent's Student Advisory Council and finalizing discussions with principals on hoodies and grading modifications. Once final recommendations resulting from the Legislative Session are received from TASB, the handbook will be finalized and presented to the Board for

feedback. It ultimately needs to be in administrators' hands when staff comes back so they can discuss with their staff. They will continue discussions about enforcement and challenges while keeping the purpose in mind.

E. EIC(LOCAL): Academic Achievement – Class Ranking – Learning/Study

Dr. Deanna Lovesmith, Assistant Superintendent for Teaching & Learning, continued study of this policy and how it impacts a student's learning experience. She noted that the class of 2021 is the first official class to be combined, then reviewed analysis of transcript data for the classes of 2018 through 2021 for Belton High School (BHS) and Belton New Tech High School (BNTH@W) in the top 10% and top 20%, and college credit earned by advanced placement. Dr. Lovesmith also presented student data identifying reasons they didn't take an AP exam.

Ms. Leigh asked that a break down of credit received for AP exams for BHS/BNTH@W students be emailed to them.

Conversations stemmed around the idea of weighting vs. unweighting courses. The group asked for information on what other districts are doing with regard to unweighting. Not sure that BISD is ready to go completely unranked (perhaps start with top 20% or 25%) and potentially explore ranking some dual credit and AP the same. A member noted that being ranked in the top 10% can provide such benefits to those students.

The Committee agreed that the Journey of a Graduate should have a significant impact to any changes made to this policy. Dr. Lovesmith commented that Collaboration (one of the competencies in the Journey of a Graduate) is hard to accomplish when competition exists, and agreed all of these things need to be taken into consideration.

Dr. Smith stated there is not a "Why?" in this policy, and he thinks they still need to wrestle with it. The Committee expressed thanks to Dr. Lovesmith for the extensive review of the policy.

Issues/Concerns for Future Agenda or Administrative Reports: None.

Adjournment: There being no further business, the meeting adjourned at 7:39 PM.

Next Meeting: August 2, 2021, 5:00 PM

**BELTON ISD BOARD OF TRUSTEES
FACILITIES COMMITTEE MINUTES
May 12, 2021**

Members Present:

Ty Taggart, Chair Jeff Norwood Erin Bass Suzanne M. McDonald

Staff Present:

Dr. Matt Smith Dr. Malinda Golden Mike Morgan Gabi Nino
David Bennett Sam Skidmore Gabi Nino Stephanie Ferguson
Connie Burns

Call to Order: The meeting was called to order at 4:03 PM, and Mr. Taggart noted that a quorum of Board members was present.

Public Comments: None

Review and Discuss the Following Items:

A. Facilities Naming Update

Mike Morgan, Assistant Superintendent for Operations, indicated three nominations have been submitted and presented the following recommendations following discussions with campus and athletics department personnel:

- Rename Belton High School Tiger Baseball Field to Tidwell Field after Hall of Fame Coach David Tidwell. This will be presented at the Regular Board meeting on June 21 with a dedication in summer 2021 and full-blown celebration at a sporting event.
- Name an athletic event (i.e. Big Red Relays) after Denise Petter, a former employee who had a strong influence on athletics in the past. This will not require Board action, but can be recognized in a Board setting.

Dr. Smith mentioned the nomination to name a facility after James L. Burrell is just on hold for now until action is needed to name a new school or another building. Mr. Burrell was a long-time educator for Belton ISD before he was a bus driver. Even though bond discussions haven't taken place yet, the Board could move forward earlier with a naming process for a new elementary school if desired. Mr. Taggart stated his only concern would be if for some reason that bond didn't pass then there could be negativity associated with the proposed facility name. Ms. McDonald asked how this could be kept at the forefront in the event a new elementary school takes many years. Mr. Taggart stated as long as he's around, he will keep pounding that drum. If a bond election is successful, this item should be placed on an agenda soon afterwards.

B. Winter Storm Repair Update

Mr. Morgan gave an update on damage costs resulting from the 2021 winter storm that occurred in February.

C. Process for Future Bond Exploration

Dr. Smith stated he intends to get some committees together to begin discussing a future bond to develop a recommendation to the Board toward the end of the fall semester. He will be reaching out to Board members for assistance in finding the right people to best serve on those committees. The long-range facilities plan will play a very important role in this process.

Mr. Taggart asked about the size of the group, and Dr. Smith stated he thinks BISD did a good job in past years with bond planning committees, so he envisions a large group with the ability to break out into smaller groups. Dr. Golden expressed excitement in seeing the Strategic Plan align with this process.

D. Summer Projects Update

1. Belton High School Investment

Mr. Morgan briefed the committee on facilities projects slated to be completed by BISD personnel and outside contractors this summer.

Mr. Taggart asked about updating the flooring near the BHS Wall of Honor, and Dr. Smith explained that item D1 is listed on this agenda as there could be several projects needed at BHS resulting from the facilities assessment. Dr. Golden explained they want to ensure those repairs get done first so other work isn't ripped up after. Projected cost estimates will be presented to the Committee for review at a future meeting.

Dr. Smith asked the status of portables, and David Bennett, Director of Facilities & Maintenance, indicated the portables at Chisholm Trail Elementary are being connected this week, and portables at Tarver Elementary are within 7-10 days to completion.

Issues/Concerns for Future Agenda or Administrative Reports: None

Adjourn: The meeting adjourned at 4:35 PM.

Next Meeting: August 11, 2021, 4:00 PM

**BELTON INDEPENDENT SCHOOL DISTRICT
BOARD WORKSHOP MINUTES
June 21, 2021; 5:00 p.m. – Big Red Room**

BOARD MEMBERS PRESENT:

Suzanne M. McDonald
Jeff Norwood
Janet Leigh
Ty Taggart
Chris Flor
Manuel Alcozer
Erin Bass

BOARD MEMBERS ABSENT:

CALL TO ORDER

Jeff Norwood, Board President, called the workshop meeting of the Belton Independent School District Board of Trustees to order at 5:00 p.m. He stated that a quorum of Board Members was present, that the meeting had been duly called, and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

PUBLIC COMMENTS

There were none.

BOARD WORKSHOP: GOAL 4 – DEVELOP A DISTRICT-WIDE CULTURE OF VALUE, SUPPORT, AND GROWTH AMONGST ALL STUDENTS AND STAFF

Dr. Smith introduced this workshop item focusing on Goal 4. Cabinet members (Dr. Malinda Golden, Dr. Deanna Lovesmith, Todd Schiller, Mike Morgan, and Jennifer Land), lead the workshop and engaged the Board in conversation around the conditions they believe need to be in place to create or enhance a culture in which students and staff can thrive. Discussion centered around Board Member responses to the following questions:

- What makes you feel valued and supported as an employee?
- What caused you in your career to feel you had opportunities for growth?

Dr. Golden stated she believes this dialogue should have occurred following the Board's adoption of goals, but staff will be working to determine the best way to measure progress on this goal and growth over time. They will also develop surveys and look at feedback across the District.

Ms. McDonald expressed kudos to the Communications team for their phenomenal work last year and ensuring the community was informed (through videos and other media). She noted that they were able to adapt and overcome and do amazing work for the District.

In closing, Dr. Smith presented the word "thrive" and stated if the District can create a culture where employees can thrive, imagine what can be done for kids.

ADJOURN:

There being no further business, the meeting was adjourned at 5:59 p.m.

Jeff Norwood, President

Manuel Alcozer, Secretary

**BELTON INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES
Regular Meeting, June 21, 2021 – 6:15 p.m.
Pittenger Fine Arts Center**

BOARD MEMBERS PRESENT

Suzanne M. McDonald
Jeff Norwood
Janet Leigh
Ty Taggart
Chris Flor
Manuel Alcozer
Erin Bass

BOARD MEMBERS ABSENT

CALL TO ORDER, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Jeff Norwood, Board President, called the regular meeting of the Belton Independent School District Board of Trustees to order at 6:15 p.m. He stated that a quorum of Board Members was present, that the meeting had been duly called, and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

RECOGNITIONS

A. Student Showcase – Belton High School Cheerleaders

Karen Rudolph, Communications Specialist, recognized the following members of the Belton High School (BHS) varsity and junior varsity cheerleader squads who performed routines and cheers before the start of the meeting. The group included freshmen Addison Crouse, Avery Rivera, Briley Campbell, Jaslyn Davis, Julie He, Kimora Davis and Zariya Turner Hopkins; sophomores Addison Dunahoo, Gabby Rodriguez, Loren Lazott, Sharon Turner and Taylin Rynkowski; junior Mia Ureste; and seniors Alex Cipolla, Camdyn Carothers, Ireland Cory and Kailyn Bond.

B. UIL Track State Qualifier

Manuel Alcozer presented certificates to Lake Belton High School (LBHS) junior Layloni Watson, who placed seventh at the UIL state track and field meet after running a personal best of 15:77 in the 100 meter hurdles, and BHS junior Noah Newman, who placed second at the Region II track and field meet after running a personal/season record of 38.27 in the 300M hurdles. Noah hit the first hurdle but gained control and finished in eighth place at the UIL state track and field meet with a time of 38.85 seconds.

C. UIL Golf State Qualifiers

Jeff Norwood presented certificates for the following:

- LBHS students who advanced to the 4A state golf tournament – sophomore Tiffany Lange (who finished 23rd out of 72 participants shooting a 124) and members of the boys team which included sophomores Chandler Cook (12th place), Colby Connor (24th place), Chase Passentino-Slone (47th place), Hayden Nix (68th place) and freshman James Bond (49th place). The team finished sixth out of 12 teams.
- BHS senior Dallas Hankamer who made his second appearance at the 6A state golf tournament and finished with a two-day total of 151 (73-78).
- BHS senior Gautam Ghamande who advanced to the UIL Academic State Competition in Current Issues and Events with a 2nd place finish against 32 competitors. The state competition was held on May 1 where he placed 9th in the State 6A division out of 30.

D. Texas High School Coaches Association Academic All-State Recipients

Board members recognized 60 student-athletes who were named to Texas High School Coaches

Belton ISD Board Meeting Minutes June 21, 2021 – Page 2

Association Academic All-State teams. To be nominated, seniors must be in good standing with their team, of good moral character and have an overall GPA of 92 or above. Class rank and SAT/ACT test scores are also taken into consideration. This year's recipients included:

- Cross Country: Abigail Cargile, Jackson Hebert, Madison Farwell and Shire Snell (first team); Caroline Moehlenbrock, Abigail Davis, Cade Wenberg, Chase Perry, Evie Nix, Grace Pohl, Katelyn Chrisman, Michael Eckert, Rachel Mahan, Rylyn Reyes and Shelby Littlefield (second team); and Brandt Menzie and Jordan Martinson (honorable mention).
- Volleyball: Isabel Holguin, Rachel Bledsoe, Campbell Burnett, Sydney Sell and McKayla Seeliger (second team).
- Football: Kanyan Utley and Daniel Torres (first team), Riley Tabat, Jason Bonnett, Thomas Bowman and Joseph Knox (second team); and Nathan Hunt and Justin Simmons (honorable mention).
- Basketball: Luke Bramlett, Nylah Modeste and Campbell Burnett (second team) and Karina Fisher (honorable mention).
- Girls soccer: Madison Farwell, Evie Nix, Abigail Davis, Abigayle Ponder, Hana Erskine, Rachel Mahan (second team); and Rylyn Reyes and Sophie Elliott (honorable mention).
- Girls powerlifting: Vanessa Ake (elite); Bryce Allen Bourland and Lauryn Scott (first team); and Raquelle Chandarlis (second team).
- Baseball: Brady Shadrick (first team); and Jason Bonnett (honorable mention).
- Boys track: Brady Shadrick (first team); and Thomas Bowman, Riley Tabat, Trenton Whitworth and Cade Wenberg (second team).

In addition, the Texas Association of Soccer Coaches recognized seniors Martin Bedolla, Charles Evans, Gautam Ghamande, Kobe Gillians, Cesar Rios-Torres, Shire Snell and Cade Wenberg for maintaining a 90 or higher GPA all four years of high school.

PUBLIC COMMENTS

The following individuals spoke during public comments:

- Brenda Howard, 5613 Hamlet Drive, Belton, spoke regarding the ESSER III budget (agenda item #6) and stated she believes the \$1.3M budgeted for social emotional learning (SEL) is shocking given tight budgets. She can't find any data supporting SEL that showed academic improvement and requested the money be spent on academics or something more tangible.
- Monica Windham, 13208 Buoy Drive, Temple, stated she loves the District's values and beliefs, but there are things stopping students from experiencing them. She agreed with Ms. Howard's comments and stated continuing with brain fog and SEL won't help kids get the education they need.
- Janet Brown, 5 Branding Iron Drive, Belton, spoke about diversity and the use of ESSER III funds (agenda item #6). She commented about a page in the Lake Belton Middle School yearbook regarding equality awareness alliance (critical race theory) and asked that the District teach children how to think vs. what to think.
- Shawn Clutter, 3354 Cathy Lane, Belton, spoke about propaganda and COVID-19.

VALUES AND BELIEFS – EACH AND EVERY

Dr. Smith indicated he wanted to highlight each of the Values and Beliefs adopted by the Board in April 2021 at the coming meetings to help the organization better understand the values and beliefs while using them to guide their work. Ms. Bass read aloud the first statement:

Belton ISD Board Meeting Minutes
June 21, 2021 – Page 3

- **Each and Every:** We believe each and every student deserves exceptional experiences according to their unique needs and passions.

Each Board member shared what the statement meant to them. Dr. Smith thanked the Board for their input and indicated he will present one per month.

ACTION ITEMS

A. Consider, Discuss, and Take Appropriate Action Regarding Appointment of Board Committees

Following the Board's reorganization at last month's meeting, Janet Leigh made the motion to appoint Suzanne M. McDonald to the Facilities Committee. The motion was seconded by Ty Taggart and carried unanimously (7-0).

B. Consider, Discuss, and Take Appropriate Action Regarding March 17, 2020 Board Resolution for Emergency Closures and Response to the COVID-19 Pandemic

This resolution approved at the March 17, 2020 meeting allowed the District to continue to conduct essential business during emergency closures and in response to the COVID-19 pandemic. This action ended associated duties and powers resulting from the resolution and will no longer be reported during the Superintendent's Report. Suzanne M. McDonald made the motion to rescind the resolution as recommended. The motion was seconded by Chris Flor and carried unanimously (7-0).

C. Consider, Discuss, and Take Appropriate Action Regarding the Employment of Administrative Employees

Todd Schiller, Assistant Superintendent of Human Resources, presented the following recommendation: Ashley Bates to serve as Assistant Principal at Lake Belton High School (new position), Christy Chandler to serve as Principal at Lakewood Elementary (replacing Becky Musil), and Kory Craddick to serve as Associate Principal at LBHS (new position).

Ty Taggart made a motion, seconded by Erin Bass, to accept the Superintendent's recommendation regarding the selection of District personnel, and the addition of new personnel as presented. The motion carried unanimously (7-0).

Mr. Craddick expressed thanks for the opportunity to serve in his new role. Ms. Bass stated she is hopeful that the transition to new leadership is smooth for parents, teachers and students.

D. Consider, Discuss, and Take Appropriate Action Regarding the 2021-2022 Compensation Plan

Mr. Schiller recommended approval of the proposed compensation plan, a \$1,200 increase for teachers, nurses, and librarians and a 2% midpoint increase for all other staff to enhance the District's ability to attract and retain a world-class staff. The total cost before benefits for the 2021-2022 school year is \$1,912,713.

Erin Bass made the motion to approve the 2021-2022 compensation plan as presented. The motion was seconded by Janet Leigh and carried unanimously (7-0).

Mr. Taggart commented that he is proud of where Belton ISD currently stands with regard to compensation. The previous leadership got B1SD where it needs to be and the current administration is maintaining that standard. He commended the human resources department

and staff for their work.

E. Consider, Discuss, and Take Appropriate Action Regarding the Renaming of Belton High School Tiger Baseball Field to Tidwell Field

Mike Morgan, Assistant Superintendent for Operations, recommended renaming the Belton High School (BHS) Tiger Baseball Field to Tidwell Field after Coach David Tidwell, a 29-year coach and teacher for BISD. The Facilities Committee reviewed the nomination on June 16 in accordance with the guidelines in CW(LOCAL) and moved the nomination forward. A dedication ceremony will be held during a varsity baseball game during the 2022 BHS season.

Ty Taggart made a motion, seconded by Chris Flor, to approve the renaming of BHS Tiger Baseball Field to Tidwell Field. The motion carried by a vote of 6-0-1, with Manuel Alcozer abstaining, as he submitted the request. Mr. Alcozer stated Coach Tidwell brought out the best in students and players with what he instilled in them on and off the field.

F. Consider, Discuss, and Take Appropriate Action Regarding Contract with Huckabee for Architectural Services for a New Elementary School

Mr. Morgan recommended approval of a fair and reasonable agreement that has been negotiated with Huckabee for architectural services for a new elementary school. The fee for the contract will be 6% of the total cost of the project and will be paid from remaining 2017 Bond Funds. Dr. Smith explained the District is not building a new school at this time, but when timely, the Administration will make a recommendation to move forward with the design of a new elementary school to be prepared for future growth.

Mr. Norwood expressed thanks to Mr. Morgan and for the opportunity to visit other elementary schools in Texas.

Suzanne M. McDonald made the motion to approve the contract with Huckabee as presented. The motion was seconded by Ty Taggart and carried unanimously (7-0).

G. Consider, Discuss, and Take Appropriate Action Regarding Revisions to CB(LOCAL): State and Federal Revenue Sources – 2nd Reading

Jennifer Land, Chief Financial Officer, explained that in order for the District to apply for its portion of the Elementary and Secondary School Emergency Relief III (ESSER III) Fund, it is required to make available opportunities for public input. The Texas Education Agency (TEA) recommends that districts develop a local board policy to address this requirement. The proposed modifications to CB(LOCAL) outline the methods by which public notice of federal grant awards will be provided. The 1st reading took place during the Policy Committee meeting on Monday, June 7, and though the placement of the added language varies slightly from the format discussed at that meeting based on recommendation from TASB, the content remains the same. Ms. Land clarified the dollar amounts for items 1 and 2 listed in the section regarding Gifts and Gratuities and recommended approval.

Janet Leigh made the motion to approve the revisions to CB(LOCAL) as indicated. The motion was seconded by Chris Flor and carried unanimously (7-0).

PUBLIC HEARING REGARDING FEDERAL FUNDING SOURCES

Ms. Land introduced Celia Ray, Director of Federal Programs, who gave an overview of federal grants (ESSA, IDEA, Perkins) and presented the preliminary plan for use of the funds. Ms. Land

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presented information about the intent of ESSER II and ESSER III and reviewed the use of funds plan for ESSER III, noting that each focus area includes a professional learning piece. Cabinet members elaborated on some of the bullets identified in the use of funds plan to include social emotional support, instructional program enhancements, enhanced communication strategies and diversity initiatives.

Ms. Leigh asked if there is more detail on what's behind some of the broader topics, and Dr. Smith explained this is draft information and seeking input from the Board.

The public hearing was opened at 7:53 p.m., and there being no comments, the hearing was closed.

REPORTS

A. Facilities Committee Report

Chair Ty Taggart gave a report on the Facilities Committee Meeting held on June 16, 2021, that included review and discussion of the following items:

1. Facilities Naming Update
2. Winter Storm Repair Update
3. Process for Future Bond Exploration
4. Summer Projects Update
 - a. Belton High School Investment

B. Policy Committee Report

Chair Manuel Alcozer gave a report on the Policy Committee Meeting held on June 7, 2021, that included review and discussion of the following items:

1. TASB Policy Review
2. Review Board Operating Procedures
3. CB(LOCAL): State and Federal Revenue Resources – 1st Reading
4. Student Handbook Overview
5. EIC(LOCAL): Academic Achievement – Class Ranking – Learning Study

C. Superintendent's Report

1. June 2021 Report

Dr. Smith thanked the administrative team for weathering a lot of change in the District this year, including opening two new campuses, switching to a block schedule, becoming a 1:1 technology district across all grades and embracing calendar adjustments, leadership changes and new supervision models. He highlighted several campus events to include Miller Heights' Proud to Be an American Day, Lakewood's Old Glory Day and Lake Belton High School's student expo, all culminating in graduation celebrations at Tiger Field. With the move back to Scenario 1 on June 14, school travel is back to normal and masks are optional inside facilities and on all BISD grounds. Staff will continue monitoring guidance, orders, recommendations and data.

a. COVID-19 Update – Action Items Taken Under Resolution Adopted March 17, 2020 in Response to the COVID-19 Pandemic

There were no resolutions to present at this time.

D. Strategic Plan Update

Dr. Malinda Golden, Deputy Superintendent, provided a brief update on the development of the District's Strategic Plan. The presentation included information on how the focus areas that

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emerged from the community summits and work with the Strategic Plan Steering Team align with the District's goals. After presenting the information, Dr. Golden asked if the Board had any changes to the current goals based on the steering team's work.

Ms. Bass requested a minor change to Goal 1 to expand on how to maintain and keep that goal going since a lot of work has already been done. Dr. Smith noted he would like to see Goals 2 through 5 continue for stability, but asked that the Board email him with any additional feedback. Dr. Golden reviewed next steps which included presentation of the Strategic Plan at the July meeting, updated goals and key progress measures, and finalization of strategies/development of action plans. Any additional input will be used to make suggested changes to the goals that will also be presented in July for consideration.

CONSENT AGENDA – CONSIDER AND TAKE APPROPRIATE ACTION

A. Minutes of Previous Meetings:

1. May 3, 2021 Policy Committee Meeting – Approve
2. May 10, 2021 Special Meeting – Approve
3. May 12, 2021 Facilities Committee Meeting – Approve
4. May 17, 2021 Workshop Meeting – Approve
5. May 17, 2021 Regular Meeting – Approve
6. May 24, 2021 Special Meeting – Approve

B. Unaudited Financial Report for the Month Ending May 31, 2021 – Approve report

C. Gifts, Grants, and Bequests – List provided for information only; no action required

D. Budget Amendment #9 for 2020-2021 – Approve

E. Expenditures Over \$50,000

1. Communities in Schools – Approve contract with a total cost of \$456,573 for positions across the District – CIS provides funding of \$251,115 (55%) and BISD is responsible for the remaining \$205,458 (45%) with funds allocated in the 2021-2022 local budget.
2. Instructional Materials – Approve items below.
 - a. Mentoring Minds – Think Up supplemental resources for students in math grades 2-8 and science grades 5-8. Total amount is \$149,000 funded by budgeted Instructional Materials Allotment (IMA) funds.
 - b. Houghton Mifflin – GoMath! by Houghton Mifflin was adopted as the state-approved resource for math instruction in K-5th grades. The cost is \$266,000 funded by budgeted IMA funds.
 - c. Education Service Center, Region 12 – Reading Academies – The total estimated cost is \$348,500 over the next two years and covers 450 teachers @ \$400 per teacher (\$180,000); 450 stipends @ \$300 per teacher (\$148,500 including benefits); and 50 administrators @ \$400 per administrator (\$20,000). Funding will be included in the general fund for fiscal years 2021-2022 and 2022-2023.
 - d. Heinemann – Fountas and Pinnell and Units of Study were approved as the resource for K-5th grade English language arts. The District is purchasing consumable Readers Notebooks for all students and student and teacher initial classroom sets to support 25 additional elementary classrooms for the 2021-2022 school year. Total estimated cost is \$198,252 funded by budgeted IMA funds.
 - e. IXL Learning – The estimated cost for this program is \$94,125 funded by budgeted IMA funds.
 - f. PowerSchool – Performance Matters – This is an assessment tool for teachers K-

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12th grades to design formative and summative assessments and disaggregate performance data for students. The total estimated cost is \$87,618 funded by budgeted IMA funds.

3. GoGuardian Filtering and Classroom Management Tool – Approve this filtering tool designed to monitor Chromebook devices and assist with classroom device management. Total estimated cost is \$64,195 with funding budgeted in the 2020-2021 general fund.
4. Skyward Renewal – Approve annual license fee of \$167,437 paid with fiscal year 2021-2022 locally budgeted funds.

F. Supply, Equipment, and Service Bids

1. RFP #2105-125-259 for Apparel, Uniforms, Accessories & Supplies – Approve vendor list with a contract effective June 22, 2021 through June 30, 2022 with automatic extensions for four additional years, one year at a time.
2. RFP #2104-650-258 for Signs, Safety & ID Products – Approve vendor list with a contract effective August 1, 2021 through July 31, 2022 with automatic extensions for four additional years, one year at a time.

G. Resolution Authorizing Signatories to Conduct Banking Transactions for the District – Approve

H. Resolution Identifying Hazardous Traffic Conditions – Approve

Ty Taggart made a motion, seconded by Suzanne M. McDonald, to approve the consent agenda items as presented. The motion carried unanimously (7-0).

BOARD REQUESTS FOR NEW INFORMATION AND/OR REPORTS

None.

CALENDAR OF EVENTS

Mr. Norwood reminded the Board of the following upcoming events:

Date	Event
Thursday, June 24 & Friday, June 25	Virtual SLI
Saturday, June 26	Post Legislative Conference (Virtual)
Saturday, July 3	Belton Fourth of July Parade at 10:00 am

ADJOURN

There being no further business, the meeting was adjourned at 8:28 p.m.

Jeff Norwood, President

Manuel Alcozer, Secretary

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Unaudited Financial Report for the Month Ending June 30, 2021

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

It has been Board procedure to review and approve the Monthly Financial Report and Investment Report for the District. The financial reports represent the estimated status of revenue and expenditures at the close of the prior month for the General Fund 199, the Child Nutrition Fund 240 & 242, the Capital Projects Fund 699, and the Debt Service Fund 599. These are unaudited figures and an independent financial audit will be performed for the period ending August 31, 2021 and presented under separate cover.

The monthly investment and quarterly investment reports provide information on District accounts including balances and investment transactions as of the close of the noted month and quarter. CDA(Legal).

Additional information is provided on tax collections and student average daily attendance (ADA). The tax year is October 1 to September 30.

Fiscal Implications:

The Board adds to its working knowledge of the total school program through the review of these reports.

Administrative Recommendation(s):

Accept the monthly financial and investment report.



FINANCIAL STATEMENTS & INVESTMENT REPORT

TABLE OF CONTENTS

Description

- Financials - Unaudited Statements of Revenues and Expenditures
 - General Operating - 199
 - School Nutrition - 240 & 242
 - Capital Outlay - 699
 - Debt Service - 599

- Tax Collection Report

- Cash Flow Report

- Average Daily Attendance

- Investment Report - Monthly

- Investment Report - Quarterly

BELTON ISD								
Statement of Unaudited Revenues and Expenditures Budget VS. Actual								
General Operating Fund - Fund 199								
Period Ending June 30, 2021								
	Adopted Budget	Amended 2020-21		Y-T-D Actual		Balance	Percent of Total	Prior Yr Period
Revenues								
Local Sources	39,849,774	39,849,774	0.00%	39,450,726		399,048	99.0%	97.8%
State Sources	82,992,226	82,992,226	0.00%	58,971,540		24,020,686	71.1%	75.1%
Federal Sources	2,434,500	2,434,500	0.00%	2,907,024		(472,524)	119.4%	83.5%
Total Revenues	125,276,500	125,276,500	0.00%	101,329,290		23,947,210	80.9%	82.8%
Expenditures								
				Expenditures	Encumbrances			
Instruction-11	72,140,988	73,362,783	1.69%	56,576,542	1,403,255	15,382,986	79.0%	82.9%
Instructional resources & media -12	1,733,589	1,736,029	0.14%	1,302,914	33,666	399,449	77.0%	84.4%
Curriculum & staff development-13	3,748,364	3,748,691	0.01%	3,422,326	70,872	255,493	93.2%	76.8%
Instructional leadership-21	2,298,886	2,339,138	1.75%	1,752,952	24,971	561,216	76.0%	67.6%
School leadership-23	7,381,216	7,361,740	-0.26%	6,362,091	52,712	946,937	87.1%	81.8%
Guidance, counseling, & evaluation - 31	5,359,271	5,357,610	-0.03%	4,584,633	7,591	765,387	85.7%	82.5%
Social work services-32	373,221	374,882	0.45%	348,552	-	26,330	93.0%	91.2%
Health services-33	2,088,690	2,037,241	-2.46%	1,739,876	2,719	294,645	85.5%	77.2%
Student transportation-34	4,904,142	4,919,142	0.31%	4,171,784	48,089	699,269	85.8%	86.9%
School Nutrition-35	-	-	0.00%	-	-	-	0.0%	0.0%
Cocurricular/extracurricular -36	6,398,602	6,541,479	2.23%	4,330,994	671,190	1,539,295	76.5%	82.4%
General administration-41	3,950,862	3,905,715	-1.14%	2,915,705	72,941	917,069	76.5%	73.3%
Plant maintenance and operations-51	12,905,493	13,441,179	4.15%	9,942,061	1,562,125	1,936,993	85.6%	85.1%
Security and monitoring services-52	1,330,143	1,337,282	0.54%	1,180,107	21,021	136,154	89.8%	75.3%
Data processing services-53	3,187,568	3,154,864	-1.03%	2,096,786	418,234	639,844	79.7%	72.7%
Community services-61	9,950	9,950	0.00%	5,719	-	4,231	57.5%	88.3%
Debt Service-71	934,200	2,297,200	145.90%	2,262,732	-	34,468	98.5%	52.8%
Facilities acquisition & construction - 81	-	-	0.00%	-	-	-	0.0%	0.0%
Payments to fiscal agent - 93	-	-	0.00%	-	-	-	0.0%	0.0%
Payments to JJAEP-95	15,000	15,000	0.00%	9,724	-	5,276	64.8%	67.4%
Tax Increment - 97	125,000	125,000	0.00%	119,039	-	5,961	95.2%	96.5%
Intergovernmental Charges-99	615,000	615,000	0.00%	569,075	-	45,925	92.5%	93.8%
Total Expenditures	129,500,185	132,679,925	2.46%	103,693,611	4,389,386	24,596,927	81.5%	81.7%
Non-Operating Revenue & Expenditure								
	Budget Basis			Y-T-D Actual				
Other resources	0	500,000						
Other uses	0							
Total Non-Operating	0	500,000		0				
Fund Balance (audited), 8-31-2020	37,713,692			37,713,692				
Fund Balance, Ending	33,490,007			30,959,985				

BELTON ISD							
Statement of Unaudited Revenues and Expenditures Budget Vs. Actual							
Child Nutrition - Fund 240, 242							
Period Ending June 30, 2021							
	Adopted	Amended	Y-T-D Actual		Balance	Percent	Prior Yr
	Budget	2020-21				of Total	Period
Revenues							
Local Sources	1,424,000	724,000	500,666		223,334	69.2%	99.0%
State Sources	30,000	30,000	168,430		(138,430)	561.4%	97.9%
Federal Sources	2,800,000	4,005,000	3,708,293		296,707	92.6%	91.8%
Total Revenues	4,254,000	4,759,000	4,377,390		381,610	92.0%	94.3%
Expenditures				Expenditures	Encumbrances		
Food Services, Child Nutrition	5,876,540	6,381,540	5,164,923	350,143	866,475	86.4%	94.1%
Total Expenditures	5,876,540	6,381,540	5,164,923	350,143	866,475	86.4%	94.1%
Non-Operating Revenue & Expenditure	Budget Basis		Y-T-D Actual				
Other resources	0		0				
Student transportation-34	0		0				
Total Non-Operating	0		0				
Fund Balance (audited), 8-31-2020	725,910		725,910				
Fund Balance, Ending	-896,630		-411,766				

BELTON ISD							
Statement of Unaudited Revenues and Expenditures Budget Vs. Actual							
Capital Outlay - Fund 6XX							
Period Ending June 30, 2021							
	Budget	Amended 2020-21	Y-T-D Actual		Balance	Percent of Total	Prior Yr Period
Revenues							
Local Sources	-	-	14,598		(14,598)	0.0%	0.0%
State Sources	7,946	7,946	3,147		4,799	39.6%	75.2%
Federal Sources	-	-	-		-	0.0%	0.0%
Bond Proceeds	-	-	-		-	0.0%	0.0%
Total Revenues	7,946	7,946	17,745		(9,799)	223%	59165.6%
Expenditures				Expenditures	Encumbrances		
11	83,386	459,119	271,423	107,601	80,095	82.6%	79.6%
12	4,000	6,862	761	6,076	25	99.6%	0.0%
36	5,346	80,146	74,285	-	5,861	92.7%	95.3%
41	74,980	74,980	57,178	-	17,802	76.3%	83.9%
51	1,484,680	1,428,788	865,877	366,742	196,169	86.3%	47.3%
52	93,423	95,764	94,873	-	891	99.1%	78.4%
53	-	-	-	-	-	0.0%	0.0%
71	-	-	-	-	-	0.0%	0.0%
81	2,672,632	11,280,708	4,813,181	1,268,453	5,199,074	53.9%	96.2%
Total Expenditures	4,418,447	13,426,367	6,177,578	1,748,871	5,499,918	59.0%	93.2%
Non-Operating Revenue & Expenditure	Budget Basis		Y-T-D Actual				
Other resources	-	-	-				
Other uses	-	-	-				
Total Non-Operating	-	-	-				
Fund Balance (audited), 8-31-2020	13,071,554		13,071,554				
Fund Balance, Ending	8,661,053		5,162,850				

BELTON ISD							
Statement of Unaudited Revenues and Expenditures Budget Vs. Actual							
Debt Service - Fund 511, 515							
Period Ending June 30, 2021							
	Adopted	Amended	Y-T-D Actual		Balance	Percent	Prior Yr
	Budget	2020-21				of Total	Period
Revenues							
Local Sources	16,451,357	16,451,357	16,105,803		345,554	97.9%	98.3%
State Sources	1,699,623	1,699,623	1,898,411		(198,788)	111.7%	135.6%
Federal Sources							
Total Revenues	18,150,980	18,150,980	18,004,214		146,766	99.2%	103.4%
Expenditures			Expenditures	Encumbrances			
Debt Service	18,150,980	18,150,980	11,301,679	-	6,849,301	62.3%	68.3%
Total Expenditures	18,150,980	18,150,980	11,301,679	-	6,849,301	62.3%	68.3%
Non-Operating Revenue & Expenditure	Budget Basis		Y-T-D Actual				
Other resources	0		16,362,936				
Other uses	0		16,164,847				
Total Non-Operating	0		198,089				
Fund Balance (audited), 8-31-2020	7,037,258		7,037,258				
Fund Balance, Ending	7,037,258		13,937,882				

BELTON ISD**Combined Budget Summary - Amended**

Fund 199, 2XX, 5XX, 6XX

Period Ending June 30, 2021

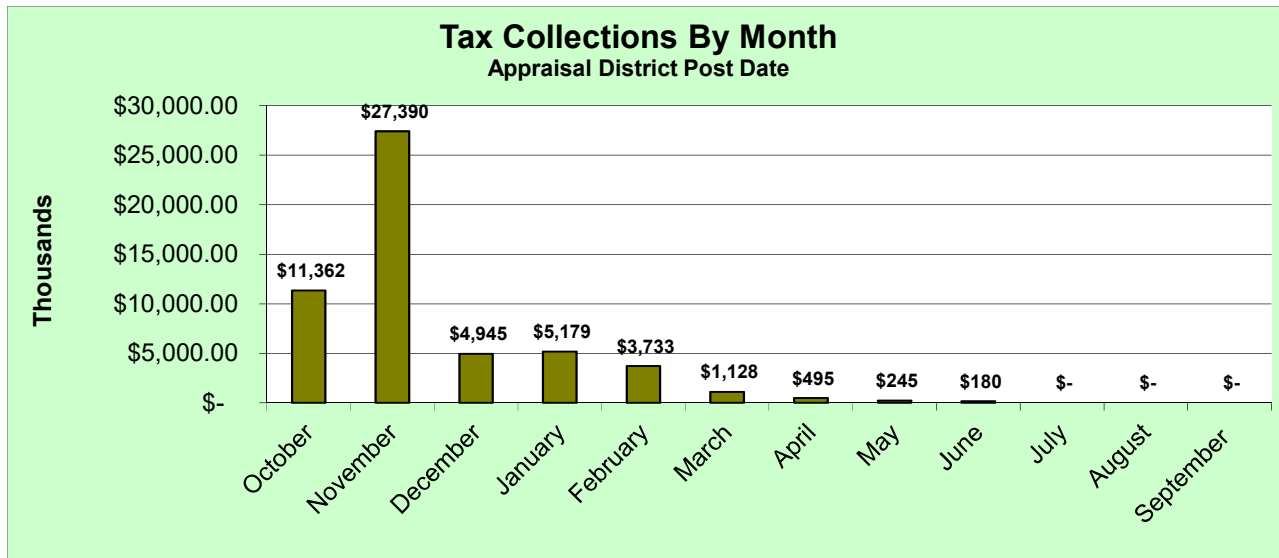
	199 General Fund	240, 242 Child Nutrition	6XX Capital Projects	5XX Debt Service	Combined Total
Revenues					
Local Sources	39,849,774	724,000	0	16,451,357	57,025,131
State Sources	82,992,226	30,000	7,946	1,699,623	84,729,795
Federal Sources	2,434,500	4,005,000	0	-	6,439,500
Total Revenues	125,276,500	4,759,000	7,946	18,150,980	148,194,426
Expenditures					
Instruction-11	73,362,783	-	459,119	-	73,821,902
Instructional resources & media -12	1,736,029	-	6,862	-	1,742,891
Curriculum & staff development-13	3,748,691	-	-	-	3,748,691
Instructional leadership-21	2,339,138	-	-	-	2,339,138
School leadership-23	7,361,740	-	-	-	7,361,740
Guidance, counseling, & evaluation - 31	5,357,610	-	-	-	5,357,610
Social work services-32	374,882	-	-	-	374,882
Health services-33	2,037,241	-	-	-	2,037,241
Student transportation-34	4,919,142	-	-	-	4,919,142
School Nutrition-35	0	6,381,540	-	-	6,381,540
Cocurricular/extracurricular -36	6,541,479	-	80,146	-	6,621,625
General administration-41	3,905,715	-	74,980	-	3,980,695
Plant maintenance and operations-51	13,441,179	-	1,428,788	-	14,869,967
Security and monitoring services-52	1,337,282	-	95,764	-	1,433,046
Data processing services-53	3,154,864	-	-	-	3,154,864
Community services-61	9,950	-	-	-	9,950
Debt Service-71	2,297,200	-	-	18,150,980	20,448,180
Facilities acquisition & construction - 81	0	-	11,280,708	-	11,280,708
Payments to fiscal agent - 93	0	-	-	-	-
Payments to JJAEP - 95	15,000	-	-	-	15,000
Increment Fund Payments - 97	125,000	-	-	-	125,000
Intergovernmental Charges-99	615,000.00	-	-	-	615,000
Total Expenditures	132,679,925	6,381,540	13,426,367	18,150,980	170,638,812
Non-Operating Revenue & Expenditure					
Other resources	500,000	0	0	0	500,000
Other uses	0	0	0	0	0
Total Non-Operating	500,000	0	0	0	500,000
Fund Balance (audited), 8-31-2020	37,713,692	725,910	13,071,554	7,037,258	58,548,414
Fund Balance, Ending	30,810,267	-896,630	-346,867	7,037,258	36,604,028

Tax Collection Report

Total Tax Levy		\$ 55,285,995
Percent of Levy*	Current Year	97.57%
Percent of Levy**	Current & Delinquent	98.16%
Total Checks		\$ 54,655,366
Balance to Collect		\$ 1,015,226
<u>Total Collections</u>		
Current*		\$ 53,941,590
Delinquent**		\$ 329,179
Penalties		\$ 384,597
<u>Other Reconciled for Posting</u>		
Total Checks		\$ 54,655,366

Collections By Category

	Current	Delinquent	Penalties	Other	
Maintenance & Operating	38,263,358	245,761	290,051	0	
Interest & Sinking	15,678,232	83,418	94,546	0	\$ 54,655,366

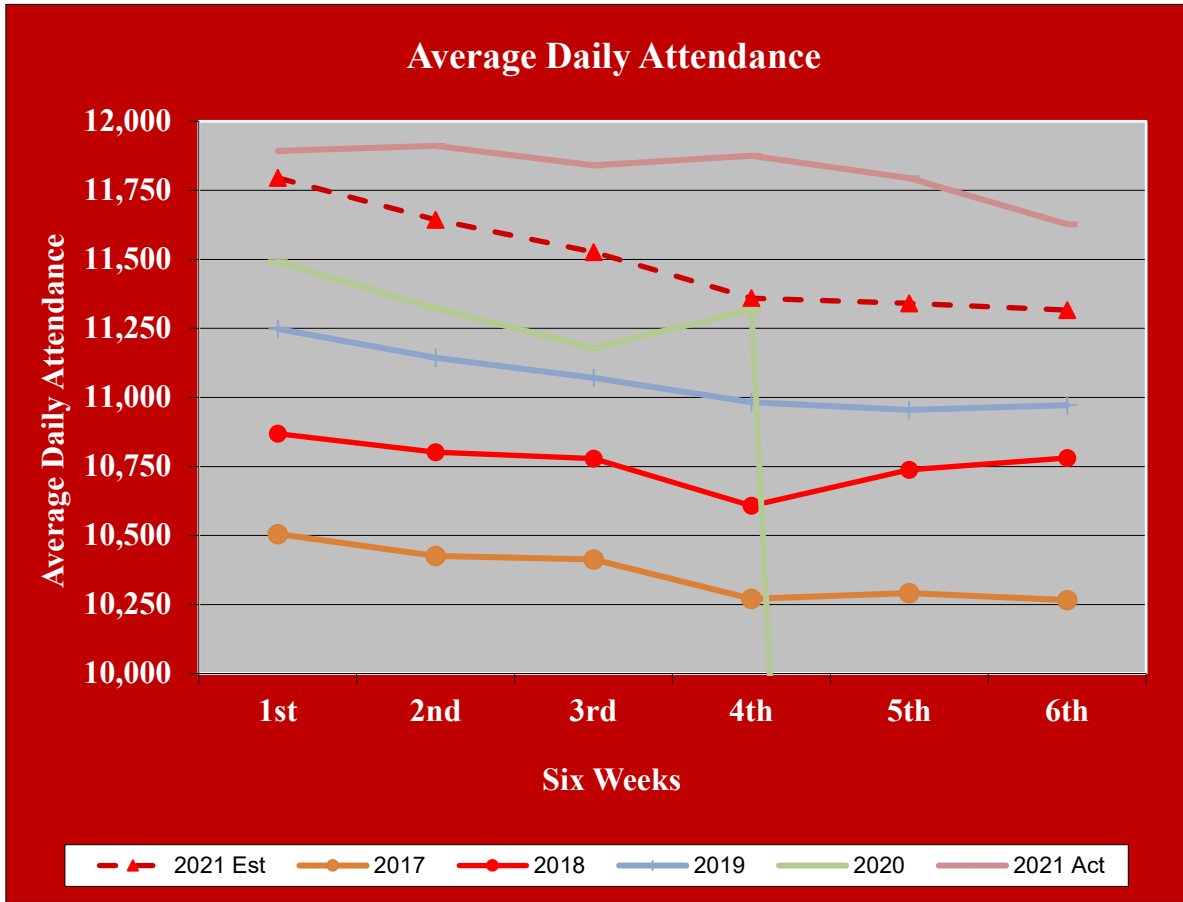


Cash Flow Projections for BELTON ISD

2020-2021

	(actual and/or projected)																
	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS	BUDGET	DIFFERENCE		
	x Actual	x Actual	x Actual	x Actual	x Actual	x Actual	x Actual	x Actual	x Actual	x Actual	Projected	Projected					
General Fund and Grants																	
<i>Beginning General Fund and School Nutrition Cash Balance</i>	\$ 47,065,382	\$ 53,781,191	\$ 64,140,125	\$ 81,608,530	\$ 75,949,627	\$ 70,832,162	\$ 64,059,871	\$ 56,675,301	\$ 52,572,264	\$ 46,886,015	\$ 45,028,691	\$ 45,236,505	46,812,138				
RECEIPTS																	
Tax Collections - Current	\$ 42,999	\$ 8,017,413	\$ 19,349,864	\$ 3,456,855	\$ 3,609,581	\$ 2,597,916	\$ 698,957	\$ 286,416	\$ 148,076	\$ 98,280	\$ 169,881	\$ 92,035	\$ 38,568,273	\$ 38,347,858	\$ 220,415		
Tax Collections - Delinquent	\$ 9,660	\$ 32,476	\$ 58,749	\$ 23,348	\$ 45,868	\$ 15,224	\$ 35,917	\$ 27,506	\$ 5,627	\$ 1,045	\$ 17,727	\$ 13,514	\$ 286,663	\$ 194,166	\$ 92,497		
Penalties & Interest	\$ 15,910	\$ 11,091	\$ 26,648	\$ 36,980	\$ 22,624	\$ 34,992	\$ 67,515	\$ 39,351	\$ 20,816	\$ 30,033	\$ 26,591	\$ 20,271	\$ 352,823	\$ 291,250	\$ 61,573		
Other Local Revenue	\$ 91,110	\$ 190,413	\$ 130,454	\$ 361,450	\$ 141,060	\$ 107,311	\$ 160,186	\$ 301,120	\$ 202,249	\$ 251,956	\$ 84,708	\$ 84,708	\$ 2,106,726	\$ 1,016,500	\$ 1,090,226		
State Revenue - Available School Fund	\$ 180,646	\$ 365,708	\$ 521,890	\$ 528,572	\$ 163,148	\$ 163,148	\$ 778,305	\$ 331,165	\$ 365,708	\$ 930,862	\$ 388,448	\$ 388,448	\$ 5,106,049	\$ 4,661,380	\$ 444,669		
State Revenue - Foundation	\$ 15,890,890	\$ 13,014,055	\$ 6,845,169	\$ 36,428	\$ 0	\$ 0	\$ 0	\$ 4,795,972	\$ 3,154,576	\$ 6,322,533	\$ 9,384,397	\$ 10,840,597	\$ 70,284,617	\$ 73,730,165	\$ (3,445,548)		
Other State Revenue	\$ 629,722	\$ 608,771	\$ 523,838	\$ 511,911	\$ 610,952	\$ 514,066	\$ 509,183	\$ 525,691	\$ 574,946	\$ 205,070	\$ 527,612	\$ 527,612	\$ 6,269,373	\$ 6,331,344	\$ (61,971)		
Federal Revenue	\$ 271,395	\$ 135,337	\$ 959,605	\$ 31,801	\$ 2,209,968	\$ 308,629	\$ 1,464,086	\$ 311,566	\$ 695,607	\$ 534,596	\$ 338,197	\$ 338,197	\$ 7,598,984	\$ 4,058,363	\$ 3,540,621		
Other Sources	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 0	\$ 0	\$ 0		
Total Revenue	\$ 17,132,333	\$ 22,375,264	\$ 28,416,218	\$ 4,987,345	\$ 6,803,200	\$ 3,741,286	\$ 3,714,149	\$ 6,618,787	\$ 5,167,605	\$ 8,374,375	\$ 10,937,562	\$ 12,305,382	\$ 130,573,507	\$ 128,631,026	\$ 1,942,481		
DISBURSEMENTS																	
Payroll	\$ 6,910,190	\$ 7,755,959	\$ 7,413,602	\$ 7,512,312	\$ 7,256,314	\$ 7,468,712	\$ 7,456,704	\$ 7,685,972	\$ 7,712,824	\$ 7,268,807	\$ 7,358,462	\$ 7,358,462	\$ 89,158,321	\$ 88,301,549	\$ (856,772)		
Payroll Benefits	\$ 1,504,799	\$ 1,649,676	\$ 1,572,104	\$ 1,583,565	\$ 1,548,148	\$ 1,590,121	\$ 1,585,567	\$ 1,631,125	\$ 1,625,103	\$ 845,400	\$ 1,499,846	\$ 1,499,846	\$ 18,135,300	\$ 17,998,152	\$ (137,148)		
Expenditures - Other Than Payroll	\$ 1,824,207	\$ 2,387,193	\$ 1,907,933	\$ 1,504,889	\$ 2,930,910	\$ 1,425,653	\$ 1,850,874	\$ 1,338,672	\$ 1,539,466	\$ 2,293,219	\$ 1,933,374	\$ 1,933,374	\$ 22,869,463	\$ 23,200,484	\$ 331,021		
Total Disbursements	\$ 10,239,196	\$ 11,792,828	\$ 10,893,639	\$ 10,600,767	\$ 11,735,372	\$ 10,484,485	\$ 10,893,146	\$ 10,655,468	\$ 10,877,394	\$ 10,407,425	\$ 10,791,682	\$ 10,791,682	\$ 130,165,084	\$ 129,500,185	\$ (662,899)		
Net Change in Cash from General Fund and Grants	\$ 6,893,137	\$ 10,582,437	\$ 17,522,579	\$ (6,613,422)	\$ (4,932,172)	\$ (6,743,199)	\$ (7,178,997)	\$ (4,036,680)	\$ (5,709,789)	\$ (2,033,051)	\$ 145,880	\$ 1,513,700	\$ 410,423				
School Nutrition																	
RECEIPTS																	
Food Service Activity - Local	\$ 55,521	\$ 96,028	\$ 69,502	\$ 22,136	\$ 24,946	\$ 33,108	\$ 47,561	\$ 78,517	\$ 54,852	\$ 18,495	\$ 86,303	\$ 86,303	\$ 673,272	\$ 1,424,000	\$ (750,728)		
Food Service Activity - State	\$ 9,434	\$ 12,331	\$ 15,638	\$ 15,571	\$ 12,110	\$ 17,469	\$ 17,968	\$ 50,797	\$ 17,112	\$ 0	\$ 1,818	\$ 1,819	\$ 172,068	\$ 30,000	\$ 142,068		
Food Service Activity - Federal	\$ 37,460	\$ 174,393	\$ 340,990	\$ 351,721	\$ 350,808	\$ 410,373	\$ 354,958	\$ 486,673	\$ 589,853	\$ 611,063	\$ 169,697	\$ 169,697	\$ 4,047,687	\$ 2,800,000	\$ 1,247,687		
Others Sources	\$ 0	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 0		
Total Receipts	\$ 102,415	\$ 282,752	\$ 426,131	\$ 389,428	\$ 387,863	\$ 460,950	\$ 420,488	\$ 615,987	\$ 661,817	\$ 629,558	\$ 257,818	\$ 257,819	\$ 4,893,026	\$ 4,254,000	\$ 639,026		
DISBURSEMENTS																	
Payroll	\$ 196,912	\$ 341,971	\$ 272,009	\$ 258,206	\$ 213,603	\$ 286,675	\$ 295,364	\$ 331,884	\$ 280,570	\$ 212,405	\$ 117,801	\$ 117,802	\$ 2,925,203	\$ 3,534,040	\$ (608,837)		
Expenditures other than payroll	\$ 82,830	\$ 164,284	\$ 208,295	\$ 176,702	\$ 359,554	\$ 203,367	\$ 330,697	\$ 350,460	\$ 357,707	\$ 241,427	\$ 78,083	\$ 78,084	\$ 2,631,490	\$ 2,342,500	\$ 288,990		
Total Disbursements	\$ 279,743	\$ 506,256	\$ 480,304	\$ 434,908	\$ 573,156	\$ 490,042	\$ 626,061	\$ 682,344	\$ 638,277	\$ 453,832	\$ 195,884	\$ 195,886	\$ 5,556,693	\$ 5,876,540	\$ (319,847)		
Net Change in Cash from School Nutrition	\$ (177,328)	\$ (223,504)	\$ (54,174)	\$ (45,480)	\$ (185,293)	\$ (29,092)	\$ (205,573)	\$ (66,357)	\$ 23,540	\$ 175,726	\$ 61,934	\$ 61,933	\$ (663,667)				
Ending General Fund and School Nutrition Cash Balance	\$ 53,781,191	\$ 64,140,125	\$ 81,608,530	\$ 75,949,627	\$ 70,832,162	\$ 64,059,871	\$ 56,675,301	\$ 52,572,264	\$ 46,886,015	\$ 45,028,691	\$ 45,236,505	\$ 46,812,138	\$ 46,558,894				
Debt Service Fund																	
<i>Beginning Debt Service Cash Balance</i>	\$ 8,830,997	\$ 8,870,508	\$ 12,208,794	\$ 20,223,315	\$ 23,568,855	\$ 25,048,107	\$ 15,089,685	\$ 15,440,738	\$ 15,596,748	\$ 15,680,783	\$ 15,731,620	\$ 15,984,471	10,660,454				
RECEIPTS																	
Tax Collections - Current	\$ 15,881	\$ 3,285,890	\$ 7,928,473	\$ 1,414,853	\$ 1,478,383	\$ 1,066,386	\$ 286,218	\$ 117,231	\$ 60,675	\$ 40,123	\$ 70,817	\$ 38,366	\$ 15,803,296	\$ 15,985,725	\$ (182,429)		
Tax Collections - Delinquent	\$ 3,124	\$ 11,224	\$ 19,487	\$ 8,178	\$ 15,856	\$ 5,171	\$ 12,676	\$ 9,520	\$ 1,880	\$ (374)	\$ 7,316	\$ 5,577	\$ 99,435	\$ 80,128	\$ 19,307		
Penalties & Interest	\$ 5,546	\$ 3,501	\$ 6,427	\$ 4,422	\$ 6,574	\$ 13,628	\$ 26,301	\$ 14,743	\$ 8,086	\$ 10,864	\$ 10,974	\$ 8,366	\$ 119,431	\$ 120,194	\$ (763)		
Interest Income	\$ 1,098	\$ 901	\$ 292	\$ 255	\$ 214	\$ 517	\$ 537	\$ 467	\$ 531	\$ 486	\$ 6,417	\$ 6,417	\$ 18,132	\$ 77,000	\$ (58,868)		
Other Local Revenue	\$ 17,201	\$ 39,543	\$ 16,420,736	\$ 22,101	\$ 998	\$ 20,890	\$ 28,001	\$ 15,073	\$ 15,821	\$ 2,327	\$ 15,693	\$ 15,693	\$ 16,614,077	\$ 188,310	\$ 16,425,767		
State Revenue	\$ 0	\$ 0	\$ 0	\$ 1,898,411	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 141,635	\$ 141,635	\$ 2,181,682	\$ 1,699,623	\$ 482,059		
Total Receipts	\$ 42,850	\$ 3,341,059	\$ 24,375,415	\$ 3,348,220	\$ 1,501,826	\$ 1,106,593	\$ 353,734	\$ 157,034	\$ 86,993	\$ 53,426	\$ 252,851	\$ 216,053	\$ 34,836,053	\$ 18,150,980	\$ 16,685,073		
DISBURSEMENTS																	
Bond Payments and Fees	\$ 3,339	\$ 2,774	\$ 16,360,893	\$ 2,681	\$ 22,574	\$ 11,065,015	\$ 2,681	\$ 1,023	\$ 2,958	\$ 2,589	\$	\$ 5,540,070	\$ 33,006,596	\$ 18,150,980	\$ 14,855,616		
Total Disbursements	\$ 3,339	\$ 2,774	\$ 16,360,893	\$ 2,681	\$ 22,574	\$ 11,065,015	\$ 2,681	\$ 1,023	\$ 2,958	\$ 2,589	\$ 0	\$ 5,540,070	\$ 33,006,596	\$ 18,150,980	\$ 14,855,616		
Net Change in Cash	\$ 39,512	\$ 3,338,285	\$ 8,014,521	\$ 3,345,539	\$ 1,479,252	\$ (9,958,422)	\$ 351,053	\$ 156,011	\$ 84,035	\$ 50,837	\$ 252,851	\$ (5,324,017)	\$ 1,829,457				
Ending Debt Service Cash Balance	\$ 8,870,508	\$ 12,208,794	\$ 20,223,315	\$ 23,568,855	\$ 25,048,107	\$ 15,089,685	\$ 15,440,738	\$ 15,596,748	\$ 15,680,783	\$ 15,731,620	\$ 15,984,471	\$ 10,660,454	\$ 12,489,910				
Ending Cash Grand Total	62,651,700	76,348,918	101,831,845	99,518,482	95,880,269	79,149,556	72,116,039	68,169,012	62,566,799	60,760,311	61,220,976	57,472,591	59,048,804				

Note: This schedule estimates the cash position, not projected fund balance.



School Year	1st	2nd	3rd	4th	5th	6th	Annual	Change
2017	10,505	10,426	10,414	10,271	10,291	10,266	10,362	200
2018	10,869	10,802	10,779	10,608	10,737	10,780	10,762	400
2019	11,248	11,144	11,071	10,983	10,955	10,972	11,062	300
* 2020	11,491	11,322	11,179	11,317	C-19	C-19	11,282	220
** 2021 Act	11,893	11,911	11,840	11,875	11,794	11,627	11,823	541
*** 2021 Est	11,795	11,644	11,526	11,360	11,341	11,316	11,497	435

*ADA was adjusted by the Texas Education Agency due to COVID-19

**Actual six-weeks ADA count from the District student accounting system. Figures are preliminary until certified

***Initial projected six-weeks data for budgeted ADA.



Monthly Investment Report

PREPARED FOR BELTON ISD

JUNE 30, 2021

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**PATTERSON
& ASSOCIATES**

A MEEDER INVESTMENT MANAGEMENT COMPANY

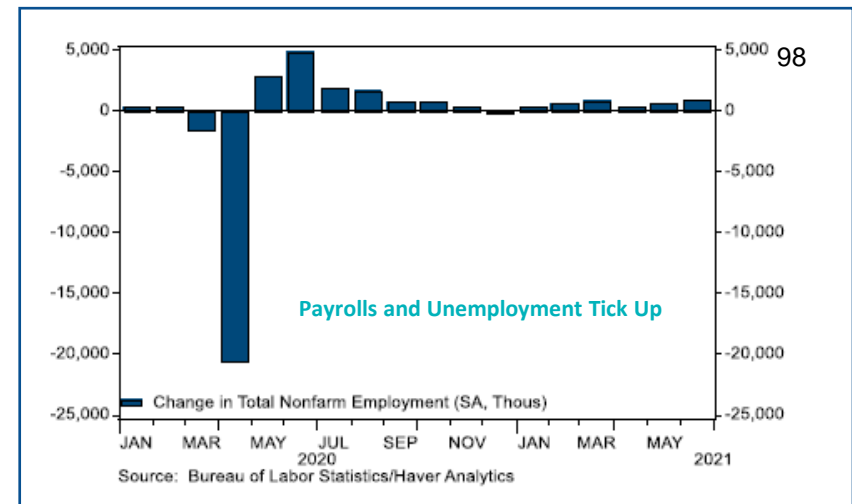
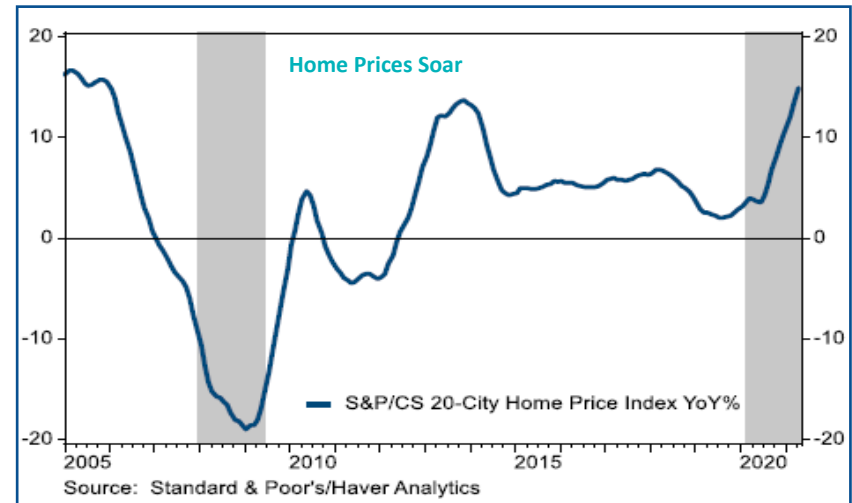
WITH YOU. FOR YOU.

Got Inflation?

The temporary versus permanent nature of price growth and the resulting inflation remains the focal point for markets this quarter as Chair Powell acknowledged the potential of persistent inflation pressure. Production costs have moved up sharply due to supply chain disruptions but that will likely ease. Wage pressures have largely resulted from artificial policy measures disrupting the balance in labor markets which may be more permanent.

As some prices temporarily increase others will persist or emerge but all create short and long imbalances. An example would be oil which causes a jump in gas. It's a temporary rise (55% in WTI in 2021) but eventually this slows car sales, airline tickets and production costs. Another example is semi-conductors which has limited car productions. Vehicle prices rose 38% in the last year reflecting that move. Even non-processed food prices jumped but may settle in and pass on processed food later.

Inflation has been growing without a doubt but the question of its staying power affects markets and the Fed directly. Inflation definitely signals a growing economy. Manufacturing continues to slowly increase despite supply chain woes. Manufacturers have seen the biggest jump in 42 years raising their end product prices. Housing continues to amaze. The number and price of homes is at a record high largely due to migration – from urban to suburban. This appears to be a perfect storm of the imbalance of supply and demand making it a seller's market. But if the seller is moving for a job they will have difficulty in a new area thereby affecting employment.



The Fed Grows Talons

The balance on the Fed FOMC opinions emerging from this month's meeting showed a definite hawkish tone indicating a move away from the massively accommodative stance of the last 15 months. The comments from the June FOMC meeting indicates that the Fed may be on the slow train to tapering (reducing the monthly security purchases supporting the long end of the curve). It won't come quickly though.

Even on the Committee consensus building needs time. The two sides see a move away from peak growth in GDP and inflation so there is no rush to start the process and potentially incur the wrath of another taper tantrum as seen in 2013 as the punch bowl support was removed. The dot plot, which indicates the members' rate forecasts, shows a move to much more rapid change than last month. The market expects the first hike in about 18 mos.

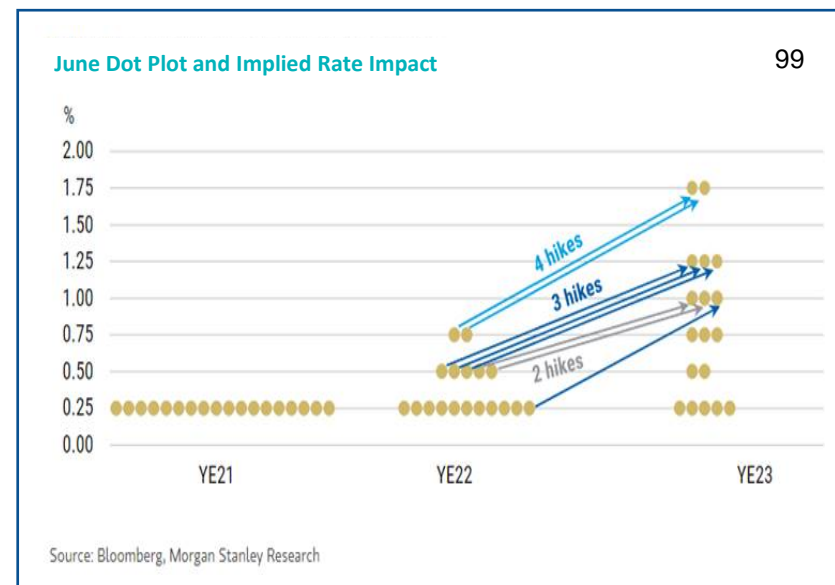
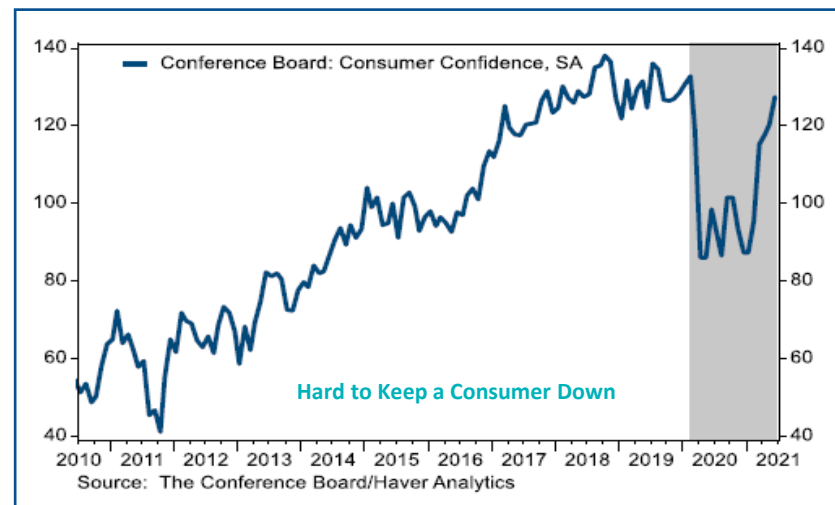
It is likely that the July meeting will have a robust discussion with some forward guidance coming in September. The biggest question and rate of hikes will hinge on whether inflation is seen as transitory or permanent.

The first step will be the tapering of longer-term security purchases. These purchases create a scarcity in the longer securities, raising prices and keeping long term rates low. Reducing that severely affects the long end of the yield curve. The Fed is not alone, globally central banks are retaining the security purchases to keep rates low.

One major change at the Fed was the increased rate on the Fed's Reverse Repo. The appetite for any increased short rates has made that 0.05% market surging (to about \$700 billion a week). Short term and cash alternatives are limited with cash continuing to increase creating this need.

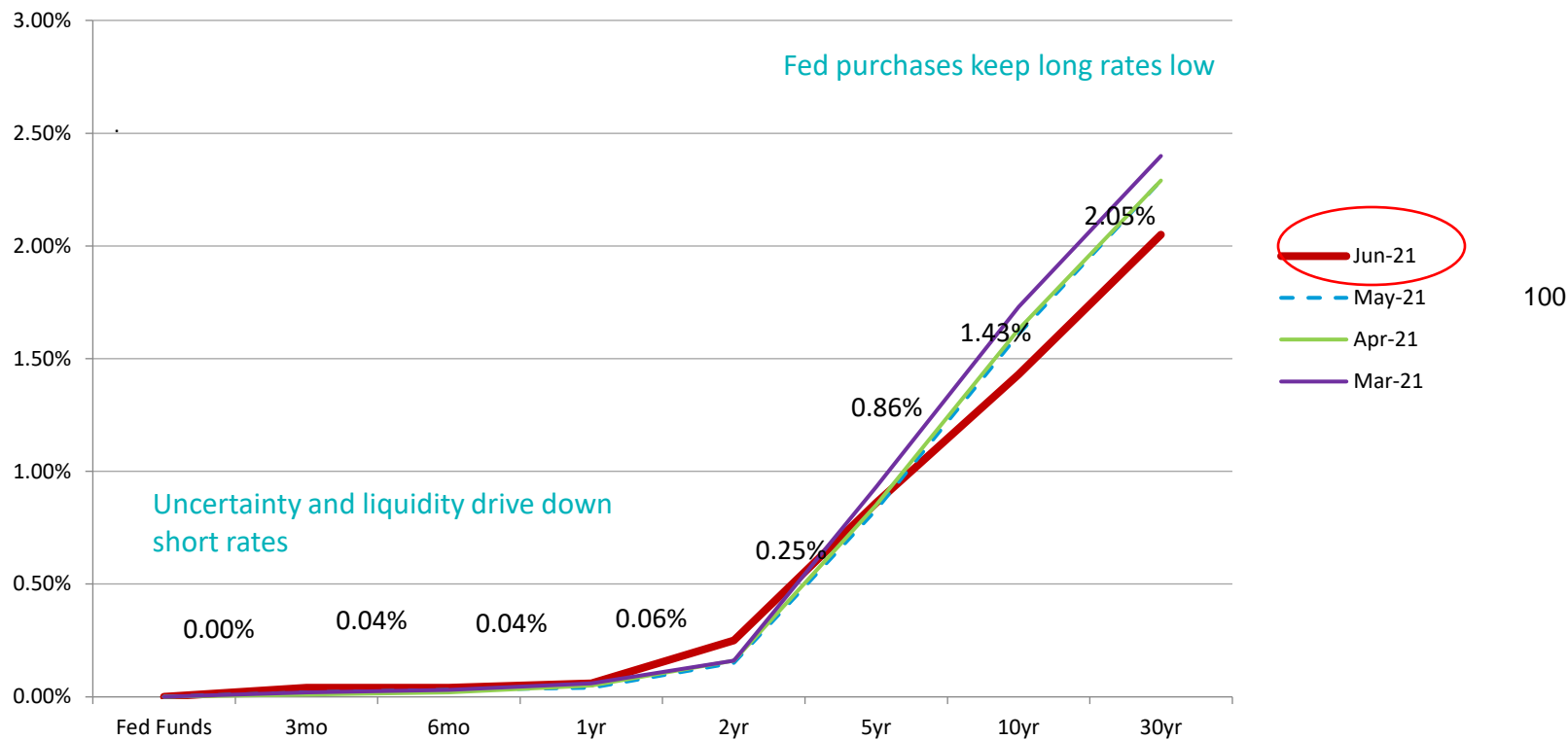
Finally, banks, though awash in cash, are turning depositors away. But they passed their latest Dodd-Frank Stress Tests with flying colors. Not a surprise after all the Fed assistance last year.

FNMA and FHLMC are not so lucky. The Court set the stage for both agencies to stay in conservatorship as full faith and credit of the US., as they have become major profit centers for the US Treasury.



Why is the Curve Moving and Flattening?

- The curve has been flattening from 2 years to 10 years which seems to be from longer end rallies and short end selling. We have moved from the bear flattening seen previously. The effect seems the same however with rates so very low and little wiggle room.
- Short end investors remain liquid or short until some way forward is clearer and as definitive signs appear.
- The inflation narrative is being driven by the Fed speak giving recognition to higher prices bubbling into the conversation.
- At some point the Fed will begin to taper raining on the long end's long bull run.

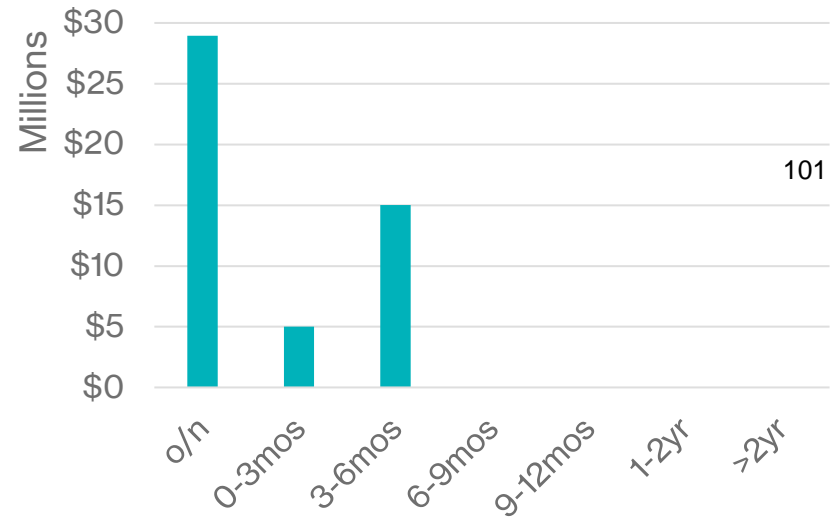
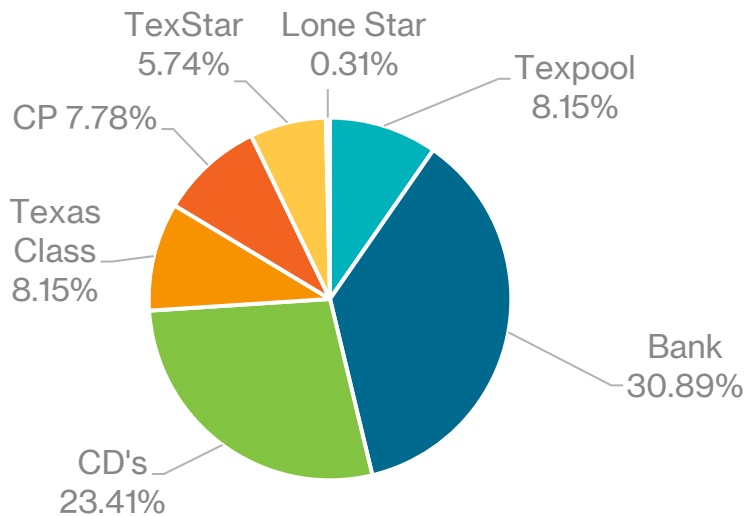


End of Month Rates - Full Yield Curve – Fed Funds to 30yr

Portfolio Overview

As of June 30, 2021

- P&A reviews your portfolio for optimal asset allocation and a controlled average maturity because a diversified portfolio can better adjust to volatile market conditions. Where extensions can be made in the portfolio, it is important to make them to find available safe value in the markets.
- The graphs below show asset allocations by market sector and by maturity in your portfolio. Inside of 1 year, we continue to see value in commercial paper. Our expectation is of continuing low rates, but we look for value in your authorized sectors to extend and capture the yield available as markets change.
- The non-cash portion of your portfolio is yielding 0.22%.



**Belton ISD
 Portfolio Management
 Portfolio Summary
 June 30, 2021**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 365 Equiv.
Texas Class	5,231,788.41	5,231,788.41	5,231,788.41	8.15	1	1	0.061
Commercial Paper Disc. -Amortizing	5,000,000.00	4,997,070.83	4,997,070.83	7.78	180	111	0.193
Texpool/Texpool Prime	15,230,272.21	15,230,272.21	15,230,272.21	23.72	1	1	0.046
TexStar	3,685,447.54	3,685,447.54	3,685,447.54	5.74	1	1	0.010
Lone Star	196,963.18	196,963.18	196,963.18	0.31	1	1	0.010
Bank Accounts/CD's int pd monthly	34,864,866.77	34,864,866.77	34,864,866.77	54.30	118	39	0.100
	64,209,338.11	64,206,408.94	64,206,408.94	100.00%	79	30	0.086

Total Earnings	June 30 Month Ending	Fiscal Year To Date
Current Year	4,695.53	87,117.88

The following reports are submitted in accordance with the Public Funds Investment Act (Texas Gov't Code 2256). The reports also offer supplemental information not required by the Act in order to fully inform the governing body of Belton ISD of the position and activity within the District's portfolio of investment. The reports include a management summary overview, a detailed inventory report for the end of the period, a transaction report, as well as graphic representations of the portfolio to provide full disclosure to the governing body.

Jennifer Land 7/13/2021
 Jennifer Land, Chief Financial Officer

Kerri Pridemore 7/13/2021
 Kerri Pridemore, Director of Finance

**Belton ISD
Summary by Type
June 30, 2021
Grouped by Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

Security Type	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Construction Funds						
Bank Accounts/CD's int pd monthly	4	788,658.38	788,658.38	1.23	0.010	1
Logic	1	0.00	0.00	0.00	0.000	0
Lone Star	1	196,938.99	196,938.99	0.31	0.010	1
Texas Class	1	220,576.09	220,576.09	0.34	0.061	1
Texpool/Texpool Prime	4	5,387,387.46	5,387,387.46	8.39	0.013	1
TexStar	2	300,718.24	300,718.24	0.47	0.010	1
Subtotal	13	6,894,279.16	6,894,279.16	10.74	0.014	1
Fund: Capital Projects Fund						
Bank Accounts/CD's int pd monthly	1	954,615.91	954,615.91	1.49	0.000	1
Subtotal	1	954,615.91	954,615.91	1.49	0.000	1
Fund: Debt Service Funds						
Bank Accounts/CD's int pd monthly	2	5,021,158.94	5,021,158.94	7.82	0.095	26
Texpool/Texpool Prime	1	8,135,586.40	8,135,586.40	12.67	0.071	1
TexStar	1	567,062.48	567,062.48	0.88	0.010	1
Subtotal	4	13,723,807.82	13,723,807.82	21.37	0.077	10
Fund: General Fund						
Commercial Paper Disc. -Amortizing	1	5,000,000.00	4,997,070.83	7.78	0.193	111
Bank Accounts/CD's int pd monthly	4	28,100,433.54	28,100,433.54	43.77	0.107	43
Lone Star	1	24.19	24.19	0.00	0.000	1
Texas Class	1	5,011,212.32	5,011,212.32	7.80	0.061	1
Texpool/Texpool Prime	3	1,707,298.35	1,707,298.35	2.66	0.030	1
TexStar	1	2,817,666.82	2,817,666.82	4.39	0.010	1
Subtotal	11	42,636,635.22	42,633,706.05	66.40	0.102	42
Total and Average	29	64,209,338.11	64,206,408.94	100.00	0.086	30

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**Belton ISD
Fund CON - Construction Funds
Investments by Fund
June 30, 2021**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Texas Class										
6550001	10007	Texas Class	09/01/2020	220,576.09	220,576.09	220,576.09	0.061	0.060	0.061	1
Subtotal and Average				220,576.09	220,576.09	220,576.09		0.060	0.061	1
Logic										
54001	10002	Logic	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				0.00	0.00	0.00		0.000	0.000	0
Texpool/Texpool Prime										
500007	10011	Texpool	10/01/2017	775,244.82	775,244.82	775,244.82	0.013	0.012	0.013	1
500008	10012	Texpool	10/01/2017	0.00	0.00	0.00				1
500010	10070	Texpool	04/15/2020	4,017,427.39	4,017,427.39	4,017,427.39	0.013	0.012	0.013	1
500009A	10040	Texpool Prime	06/06/2018	594,715.25	594,715.25	594,715.25	0.013	0.012	0.013	104
Subtotal and Average				5,387,387.46	5,387,387.46	5,387,387.46		0.013	0.013	1
TexStar										
20170	10004	TexStar	10/01/2017	300,718.24	300,718.24	300,718.24	0.010	0.009	0.010	1
20120	10006	TexStar	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				300,718.24	300,718.24	300,718.24		0.010	0.010	1
Lone Star										
14903	10000	Lone Star Govt ON	10/01/2017	196,938.99	196,938.99	196,938.99	0.010	0.009	0.010	1
Subtotal and Average				196,938.99	196,938.99	196,938.99		0.010	0.010	1
Bank Accounts/CD's int pd monthly										
06216	10062	BBVA Public Fd Interest Chkg	10/01/2019	105,080.65	105,080.65	105,080.65	0.010	0.009	0.010	1
58524	10030	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	659,519.11	659,519.11	659,519.11	0.010	0.009	0.010	1
98610	10031	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	24,058.62	24,058.62	24,058.62				1
38508	10032	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				788,658.38	788,658.38	788,658.38		0.010	0.010	1
Total Investments and Average				6,894,279.16	6,894,279.16	6,894,279.16		0.014	0.014	1

**Fund CP - Capital Projects Fund
Investments by Fund
June 30, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Bank Accounts/CD's int pd monthly										
22689	10035	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	954,615.91	954,615.91	954,615.91				1
Subtotal and Average				954,615.91	954,615.91	954,615.91	0.000	0.000		1
Total Investments and Average				954,615.91	954,615.91	954,615.91	0.000	0.000		1

**Fund DS - Debt Service Funds
Investments by Fund
June 30, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Date	Days To Maturity
Texpool/Texpool Prime											
500004A	10041	Texpool Prime	06/06/2018	8,135,586.40	8,135,586.40	8,135,586.40	0.071	0.069	0.070		1
Subtotal and Average				8,135,586.40	8,135,586.40	8,135,586.40		0.070	0.071		1
TexStar											
33330	10003	TexStar	10/01/2017	567,062.48	567,062.48	567,062.48	0.010	0.009	0.010		1
Subtotal and Average				567,062.48	567,062.48	567,062.48		0.010	0.010		1
Bank Accounts/CD's int pd monthly											
57670	10033	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	12,839.72	12,839.72	12,839.72					1
172250207A	10077	East West Bank	04/28/2021	5,008,319.22	5,008,319.22	5,008,319.22	0.095	0.093	0.095	07/27/2021	26
Subtotal and Average				5,021,158.94	5,021,158.94	5,021,158.94		0.093	0.095		25
Total Investments and Average				13,723,807.82	13,723,807.82	13,723,807.82		0.076	0.077		10

**Fund GEN - General Fund
Investments by Fund
June 30, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Date	Days To Maturity
Texas Class											
6550003	10073	Texas Class	10/02/2020	5,011,212.32	5,011,212.32	5,011,212.32	0.061	0.060	0.061		1
Subtotal and Average				5,011,212.32	5,011,212.32	5,011,212.32		0.060	0.061		1
Commercial Paper Disc. -Amortizing											
06742XEFO	10076	Barclays Bank CP	04/23/2021	4,997,070.83	5,000,000.00	4,997,070.83		0.190	0.192	10/20/2021	111
Subtotal and Average				4,997,070.83	5,000,000.00	4,997,070.83		0.190	0.193		111
Texpool/Texpool Prime											
500001	10008	Texpool	10/01/2017	1,221,996.45	1,221,996.45	1,221,996.45	0.013	0.012	0.013		1
500005	10010	Texpool	10/01/2017	0.00	0.00	0.00					1
500001A	10048	Texpool Prime	10/26/2018	485,301.90	485,301.90	485,301.90	0.071	0.069	0.070		1
Subtotal and Average				1,707,298.35	1,707,298.35	1,707,298.35		0.029	0.030		1
TexStar											
22210	10005	TexStar	10/01/2017	2,817,666.82	2,817,666.82	2,817,666.82	0.010	0.009	0.010		1
Subtotal and Average				2,817,666.82	2,817,666.82	2,817,666.82		0.010	0.010		1
Lone Star											
14903A	10001	Lone Star Govt ON	10/01/2017	24.19	24.19	24.19					1
Subtotal and Average				24.19	24.19	24.19		0.000	0.000		1
Bank Accounts/CD's int pd monthly											
57696	10027	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	3,281,776.53	3,281,776.53	3,281,776.53					1
38955	10028	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	127,807.32	127,807.32	127,807.32					1
57661	10029	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	14,670,610.09	14,670,610.09	14,670,610.09					1
172875624	10075	East West Bank	10/28/2020	10,020,239.60	10,020,239.60	10,020,239.60	0.300	0.295	0.300	10/28/2021	119
Subtotal and Average				28,100,433.54	28,100,433.54	28,100,433.54		0.106	0.107		43
Total Investments and Average				42,633,706.05	42,636,635.22	42,633,706.05		0.101	0.102		41

**Belton ISD
Cash Reconciliation Report
For the Period June 1, 2021 - June 30, 2021
Grouped by Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

Trans. Date	Investment #	Fund	Trans. Type	Security ID	Par Value	Security Description	Maturity Date	Purchases	Interest	Redemptions	Cash
Debt Service Funds											
06/30/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	0.00	391.04	0.00	391.04
06/30/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	-391.04	0.00	0.00	-391.04
Subtotal								-391.04	391.04	0.00	0.00
General Fund											
06/30/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	0.00	2,470.43	0.00	2,470.43
06/30/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	-2,470.43	0.00	0.00	-2,470.43
Subtotal								-2,470.43	2,470.43	0.00	0.00
Total								-2,861.47	2,861.47	0.00	0.00

Belton ISD
Interest Earnings
Sorted by Fund - Fund
June 1, 2021 - June 30, 2021
Yield on Average Book Value

CUSIP	Investment #	Fund	Security Type	Ending Par Value	Beginning Book Value	Average Book Value	Maturity Date	Current Rate	Annualized Yield	Adjusted Interest Earnings		
										Interest Earned	Amortization/ Accretion	Adjusted Interest Earnings
Fund: Construction Funds												
500007	10011	CON	RR2	775,244.82	775,236.54	775,236.82		0.013	0.013	8.28	0.00	8.28
500010	10070	CON	RR2	4,017,427.39	4,067,383.80	4,057,385.25		0.013	0.013	43.59	0.00	43.59
20170	10004	CON	RR3	300,718.24	300,715.80	300,715.88		0.010	0.010	2.44	0.00	2.44
6550001	10007	CON	LA1	220,576.09	220,565.02	220,565.88		0.061	0.061	11.07	0.00	11.07
06216	10062	CON	RR5	105,080.65	135,261.61	92,341.25		0.010	0.011	0.83	0.00	0.83
58524	10030	CON	RR5	659,519.11	659,506.63	659,519.11		0.010	0.011	5.78	0.00	5.78
98610	10031	CON	RR5	24,058.62	24,320.12	24,890.56				0.00	0.00	0.00
14903	10000	CON	RR4	196,938.99	196,938.16	196,938.19		0.010	0.005	0.83	0.00	0.83
500009A	10040	CON	RR2	594,715.25	594,680.64	594,681.79		0.013	0.071	34.61	0.00	34.61
			Subtotal	6,894,279.16	6,974,608.32	6,922,274.73			0.019	107.43	0.00	107.43
Fund: Capital Projects Fund												
22689	10035	CP	RR5	954,615.91	1,072,241.03	1,040,374.43				0.00	0.00	0.00
			Subtotal	954,615.91	1,072,241.03	1,040,374.43				0.00	0.00	0.00
Fund: Debt Service Funds												
33330	10003	DS	RR3	567,062.48	567,057.72	567,057.88		0.010	0.010	4.76	0.00	4.76
57670	10033	DS	RR5	12,839.72	12,839.72	12,839.72				0.00	0.00	0.00
500004A	10041	DS	RR2	8,135,586.40	8,135,113.05	8,135,128.83		0.071	0.071	473.35	0.00	473.35
172250207A	10077	DS	RR5	5,008,319.22	5,007,928.18	5,007,941.21	07/27/2021	0.095	0.095	391.04	0.00	391.04
			Subtotal	13,723,807.82	13,722,938.67	13,722,967.64			0.077	869.15	0.00	869.15
Fund: General Fund												
500001	10008	GEN	RR2	1,221,996.45	976,824.29	1,172,952.27		0.013	0.013	12.72	0.00	12.72
22210	10005	GEN	RR3	2,817,666.82	2,817,643.68	2,817,644.45		0.010	0.010	23.14	0.00	23.14
6550003	10073	GEN	LA1	5,011,212.32	9,010,819.59	7,677,499.35		0.061	0.062	392.73	0.00	392.73
57696	10027	GEN	RR5	3,281,776.53	2,412,074.25	2,441,064.33				0.00	0.00	0.00
38955	10028	GEN	RR5	127,807.32	127,807.32	127,807.32				0.00	0.00	0.00
57661	10029	GEN	RR5	14,670,610.09	14,374,598.90	968,173.63				0.00	0.00	0.00

Belton ISD
Interest Earnings
June 1, 2021 - June 30, 2021

CUSIP	Investment #	Fund	Security Type	Ending Par Value	Beginning Book Value	Average Book Value	Maturity Date	Current Rate	Annualized Yield	Adjusted Interest Earnings		
										Interest Earned	Amortization/ Accretion	Adjusted Interest Earnings
Fund: General Fund												
14903A	10001	GEN	RR4	24.19	24.19	24.19				0.00	0.00	0.00
500001A	10048	GEN	RR2	485,301.90	485,273.63	485,274.57		0.071	0.071	28.27	0.00	28.27
06742XEFO	10076	GEN	ACP	5,000,000.00	4,996,279.17	4,996,688.19	10/20/2021		0.193	0.00	791.66	791.66
172875624	10075	GEN	RR5	10,020,239.60	10,017,769.17	10,017,851.52	10/28/2021	0.300	0.300	2,470.43	0.00	2,470.43
Subtotal				42,636,635.22	45,219,114.19	30,704,979.82			0.147	2,927.29	791.66	3,718.95
Total				64,209,338.11	66,988,902.21	52,390,596.62			0.109	3,903.87	791.66	4,695.53

**Belton ISD
Amortization Schedule
June 1, 2021 - June 30, 2021
Sorted By Fund - Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

Investment #	Maturity Date	Beginning Par Value				Amounts Amortized	Amount Amortized	Amt Amortized	Amount Unamortized	
Issuer	Fund	Amort. Date	Current Rate	Purchase Principal	Original Premium or Discount	Ending Book Value	As of 06/01/2021	This Period	Through 06/30/2021	Through 06/30/2021
General Fund										
10076 Barclays Bank CP	GEN	10/20/2021	5,000,000.00	4,995,250.00	-4,750.00	4,997,070.83	1,029.17 -3,720.83	791.66	1,820.83	-2,929.17
			Subtotal	4,995,250.00	-4,750.00	4,997,070.83	1,029.17 -3,720.83	791.66	1,820.83	-2,929.17
			Total	4,995,250.00	-4,750.00	4,997,070.83	1,029.17 -3,720.83	791.66	1,820.83	-2,929.17



**Belton ISD
Projected Cashflow Report
Sorted by Monthly
For the Period July 1, 2021 - January 31, 2022**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

Projected Trans. Date	Investment #	Fund	Security ID	Transaction Type	Issuer	Par Value	Original Cost	Principal	Interest	Total
October 2021										
10/20/2021	10076	GEN	06742XEF0	Maturity	Barclays Bank CP	5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00
Total for October 2021						5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00
GRAND TOTALS:						5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00

Meeder Public Funds, Inc., dba Patterson & Associates is a registered investment adviser with the Securities and Exchange Commission (SEC) under the Investment Advisers Act of 1940. Registration with the SEC does not imply a certain level of skill or training. The opinions expressed in this presentation are those of Meeder Public Funds, Inc. The material presented has been derived from sources considered to be reliable, but the accuracy and completeness cannot be guaranteed.

Meeder provides monthly statements for its investment management clients to provide information about the investment portfolio. The information should not be used for audit or confirmation purposes. Please review your custodial statements and report any inaccuracies or discrepancies.

Certain information and data have been supplied by unaffiliated third parties. Although Meeder believes the information is reliable, it cannot warrant the accuracy of information offered by third parties. Market value may reflect prices received from pricing vendors when current market quotations are not available. Prices may not reflect firm bids or offers and may differ from the value at which the security can be sold.

Statements may include positions from unmanaged accounts provided for reporting purposes. Unmanaged accounts are managed directly by the client and are not included in the accounts managed by the investment adviser. This information is provided as a client convenience and the investment adviser assumes no responsibility for performance of these accounts or the accuracy of the data reported.

Investing involves risk. Past performance is no guarantee of future results. Debt and fixed income securities are subject to credit and interest rate risk. The investment return and principal value of an investment will fluctuate so that an investors shares, when redeemed, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data quoted.

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Quarterly Investment Report

May 31, 2021



**PATTERSON
& ASSOCIATES**

A MEEDER INVESTMENT
MANAGEMENT COMPANY



PATTERSON
& ASSOCIATES

A MEEDER INVESTMENT
MANAGEMENT COMPANY

Recovery.. But With Hurdles

The US economy has continued to gain momentum in 2Q boosting confidence and expectations of a recovery. It still has hurdles however in manufacturing, housing, jobs and even cyberattacks.

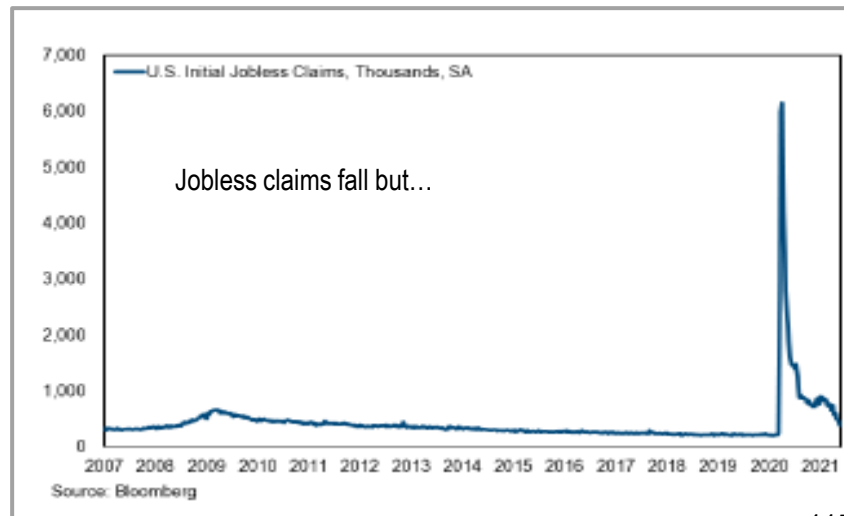
Manufacturing rose only slightly on new orders but production actually fell and prices soared. Manufacturing faces two major hurdles: supply chain kinks and labor concerns. The delays in supply chains overall stand at a 16 year high as the global economy slowly re-opens. Since every product has gained from globalization and multiple suppliers re-starting and re-connecting those chains is a major effort. That will point to a longer term rise in CPI. The Fed's latest Beige Book report contained a laundry list of complaints on labor shortages. One key area, metals and aluminum may be improving as the US-EU have agreed to "chart a path" to end their dispute and indeed bourbon and cycles will flow again!

Even with fading unemployment claims there still remains 5.8M unemployed. Why they stay unemployed is a key question. Is it competing stimulus checks, child care, or health concerns? These types of concerns are not fixed by monetary policy – it has to be fiscal policy's role to a large degree. And it ripples. Teenagers are taking many more jobs which is a concern because schools note that they are dropping out to do so. Teenagers represented 78% of the latest job increase!

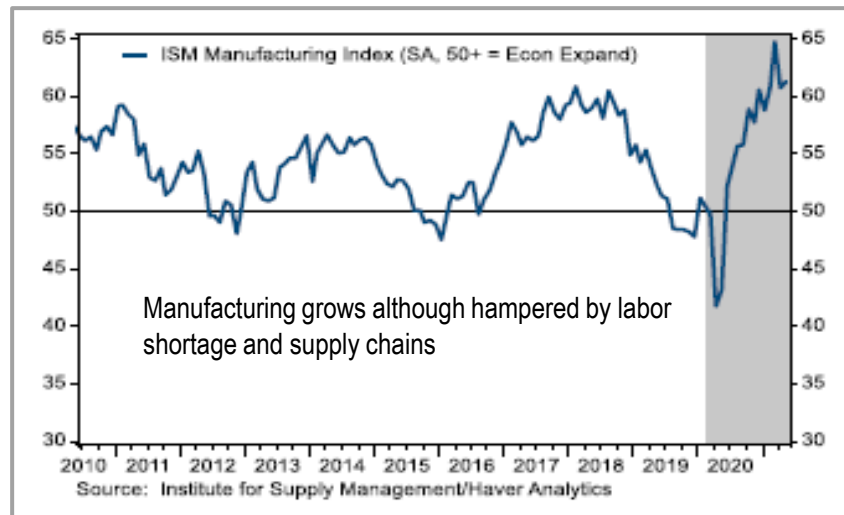
Housing represents 17.5% of GDP. It is a key component to recovery. Historically low interest rates have increased demand for homes and suburban homes as folks move out of the cities with remote work. However, supply chain woes have made commodity prices for lumber through copper and chips (in appliances) soar. Lumber is up 274% over the last 12 months with wild fires, tariffs and transport.

Cyberattacks have caused slowdowns and the US has labeled ransom-ware attacks as terrorist acts. The world's largest beef producer (JBS) and the US's largest gas pipeline (Colonial) both were victims this month causing delays and price increases.

All of these feed into a major concern on inflationary pressures.



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PATTERSON & ASSOCIATES

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MANAGEMENT COMPANY

The 800 lb. Inflation Gorilla

Inflation is painfully apparent to anyone shopping or building right now. Prices are rising generally on increased demand, labor and commodity shortages and high transportation costs and it has been compounded by cyberattacks.

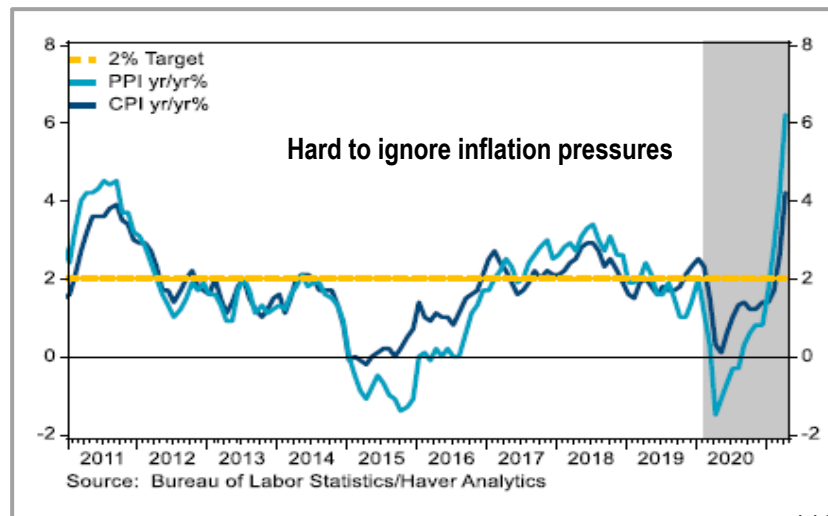
The Fed has termed this inflationary spike as “transitory” and largely fueled by supply chain problems. The Fed continues to be cautiously optimistic about the recovery and at the April meeting there was some discussion concerning scaling back the massive central bank’s bond purchases “at some point” because of progress toward the Committee’s employment goals.

The June meeting will give us more clues. The Fed has already released plans to begin a pullback of its accommodation actions but not by stopping bond purchases or raising interest rates. They have announced an end to corporate bond purchases specifically and announced they will sell off its exchange-traded fund investments and direct bond holdings totaling roughly \$14 billion over the next months. As Pres. Daly said*“We’re talking about talking about tapering, and that is what you want out of us. You want to be long-viewed here”* Indeed we do.

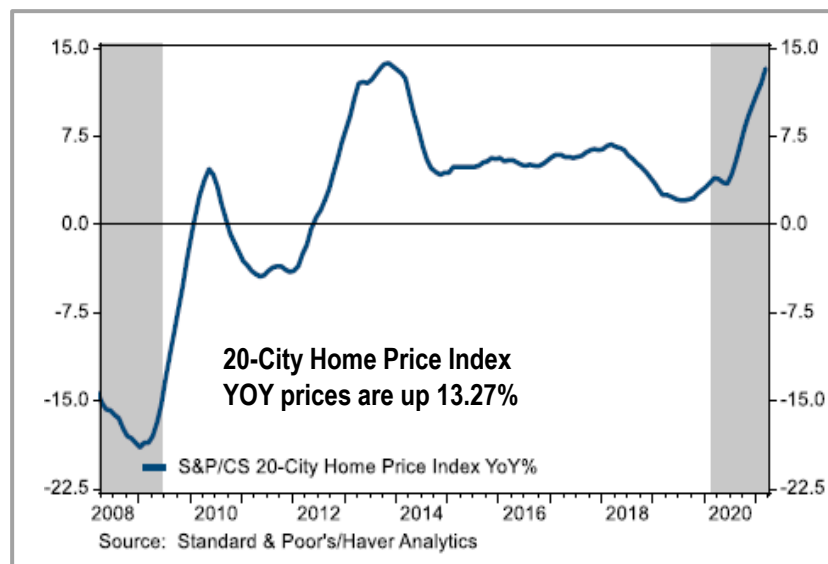
Other monetary aides that the Fed used last year have already expired including the credit facility for CP Funding, MMMF Liquidity facility, Primary Market Corp Credit Facility, Municipal Liquidity Facility and Term ABS Loan Facility. All of these actions are major conciliation to a recovering economy.

This does appear tied to the Administration’s that would allow the recovery to pace itself. The Administration and Congress remains undeterred to move towards more stimulus. Despite the \$5.7T under Trump and Biden – and amid rising inflation fears – we continue to move more onto the US balance sheet. The new budget seeks \$6T for 2022 with trillions going to infrastructure and education. Not that it isn’t needed but the debt accumulation has to be a concern.

Going forward, as federal stimulus slows, the economy and consumer spending will be reliant on more organic means such as job and income growth. While more sustainable, without artificial support, spending activity is likely to stabilize at a somewhat lower level, controlling inflation on its own. That slowing may encourage those pushing for more stimulus and disappointing those looking for a never-ending boom. Only time will tell.

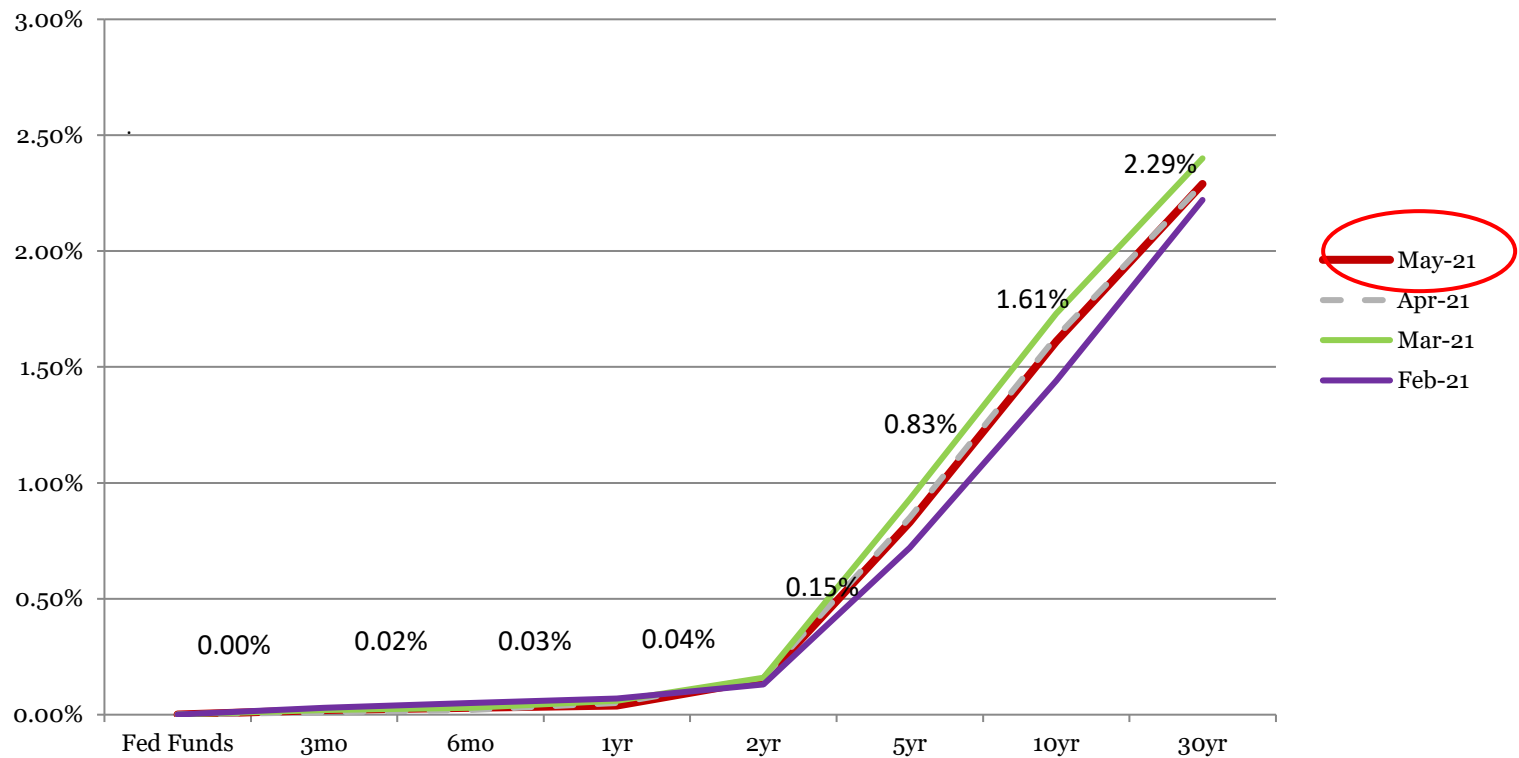


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A Stationary Curve

- The curve remains cemented while reacting to its major concerns: Covid, inflation, stimulus programs progress, and the speed of the improving US economy.
- Inflation concerns as stimulus trillions work into the economy is a major concern as inflation would raise rates.
- Short end investors remain liquid or short until some definitive signs appear.
- The various Covid vaccines have been a major boost to confidence, but a more robust economic recovery may require several more months.
- A shortage of workers is holding back the re-opening of the economy.



End of Month Rates - Full Yield Curve – Fed Funds to 30yr

Belton Independent School District
 Quarterly Investment Report
 March 1, 2021 – May 31, 2021

Portfolio Summary Management Report

This quarterly report is prepared in compliance with the Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256., Texas Government Code).

<u>Portfolio as of 02/28/21:</u>		<u>Portfolio as of 05/31/21:</u>	
Beginning Book Value	\$ 81,637,627	Ending Book Value	\$ 66,988,902
Beginning Market Value	\$ 81,637,627	Ending Market Value	\$ 66,988,902
Unrealized Gain/Loss	\$ 0	Investment Income for quarter	\$ 20,083
WAM at Beginning Period Date ¹	37 days	Unrealized Gain/Loss	\$ 0
<i>(Decrease in market value is due to seasonal cash outflows)</i>		WAM at Ending Period Date ¹	38 days
		Change in Market Value ²	\$ (14,648,725)
Average Yield to Maturity for period		0.102%	
Average Yield 180-Day Treasury Bill for period		0.040%	

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 Jennifer Land, CFO
 Belton ISD


 Kerri Pridemore, Director of Finance
 Belton ISD


 Linda T. Patterson, President
 Patterson & Associates as Investment Advisor, BISD

¹ WAM – weighted average maturity

² “Change in Market Value” is required data, but will primarily reflect the receipt and expenditure of the District’s funds from month to month. Patterson & Associates has assisted in the preparation of this consolidated investment report, with additional input provided by BISD.



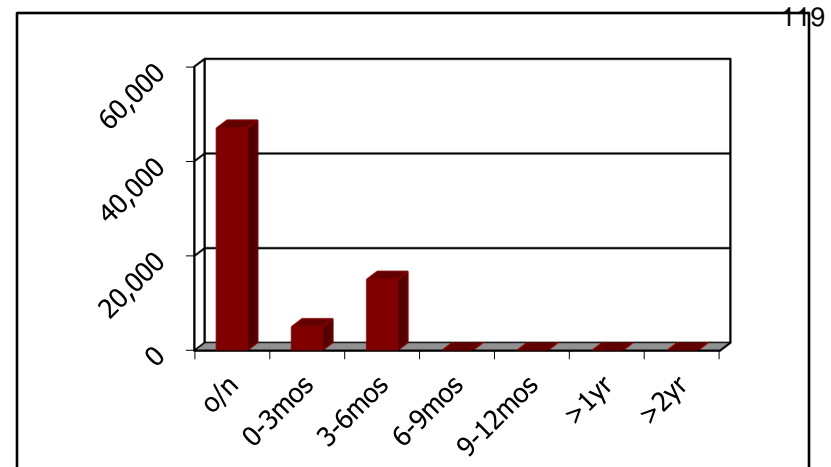
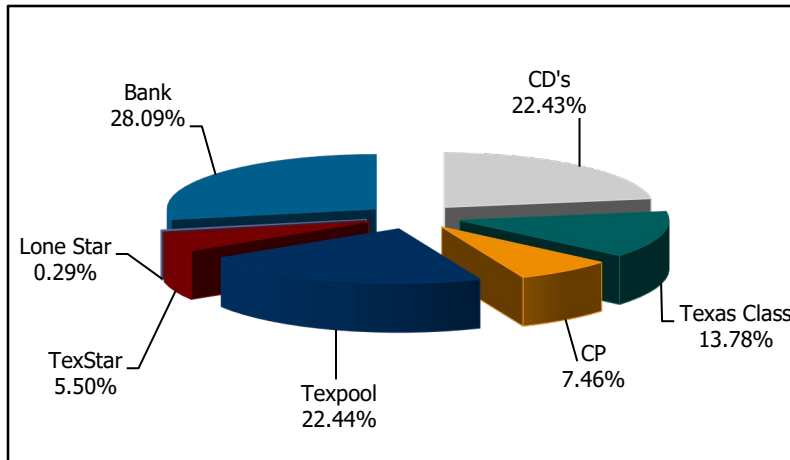
PATTERSON
& ASSOCIATES

A MEEDER INVESTMENT
MANAGEMENT COMPANY

Your Portfolio

As of May 31, 2021

- P&A constantly reviews your portfolio for optimal asset allocation and a controlled average maturity because a diversified portfolio can better adjust to volatile market conditions. These are unusual times and where extensions can be made it is important to make them to find any available safe value in the markets.
- The graphs below show asset allocations by market sector and by maturity in your portfolio. Liquidity has been reduced to little or no value but with a flat short curve it may be the only sector available out to twelve months without the use of CP. Our expectation is of continuing dismally low rates but we look for value in your authorized sectors to capture the yield available as markets change.
- The non-cash portion of your portfolio is yielding 0.22%.



Belton ISD
Portfolio Management
Portfolio Summary
May 31, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 365 Equiv.
Texas Class	9,231,384.61	9,231,384.61	9,231,384.61	13.78	1	1	0.078
Commercial Paper Disc. -Amortizing	5,000,000.00	4,996,279.17	4,996,279.17	7.46	180	141	0.193
Texpool/Texpool Prime	15,034,511.95	15,034,511.95	15,034,511.95	22.44	1	1	0.052
TexStar	3,685,417.20	3,685,417.20	3,685,417.20	5.50	1	1	0.010
Lone Star	196,962.35	196,962.35	196,962.35	0.29	1	1	0.010
Bank Accounts/CD's int pd monthly	33,844,346.93	33,844,346.93	33,844,346.93	50.52	122	53	0.103
	66,992,623.04	66,988,902.21	66,988,902.21	100.00%	75	38	0.090

Total Earnings	May 31 Month Ending	Fiscal Year To Date
Current Year	5,358.99	82,422.35

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The following reports are submitted in accordance with the Public Funds Investment Act (Texas Gov't Code 2256). The reports also offer supplemental information not required by the Act in order to fully inform the governing body of Belton ISD of the position and activity within the District's portfolio of investment. The reports include a management summary overview, a detailed inventory report for the end of the period, a transaction report, as well as graphic representations of the portfolio to provide full disclosure to the governing body.

Jennifer Land, Chief Financial Officer

Reporting period 05/01/2021-05/31/2021

Data Updated: SET_BELT: 06/09/2021 13:29

Run Date: 06/09/2021 - 13:29

Portfolio BELT
AP
PM (PRF_PM1) 7.3.0
Report Ver. 7.3.6.1

**Belton ISD
Summary by Type
May 31, 2021
Grouped by Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

Security Type	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Construction Funds						
Bank Accounts/CD's int pd monthly	4	819,088.36	819,088.36	1.22	0.019	1
Logic	1	0.00	0.00	0.00	0.000	0
Lone Star	1	196,938.16	196,938.16	0.29	0.010	1
Texas Class	1	220,565.02	220,565.02	0.33	0.078	1
Texpool/Texpool Prime	4	5,437,300.98	5,437,300.98	8.12	0.018	1
TexStar	2	300,715.80	300,715.80	0.45	0.010	1
Subtotal	13	6,974,608.32	6,974,608.32	10.41	0.019	1
Fund: Capital Projects Fund						
Bank Accounts/CD's int pd monthly	1	1,072,241.03	1,072,241.03	1.60	0.000	1
Subtotal	1	1,072,241.03	1,072,241.03	1.60	0.000	1
Fund: Debt Service Funds						
Bank Accounts/CD's int pd monthly	2	5,020,767.90	5,020,767.90	7.49	0.095	56
Texpool/Texpool Prime	1	8,135,113.05	8,135,113.05	12.14	0.078	1
TexStar	1	567,057.72	567,057.72	0.85	0.010	1
Subtotal	4	13,722,938.67	13,722,938.67	20.48	0.081	21
Fund: General Fund						
Commercial Paper Disc. -Amortizing	1	5,000,000.00	4,996,279.17	7.46	0.193	141
Bank Accounts/CD's int pd monthly	4	26,932,249.64	26,932,249.64	40.20	0.112	56
Lone Star	1	24.19	24.19	0.00	0.000	1
Texas Class	1	9,010,819.59	9,010,819.59	13.45	0.078	1
Texpool/Texpool Prime	3	1,462,097.92	1,462,097.92	2.18	0.033	1
TexStar	1	2,817,643.68	2,817,643.68	4.21	0.010	1
Subtotal	11	45,222,835.02	45,219,114.19	67.50	0.105	49
Total and Average	29	66,992,623.04	66,988,902.21	100.00	0.090	38

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**Belton ISD
Fund CON - Construction Funds
Investments by Fund
May 31, 2021**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Texas Class										
6550001	10007	Texas Class	09/01/2020	220,565.02	220,565.02	220,565.02	0.078	0.077	0.078	1
Subtotal and Average				220,565.02	220,565.02	220,565.02		0.077	0.078	1
Logic										
54001	10002	Logic	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				0.00	0.00	0.00		0.000	0.000	0
Texpool/Texpool Prime										
500007	10011	Texpool	10/01/2017	775,236.54	775,236.54	775,236.54	0.010	0.010	0.010	1
500008	10012	Texpool	10/01/2017	0.00	0.00	0.00				1
500010	10070	Texpool	04/15/2020	4,067,383.80	4,067,383.80	4,067,383.80	0.010	0.010	0.010	1
500009A	10040	Texpool Prime	06/06/2018	594,680.64	594,680.64	594,680.64	0.078	0.076	0.077	122
Subtotal and Average				5,437,300.98	5,437,300.98	5,437,300.98		0.017	0.018	1
TexStar										
20170	10004	TexStar	10/01/2017	300,715.80	300,715.80	300,715.80	0.010	0.009	0.010	1
20120	10006	TexStar	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				300,715.80	300,715.80	300,715.80		0.010	0.010	1
Lone Star										
14903	10000	Lone Star Govt ON	10/01/2017	196,938.16	196,938.16	196,938.16	0.010	0.009	0.010	1
Subtotal and Average				196,938.16	196,938.16	196,938.16		0.010	0.010	1
Bank Accounts/CD's int pd monthly										
06216	10062	BBVA Public Fd Interest Chkg	10/01/2019	135,261.61	135,261.61	135,261.61	0.020	0.019	0.020	1
58524	10030	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	659,506.63	659,506.63	659,506.63	0.020	0.019	0.020	1
98610	10031	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	24,320.12	24,320.12	24,320.12				1
38508	10032	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	0.00	0.00	0.00				1
Subtotal and Average				819,088.36	819,088.36	819,088.36		0.019	0.019	1
Total Investments and Average				6,974,608.32	6,974,608.32	6,974,608.32		0.019	0.019	1

**Fund CP - Capital Projects Fund
Investments by Fund
May 31, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Bank Accounts/CD's int pd monthly										
22689	10035	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	1,072,241.03	1,072,241.03	1,072,241.03				1
Subtotal and Average				1,072,241.03	1,072,241.03	1,072,241.03	0.000	0.000		1
Total Investments and Average				1,072,241.03	1,072,241.03	1,072,241.03	0.000	0.000		1

**Fund DS - Debt Service Funds
Investments by Fund
May 31, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Date	Days To Maturity
Texpool/Texpool Prime											
500004A	10041	Texpool Prime	06/06/2018	8,135,113.05	8,135,113.05	8,135,113.05	0.078	0.076	0.077		1
Subtotal and Average				8,135,113.05	8,135,113.05	8,135,113.05		0.077	0.078		1
TexStar											
33330	10003	TexStar	10/01/2017	567,057.72	567,057.72	567,057.72	0.010	0.009	0.010		1
Subtotal and Average				567,057.72	567,057.72	567,057.72		0.010	0.010		1
Bank Accounts/CD's int pd monthly											
57670	10033	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	12,839.72	12,839.72	12,839.72					1
172250207A	10077	East West Bank	04/28/2021	5,007,928.18	5,007,928.18	5,007,928.18	0.095	0.093	0.095	07/27/2021	56
Subtotal and Average				5,020,767.90	5,020,767.90	5,020,767.90		0.093	0.095		55
Total Investments and Average				13,722,938.67	13,722,938.67	13,722,938.67		0.080	0.081		21

**Fund GEN - General Fund
Investments by Fund
May 31, 2021**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Date	Days To Maturity
Texas Class											
6550003	10073	Texas Class	10/02/2020	9,010,819.59	9,010,819.59	9,010,819.59	0.078	0.077	0.078		1
Subtotal and Average				9,010,819.59	9,010,819.59	9,010,819.59		0.077	0.078		1
Commercial Paper Disc. -Amortizing											
06742XEFO	10076	Barclays Bank CP	04/23/2021	4,996,279.17	5,000,000.00	4,996,279.17		0.190	0.192	10/20/2021	141
Subtotal and Average				4,996,279.17	5,000,000.00	4,996,279.17		0.190	0.193		141
Texpool/Texpool Prime											
500001	10008	Texpool	10/01/2017	976,824.29	976,824.29	976,824.29	0.010	0.010	0.010		1
500005	10010	Texpool	10/01/2017	0.00	0.00	0.00					1
500001A	10048	Texpool Prime	10/26/2018	485,273.63	485,273.63	485,273.63	0.078	0.076	0.077		1
Subtotal and Average				1,462,097.92	1,462,097.92	1,462,097.92		0.032	0.033		1
TexStar											
22210	10005	TexStar	10/01/2017	2,817,643.68	2,817,643.68	2,817,643.68	0.010	0.009	0.010		125
Subtotal and Average				2,817,643.68	2,817,643.68	2,817,643.68		0.010	0.010		1
Lone Star											
14903A	10001	Lone Star Govt ON	10/01/2017	24.19	24.19	24.19					1
Subtotal and Average				24.19	24.19	24.19		0.000	0.000		1
Bank Accounts/CD's int pd monthly											
57696	10027	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	2,412,074.25	2,412,074.25	2,412,074.25					1
38955	10028	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	127,807.32	127,807.32	127,807.32					1
57661	10029	BBVA Treasury Mngmt Anal. Chkg	10/01/2017	14,374,598.90	14,374,598.90	14,374,598.90					1
172875624	10075	East West Bank	10/28/2020	10,017,769.17	10,017,769.17	10,017,769.17	0.300	0.295	0.300	10/28/2021	149
Subtotal and Average				26,932,249.64	26,932,249.64	26,932,249.64		0.110	0.112		56
Total Investments and Average				45,219,114.19	45,222,835.02	45,219,114.19		0.104	0.105		49

Belton ISD
Cash Reconciliation Report
For the Period March 1, 2021 - May 31, 2021
Grouped by Fund

Trans. Date	Investment #	Fund	Trans. Type	Security ID	Par Value	Security Description	Maturity Date	Purchases	Interest	Redemptions	Cash
Debt Service Funds											
03/31/2021	10074	DS	Interest	172250207	5,000,000.00	EWB 5.0M 0.30% Mat. 04/28/2021	04/28/2021	0.00	1,275.43	0.00	1,275.43
03/31/2021	10074	DS	Interest	172250207	5,000,000.00	EWB 5.0M 0.30% Mat. 04/28/2021	04/28/2021	-1,275.43	0.00	0.00	-1,275.43
04/28/2021	10074	DS	Interest	172250207	5,000,000.00	EWB 5.0M 0.30% Mat. 04/28/2021	04/28/2021	0.00	1,111.13	0.00	1,111.13
04/28/2021	10074	DS	Interest	172250207	5,000,000.00	EWB 5.0M 0.30% Mat. 04/28/2021	04/28/2021	-1,111.13	0.00	0.00	-1,111.13
04/28/2021	10077	DS	Purchase	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	-5,007,485.04	0.00	0.00	-5,007,485.04
04/30/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	0.00	39.10	0.00	39.10
04/30/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	-39.10	0.00	0.00	-39.10
05/31/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	0.00	404.04	0.00	404.04
05/31/2021	10077	DS	Interest	172250207A	5,007,485.04	EWB 5.0M 0.10% Mat. 07/27/2021	07/27/2021	-404.04	0.00	0.00	-404.04
Subtotal								-5,010,314.74	2,829.70	0.00	-5,007,485.04
General Fund											
03/31/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	0.00	2,550.87	0.00	2,550.87
03/31/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	-2,550.87	0.00	0.00	-2,550.87
04/19/2021	10072	GEN	Maturity	06742VE98	5,000,000.00	BARCBK 5.0M 0.00% Mat.	04/19/2021	0.00	0.00	5,000,000.00	5,000,000.00
04/23/2021	10076	GEN	Purchase	06742XEFO	5,000,000.00	BARCBK 5.0M 0.00% Mat.	10/20/2021	-4,995,250.00	0.00	0.00	-4,995,250.00
04/30/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	0.00	2,469.19	0.00	2,469.19
04/30/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	-2,469.19	0.00	0.00	-2,469.19
05/31/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	0.00	2,552.15	0.00	2,552.15
05/31/2021	10075	GEN	Interest	172875624	10,000,000.00	EWB 10.0M 0.30% Mat. 10/28/2021	10/28/2021	-2,552.15	0.00	0.00	-2,552.15
Subtotal								-5,002,822.21	7,572.21	5,000,000.00	4,750.00
Total								-10,013,136.95	10,401.91	5,000,000.00	-5,002,735.04



Belton ISD
Purchases Report
Sorted by Fund - Fund
March 1, 2021 - May 31, 2021

Patterson & Associates
 901 S. MoPac
 Suite 195
 Austin, TX 78746
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CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
Debt Service Funds													
172250207A	10077	DS	RR5	EWB	5,007,485.04	04/28/2021	/ - Monthly	5,007,485.04		0.095	07/27/2021	0.095	5,007,928.18
				Subtotal	5,007,485.04			5,007,485.04	0.00				5,007,928.18
General Fund													
06742XEFO	10076	GEN	ACP	BARCBK	5,000,000.00	04/23/2021	10/20 - At Maturity	4,995,250.00			10/20/2021	0.190	4,996,279.17
				Subtotal	5,000,000.00			4,995,250.00	0.00				4,996,279.17
				Total Purchases	10,007,485.04			10,002,735.04	0.00				10,004,207.35



Belton ISD
Maturity Report
Sorted by Maturity Date
 Receipts during March 1, 2021 - May 31, 2021

CUSIP	Investment #	Fund	Sec. Type	Issuer	Par Value	Maturity Date	Purchase Date	Rate at Maturity	Book Value at Maturity	Interest	Maturity Proceeds	Net Income
06742VE98	10072	GEN	ACP	BARCBK	5,000,000.00	04/19/2021	10/21/2020		5,000,000.00	0.00	5,000,000.00	0.00
Total Maturities					5,000,000.00				5,000,000.00	0.00	5,000,000.00	0.00

Belton ISD
Interest Earnings
Sorted by Fund - Fund
March 1, 2021 - May 31, 2021
Yield on Average Book Value

CUSIP	Investment #	Fund	Security Type	Ending Par Value	Beginning Book Value	Average Book Value	Maturity Date	Current Rate	Annualized Yield	Adjusted Interest Earnings		
										Interest Earned	Amortization/ Accretion	Adjusted Interest Earnings
Fund: Construction Funds												
500007	10011	CON	RR2	775,236.54	247,468.05	402,598.61		0.010	0.012	12.49	0.00	12.49
500010	10070	CON	RR2	4,067,383.80	4,513,273.23	4,387,283.74		0.010	0.014	157.59	0.00	157.59
20170	10004	CON	RR3	300,715.80	300,704.99	300,709.79		0.010	0.014	10.81	0.00	10.81
6550001	10007	CON	LA1	220,565.02	220,515.43	220,535.21		0.078	0.089	49.59	0.00	49.59
06216	10062	CON	RR5	135,261.61	639,276.07	321,188.82		0.020	0.049	39.68	0.00	39.68
58524	10030	CON	RR5	659,506.63	2,038,938.47	1,484,421.82		0.020	0.048	177.75	0.00	177.75
98610	10031	CON	RR5	24,320.12	523,837.64	388,993.64				0.00	0.00	0.00
14903	10000	CON	RR4	196,938.16	196,934.11	196,936.00		0.010	0.008	4.05	0.00	4.05
500009A	10040	CON	RR2	594,680.64	2,087,487.26	1,665,666.53		0.078	0.086	360.82	0.00	360.82
			Subtotal	6,974,608.32	10,768,435.25	9,368,334.15			0.034	812.78	0.00	812.78
Fund: Capital Projects Fund												
22689	10035	CP	RR5	1,072,241.03	316,924.05	429,617.29				0.00	0.00	0.00
			Subtotal	1,072,241.03	316,924.05	429,617.29				0.00	0.00	0.00
Fund: Debt Service Funds												
33330	10003	DS	RR3	567,057.72	567,037.10	567,046.17		0.010	0.014	20.62	0.00	20.62
57670	10033	DS	RR5	12,839.72	11,089.47	11,483.58				0.00	0.00	0.00
500004A	10041	DS	RR2	8,135,113.05	6,723,230.03	7,122,350.45		0.078	0.084	1,502.12	0.00	1,502.12
172250207A	10077	DS	RR5	5,007,928.18	0.00	1,850,610.29	07/27/2021	0.095	0.095	443.14	0.00	443.14
172250207	10074	DS	RR5	0.00	5,005,098.48	3,155,776.35	04/28/2021	0.300	0.300	2,386.56	0.00	2,386.56
			Subtotal	13,722,938.67	12,306,455.08	12,707,266.84			0.136	4,352.44	0.00	4,352.44
Fund: General Fund												
500001	10008	GEN	RR2	976,824.29	4,875,130.84	3,479,858.34		0.010	0.017	146.95	0.00	146.95
22210	10005	GEN	RR3	2,817,643.68	2,817,541.95	2,817,586.89		0.010	0.014	101.73	0.00	101.73
6550003	10073	GEN	LA1	9,010,819.59	14,007,871.65	12,922,125.89		0.078	0.091	2,947.94	0.00	2,947.94
57696	10027	GEN	RR5	2,412,074.25	511,601.63	780,516.27				0.00	0.00	0.00
38955	10028	GEN	RR5	127,807.32	127,807.32	127,807.32				0.00	0.00	0.00

Belton ISD
Interest Earnings
March 1, 2021 - May 31, 2021

CUSIP	Investment #	Fund	Security Type	Ending Par Value	Beginning Book Value	Average Book Value	Maturity Date	Current Rate	Annualized Yield	Adjusted Interest Earnings		
										Interest Earned	Amortization/ Accretion	Adjusted Interest Earnings
Fund: General Fund												
57661	10029	GEN	RR5	14,374,598.90	12,118,684.62	4,609,141.12				0.00	0.00	0.00
14903A	10001	GEN	RR4	24.19	24.19	24.19				0.00	0.00	0.00
500001A	10048	GEN	RR2	485,273.63	8,778,790.77	5,861,315.05		0.078	0.087	1,282.75	0.00	1,282.75
06742XEFO	10076	GEN	ACP	5,000,000.00	0.00	2,117,775.36	10/20/2021		0.193	0.00	1,029.17	1,029.17
06742VE98	10072	GEN	ACP	0.00	4,998,162.50	2,662,564.13	04/19/2021		0.274	0.00	1,837.50	1,837.50
172875624	10075	GEN	RR5	10,017,769.17	10,010,196.96	10,012,802.61	10/28/2021	0.300	0.300	7,572.21	0.00	7,572.21
			Subtotal	45,222,835.02	58,245,812.43	45,391,517.17			0.130	12,051.58	2,866.67	14,918.25
			Total	66,992,623.04	81,637,626.81	67,896,735.45			0.117	17,216.80	2,866.67	20,083.47

**Belton ISD
Amortization Schedule
March 1, 2021 - May 31, 2021
Sorted By Fund - Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
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Investment #	Maturity Date	Beginning Par Value				Amounts Amortized				
Issuer	Fund	Amort. Date	Current Rate	Purchase Principal	Original Premium or Discount	Ending Book Value	And Unamortized As of 03/01/2021	Amount Amortized This Period	Amt Amortized Through 05/31/2021	Amount Unamortized Through 05/31/2021
General Fund										
10072 Barclays Bank CP	GEN	04/19/2021	5,000,000.00	4,993,250.00	-6,750.00	0.00	4,912.50 -1,837.50	1,837.50	6,750.00	0.00
10076 Barclays Bank CP	GEN	10/20/2021	5,000,000.00	4,995,250.00	-4,750.00	4,996,279.17	0.00 -4,750.00	1,029.17	1,029.17	-3,720.83
			Subtotal	9,988,500.00	-11,500.00	4,996,279.17	4,912.50 -6,587.50	2,866.67	7,779.17	-3,720.83
			Total	9,988,500.00	-11,500.00	4,996,279.17	4,912.50 -6,587.50	2,866.67	7,779.17	-3,720.83



**Belton ISD
Projected Cashflow Report
Sorted by Monthly
For the Period June 1, 2021 - December 31, 2021**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
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Projected Trans. Date	Investment #	Fund	Security ID	Transaction Type	Issuer	Par Value	Original Cost	Principal	Interest	Total
October 2021										
10/20/2021	10076	GEN	06742XEF0	Maturity	Barclays Bank CP	5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00
Total for October 2021						5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00
GRAND TOTALS:						5,000,000.00	4,995,250.00	5,000,000.00	0.00	5,000,000.00

Belton ISD
Texas Compliance Change in Val Report
Sorted by Fund
March 1, 2021 - May 31, 2021

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
Fund: Construction Funds									
10000	LSGO	CON	10/01/2017	4.05	196,934.11	4.05	0.00	4.05	196,938.16
14903	196,938.16	0.010	/ /	4.05	196,934.11	4.05	0.00	4.05	196,938.16
10002	LOGIC	CON	10/01/2017	0.00	0.00	0.00	0.00	0.00	0.00
54001	0.00	0.000	/ /	0.00	0.00	0.00	0.00	0.00	0.00
10004	TXSTAR	CON	10/01/2017	10.81	300,704.99	10.81	0.00	10.81	300,715.80
20170	300,715.80	0.010	/ /	10.81	300,704.99	10.81	0.00	10.81	300,715.80
10006	TXSTAR	CON	10/01/2017	0.00	0.00	0.00	0.00	0.00	0.00
20120	0.00	0.000	/ /	0.00	0.00	0.00	0.00	0.00	0.00
10007	TXCLAS	CON	09/01/2020	49.59	220,515.43	102.97	53.38	49.59	220,565.02
6550001	220,565.02	0.078	/ /	53.38	220,515.43	102.97	53.38	49.59	220,565.02
10011	TXPOOL	CON	10/01/2017	12.49	247,468.05	550,012.49	22,244.00	527,768.49	775,236.54
500007	775,236.54	0.010	/ /	12.49	247,468.05	550,012.49	22,244.00	527,768.49	775,236.54
10012	TXPOOL	CON	10/01/2017	0.00	0.00	0.00	0.00	0.00	0.00
500008	0.00	0.000	/ /	0.00	0.00	0.00	0.00	0.00	0.00
10030	BBVATM	CON	10/01/2017	177.75	2,038,938.47	331.74	1,379,763.58	-1,379,431.84	659,506.63
58524	659,506.63	0.020	/ /	331.74	2,038,938.47	331.74	1,379,763.58	-1,379,431.84	659,506.63
10031	BBVATM	CON	10/01/2017	0.00	523,837.64	59,030.13	558,547.65	-499,517.52	24,320.12
98610	24,320.12	0.000	/ /	0.00	523,837.64	59,030.13	558,547.65	-499,517.52	24,320.12
10032	BBVATM	CON	10/01/2017	0.00	0.00	0.00	0.00	0.00	0.00
38508	0.00	0.000	/ /	0.00	0.00	0.00	0.00	0.00	0.00
10040	TXPRIM	CON	06/06/2018	360.82	2,087,487.26	44,102.47	1,536,909.09	-1,492,806.62	594,680.64
500009A	594,680.64	0.077	/ /	360.82	2,087,487.26	44,102.47	1,536,909.09	-1,492,806.62	594,680.64

Portfolio BELT

Belton ISD
Texas Compliance Change in Val Report
March 1, 2021 - May 31, 2021

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value	Purchases/ Additions	Redemptions	Change in Value	Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value				Ending Market Value
10062	BBVAPF	CON	10/01/2019	39.68	639,276.07	99.61	504,114.07	-504,014.46	135,261.61
06216	135,261.61	0.020	/ /	99.61	639,276.07	99.61	504,114.07	-504,014.46	135,261.61
10070	TXPOOL	CON	04/15/2020	157.59	4,513,273.23	157.59	446,047.02	-445,889.43	4,067,383.80
500010	4,067,383.80	0.010	/ /	157.59	4,513,273.23	157.59	446,047.02	-445,889.43	4,067,383.80
Sub Totals For: Fund: Construction Funds				812.78	10,768,435.25	653,851.86	4,447,678.79	-3,793,826.93	6,974,608.32
				1,030.49	10,768,435.25	653,851.86	4,447,678.79	-3,793,826.93	6,974,608.32
Fund: Capital Projects Fun									
10035	BBVATM	CP	10/01/2017	0.00	316,924.05	1,197,412.02	442,095.04	755,316.98	1,072,241.03
22689	1,072,241.03	0.000	/ /	0.00	316,924.05	1,197,412.02	442,095.04	755,316.98	1,072,241.03
Sub Totals For: Fund: Capital Projects Fun				0.00	316,924.05	1,197,412.02	442,095.04	755,316.98	1,072,241.03
				0.00	316,924.05	1,197,412.02	442,095.04	755,316.98	1,072,241.03
Fund: Debt Service Funds									
134									
10003	TXSTAR	DS	10/01/2017	20.62	567,037.10	20.62	0.00	20.62	567,057.72
33330	567,057.72	0.010	/ /	20.62	567,037.10	20.62	0.00	20.62	567,057.72
10033	BBVATM	DS	10/01/2017	0.00	11,089.47	403,725.25	401,975.00	1,750.25	12,839.72
57670	12,839.72	0.000	/ /	0.00	11,089.47	403,725.25	401,975.00	1,750.25	12,839.72
10041	TXPRIM	DS	06/06/2018	1,502.12	6,723,230.03	1,411,883.02	0.00	1,411,883.02	8,135,113.05
500004A	8,135,113.05	0.077	/ /	1,502.12	6,723,230.03	1,411,883.02	0.00	1,411,883.02	8,135,113.05
10074	EWB	DS	10/28/2020	2,386.56	5,005,098.48	2,386.56	5,007,485.04	-5,005,098.48	0.00
172250207	0.00	0.000	04/28/2021	2,386.56	5,005,098.48	2,386.56	5,007,485.04	-5,005,098.48	0.00
10077	EWB	DS	04/28/2021	443.14	0.00	5,007,928.18	0.00	5,007,928.18	5,007,928.18
172250207A	5,007,928.18	0.095	07/27/2021	443.14	0.00	5,007,928.18	0.00	5,007,928.18	5,007,928.18
Sub Totals For: Fund: Debt Service Funds				4,352.44	12,306,455.08	6,825,943.63	5,409,460.04	1,416,483.59	13,722,938.67
				4,352.44	12,306,455.08	6,825,943.63	5,409,460.04	1,416,483.59	13,722,938.67
Fund: General Fund									

Belton ISD
Texas Compliance Change in Val Report
March 1, 2021 - May 31, 2021

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
10001	LSGO	GEN	10/01/2017	0.00	24.19	0.00	0.00	0.00	24.19
14903A	24.19	0.000	/ /	0.00	24.19	0.00	0.00	0.00	24.19
10005	TXSTAR	GEN	10/01/2017	101.73	2,817,541.95	101.73	0.00	101.73	2,817,643.68
22210	2,817,643.68	0.010	/ /	101.73	2,817,541.95	101.73	0.00	101.73	2,817,643.68
10008	TXPOOL	GEN	10/01/2017	146.95	4,875,130.84	5,355,816.00	9,254,122.55	-3,898,306.55	976,824.29
500001	976,824.29	0.010	/ /	146.95	4,875,130.84	5,355,816.00	9,254,122.55	-3,898,306.55	976,824.29
10010	TXPOOL	GEN	10/01/2017	0.00	0.00	0.00	0.00	0.00	0.00
500005	0.00	0.000	/ /	0.00	0.00	0.00	0.00	0.00	0.00
10027	BBVATM	GEN	10/01/2017	0.00	511,601.63	28,799,160.07	26,898,687.45	1,900,472.62	2,412,074.25
57696	2,412,074.25	0.000	/ /	0.00	511,601.63	28,799,160.07	26,898,687.45	1,900,472.62	2,412,074.25
10028	BBVATM	GEN	10/01/2017	0.00	127,807.32	0.00	0.00	0.00	127,807.32
38955	127,807.32	0.000	/ /	0.00	127,807.32	0.00	0.00	0.00	127,807.32
10029	BBVATM	GEN	10/01/2017	0.00	12,118,684.62	36,084,524.04	33,828,609.76	2,255,914.28	14,374,598.90
57661	14,374,598.90	0.000	/ /	0.00	12,118,684.62	36,084,524.04	33,828,609.76	2,255,914.28	14,374,598.90
10048	TXPRIM	GEN	10/26/2018	1,282.75	8,778,790.77	2,006,482.86	10,300,000.00	-8,293,517.14	485,273.63
500001A	485,273.63	0.077	/ /	1,282.75	8,778,790.77	2,006,482.86	10,300,000.00	-8,293,517.14	485,273.63
10072	BARCBK	GEN	10/21/2020	0.00	4,998,162.50	0.00	5,000,000.00	-4,998,162.50	0.00
06742VE98	0.00	0.000	04/19/2021	0.00	4,998,162.50	0.00	5,000,000.00	-4,998,162.50	0.00
10073	TXCLAS	GEN	10/02/2020	2,947.94	14,007,871.65	6,336.82	5,000,000.00	-4,997,052.06	9,010,819.59
6550003	9,010,819.59	0.078	/ /	3,388.88	14,007,871.65	6,336.82	5,000,000.00	-4,997,052.06	9,010,819.59
10075	EWB	GEN	10/28/2020	7,572.21	10,010,196.96	7,572.21	0.00	7,572.21	10,017,769.17
172875624	10,017,769.17	0.300	10/28/2021	7,572.21	10,010,196.96	7,572.21	0.00	7,572.21	10,017,769.17
10076	BARCBK	GEN	04/23/2021	0.00	0.00	4,995,250.00	0.00	4,996,279.17	4,996,279.17
06742XEFO	5,000,000.00	0.190	10/20/2021	0.00	0.00	4,995,250.00	0.00	4,996,279.17	4,996,279.17

Belton ISD
Texas Compliance Change in Val Report
March 1, 2021 - May 31, 2021

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
Sub Totals For: Fund: General Fund				12,051.58	58,245,812.43	77,255,243.73	90,281,419.76	-13,026,698.24	45,219,114.19
				12,492.52	58,245,812.43	77,255,243.73	90,281,419.76	-13,026,698.24	45,219,114.19
Report Grand Totals:				17,216.80	81,637,626.81	85,932,451.24	100,580,653.63	-14,648,724.60	66,988,902.21
				17,875.45	81,637,626.81	85,932,451.24	100,580,653.63	-14,648,724.60	66,988,902.21

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Gifts, Grants, and Bequests

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

The District accepts gifts, grants, and bequests from many different sources each school year for the benefit of its students and programs. Policy CDC(LOCAL) gives authority to the Superintendent to accept most gifts, grants, or bequests.

Fiscal Implications:

Attached for your information is a list of donations that have been accepted. Budget amendments required for the expenditure of these funds will be presented as needed.

Administrative Recommendation(s):

Information only.

Gifts, Grants, and Bequests

Source of Other Revenue/In Kind Donations	Type	Amount/ Value	Date	District, Campus, or Program	Intended Use
Pirtle PTA	Check	\$1,188	6/14/2021	Pirtle ES	"Back to School Bash"
Sparta PTA	Check	\$221	6/9/2021	Sparta ES	"Walk-a-Thon"
Leon Heights PTA	Check	\$4,000	6/16/2021	Leon Heights ES	STEAM Room

Belton Independent School District
Board of Trustee Meeting Agenda Item
July 19, 2021

Item: Budget Amendment #10 for 2020-2021

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

The TEA Financial Accountability System Resource Guide sets forth guidelines on budget amendments. Budget amendments are required by the State to reclassify appropriations at the level at which the budget is adopted. Belton ISD adopts budgets for the required funds at the functional level. Amendments which reclassify appropriations from one functional level to another should be approved by the Board. The budget may also be amended by the Board for changes in the level of its Revenue and Expenditures, CE(Legal/Local). Amendments are recorded in the District's Board minutes.

Budget amendments are presented monthly, as needed. Changes are described below.

Fiscal Implications:

General Fund

Expenditures

- ***Instruction (11): \$10,109***
 - \$6,745: Software renewal
 - \$2,300: Miscellaneous student costs
 - \$1,064: Reclassify for other costs

- ***Instructional Resources (12): (\$5,108)***
 - (\$4,716): School instructional purchases

- ***Curriculum & Instructional Staff Development (13): (\$4,709)***
 - (\$3,300): Miscellaneous student costs/school leadership dues
 - (\$1,409): Reclassify for other costs

- ***Instructional Leadership (21): \$5,276***
 - \$5,276: Campus supplies and instruction

- **School Leadership (23): (\$3,875)**
 - \$2,870: School leadership supplies and dues
 - (\$6,745): Software renewals
- **Guidance, Counseling, and Evaluation Services (31): (\$461)**
 - (\$461): School leadership supplies
- **Health Services (33): (\$672)**
 - (672): Reclassify for other costs
- **Co-curricular Activities (36): (\$3,397)**
 - (\$,3,397): SRO payments
- **Security & Monitoring Services (52): \$8,113**
 - \$4,716: Campus supplies
 - \$3,397: SRO payments
- **JJAEP (95): (\$5,276)**
 - (\$5,276): Campus supplies and instruction

The effect of these budget amendments to expenditures is zero.

Administrative Recommendation(s):

Approve amendments as presented.

2020-21 Budget Amendment Proposed For Adoption By The Board Of Trustees
Belton ISD - July 19, 2021

Function	General Fund			
	Original Adopted Budget	Previously Amended Budget	Summary of Proposed Amendments	Proposed Amended Budget
REVENUES				
Local	\$ 39,849,774		-	\$ 39,849,774
State	82,992,226		-	82,992,226
Federal	2,434,500		-	2,434,500
	125,276,500	-	-	125,276,500
EXPENDITURES				
11 Instruction	72,140,988	73,472,863	10,109	73,482,972
12 Library & Media Services	1,733,589	1,726,509	(5,108)	1,721,401
13 Curriculum & Staff Development	3,748,364	3,744,768	(4,709)	3,740,059
21 Instructional Leadership	2,298,886	2,326,638	5,276	2,331,914
23 School Leadership	7,381,216	7,346,960	(3,875)	7,343,085
31 Guidance and Counseling Services	5,359,271	5,336,746	(461)	5,336,285
32 Social Work Services	373,221	374,882	-	374,882
33 Health Services	2,088,690	2,042,280	(672)	2,041,608
34 Student Transportation	4,904,142	4,915,152	-	4,915,152
35 School Nutrition	-	-	-	-
36 Co-curricular Activities	6,398,602	6,551,986	(3,397)	6,548,589
41 General Administration	3,950,862	3,891,226	-	3,891,226
51 Facilities Maintenance & Operations	12,905,493	13,441,179	-	13,441,179
52 Security and Monitoring	1,330,143	1,358,722	8,113	1,366,835
53 Data Processing Services	3,187,568	3,116,864	-	3,116,864
61 Community Services	9,950	9,950	-	9,950
71 Debt Service	934,200	2,297,200	-	2,297,200
81 Facilities Acquisition & Construction	-	-	-	-
93 Payments to fiscal agent	-	-	-	-
95 Payments to JJAEP	15,000	15,000	(5,276)	9,724
97 Tax Increment	125,000	125,000	-	125,000
99 Other Intergovernmental Charges	615,000	586,000	-	586,000
Total Expenditures	129,500,185	132,679,925	-	132,679,925
Revenues Over (Under) Expenditures	(4,223,685)	(7,403,425)	-	(7,403,425)
Other Resources	-	500,000	-	500,000
Other Uses	-	-	-	-
Budgeted/Estimated Change in Fund Balance	\$ (4,223,685)	\$ (6,903,425)	-	\$ (6,903,425)

Budget amendments for these funds are required to be adopted by the Board of Trustees.

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Expenditures over \$50,000

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

Board Policy CH(LOCAL) requires that any single, budgeted purchase of goods or services that costs \$50,000 or more shall require Board approval before a transaction may take place. The following list of proposed purchases is submitted for consideration:

Growing Places Therapy Services, PLLC

Growing Places Therapy Services, PLLC, is a pediatric therapy practice providing physical, occupational, and speech therapy to students in special programs who are eligible for related services as required by Individual Education Plans (IEPs). The cost for professional services for the 2021-2022 school year is not expected to exceed \$300,000 based on a \$80 per hour rate.

College Board

College Board provides PSAT/NMQST testing for 8th through 11th graders and SAT testing for 11th and 12th grade students. The cost of these assessments for the 2021-2022 school year is \$83,383.

E.L. Achieve

E.L. Achieve will partner with Belton ISD secondary schools to provide intensive services, professional learning, resources, and coaching to effectively meet the needs of English Language Learners. The year-long professional learning will include an initial institute, Spring symposium and summer leadership institute, in addition to online access to resources for teachers and administrators. The total costs for professional learning and online resources access is \$60,320.

Fiscal Implications:

These expenditures will be paid from locally budgeted funds.

Administrative Recommendation(s):

Approve the expenses as presented.

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: RFP #2105-725-254 for Special Education Contracted and Consulting Services

Contact Person: Tammy Shannon

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

RFP #2105-725-254 for Special Education Contracted and Consulting Services was posted on May 29, 2021. This proposal gives the District flexibility to engage with qualified persons and/or companies to provide services in the area of Special Education. Awards will be made to multiple vendors on an incremental basis during the solicitation offering period. As proposal responses are received or on a periodic basis, they will be opened, evaluated, and either accepted or rejected by the district, based on the criteria outlined within the request for proposal. Pursuant to Section 2252.908 of Government Code, HB 1295 forms have been received and will be acknowledged on the Texas Ethics Commission website.

Fiscal Implications:

The funds for Special Education Contracted and Consulting Services are allocated in the annual budget.

Administrative Recommendation(s):

Approve the vendor list for Special Education Contracted and Consulting Services. This contract will be effective July 20, 2021 through July 31, 2022 and will automatically be extended for four (4) additional years, one (1) renewal year at a time. Additional proposals may be accepted on an as-needed type basis throughout the term of this contract. Vendor listings may be presented monthly to the Board through a Purchasing Department Report.

**Special Education Contracted and Consulting Services
RFP #2105-725-254**

Accountable Healthcare Staffing, Inc.
Candor Consulting and Diagnostics, LLC
Connecting the Dots Therapy Services
DotCom Therapy, Inc.
Emergent Tree Education
Focus Behavioral Associates, LLC
Growing Places Therapy Services
Maxim Healthcare Services
National Recruiting Consultants
New Mediscan II, LLC DbA Cross Country Education
Positive Behavior Supports Corp
ProCare Therapy
Specialized Assessment & Consulting, LLC
Spontaneous Expressions, LLC
Sunbelt Staffing
Superior Pediatric Care, Inc.
The E2 Group, Inc.
The Stepping Stones Group
Therapia Staffing, LLC
Translation & Interpretation Network
Valley Speech Language and Learning Center
Visual Language Professionals

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Memorandums of Understanding for Dual Credit - Temple College, The University of Texas Permian Basin and OnRamps with The University of Texas at Austin

Contact Person: Tiffany Sommerfeld

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 2: Ensure exceptional learning experiences for each and every student.

Background Information:

Belton ISD provides a variety of opportunities for high school students to earn college credit while in high school, commonly referred to as dual credit or dual enrollment. With approval of the attached agreements with Temple College, Belton ISD high schools will continue to offer dual credit courses on the Temple College campus as well as at high schools and the Texas Bioscience Institute campus. In addition, we are articulating the agreement with Temple College to offer College Preparatory Mathematics and English Language Arts courses as Belton ISD courses for the high school campuses. These courses are designed to ensure students meet college readiness to enter a post-secondary school.

The agreement with The University of Texas, will allow Belton ISD students at the high schools to take dual enrollment courses at Belton High School campuses through the OnRamps program. For the 2021-2022 school year, we will offer Pre-Calculus.

The high schools will also offer courses through The University of Texas Permian Basin (UTPB). The UTPB courses are all offered online. The UTPB agreement will allow high school campuses to offer these courses to students where an online format better fits the student's school schedule.

House Bill 1638 (85th Legislature) requires all dual credit programs to establish a Memorandum of Understanding (MOU) between the institution of higher education (IHE) and ISD that details the terms of the partnership. The MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals.
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program.
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program.
- A description of the ISD and IHE respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program.
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program.

The MOUs between Belton ISD and Temple College, UTPB, and UTA meet these requirements.

Policy EHDD(LEGAL) requires Board approval of all dual credit agreements. Attached for your consideration are:

- Memorandum of Understanding, Temple College Dual Credit Program, 2021-2022
- Memorandum of Understanding, College Preparatory Mathematics and English Language Arts Courses, 2021-2022
- Articulation Agreement, Texas Bioscience Institute, 2021-2022
- Memorandum of Understanding, The University of Texas Permian Basin, 2021-2022
- Memorandum of Understanding, The University of Texas at Austin On-Ramps Program, 2021-2022

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the agreements as presented.



**MEMORANDUM OF UNDERSTANDING
 Temple College Dual Credit Program(s)
 2021-2022 (FY22)**

COLLEGE DISTRICT:	INDEPENDENT SCHOOL DISTRICT (ISD):
Temple College (TC)	Belton High School

The institutions named above seek to expand access to higher education and workforce training in their local communities through college credit, certificate, or non-certificate courses agreed upon by the institutions.

Both parties agree to adhere to the policies and procedures of each organization, to work expediently to resolve any situations in which the institutional policies or procedures may conflict and to review the relationship represented in the MOU each year.

TYPE OF AGREEMENT

- Restricted high school courses for eligible high school students only, offered on high school campus via face-to-face or electronic delivery.
- High school students, with ISD or parental permission, may take TC courses at a TC campus or Center(s) via face-to-face or electronic delivery.

GENERAL PROVISIONS/ TEMPLE COLLEGE- TEXAS BIOSCIENCE INSTITUTE DUAL CREDIT PROGRAM DEFINITIONS

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.83.

- Dual Credit – A system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), apply irrespective of location or mode of delivery. Dual credit is also referred to as concurrent course credit; the terms are equivalent. This differs from how the term “concurrent enrollment” is used (see below).
- Dual Enrollment – (previously referred to as dual or concurrent enrollment) -- Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.
- Articulated College Credit – Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education. A course that is part of an Articulation Agreement between an ISD and TC. Credit is awarded after high school graduation, and after the student enrolls at TC and successfully completes six (6) hours of college credit further meeting all requirements of the Articulation Agreement.

- International Baccalaureate Diploma Program – The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.
- College Board Advanced Placement – College-Level courses and exams available to secondary students under the auspices of an approved College Board program.
- Early College Education Program – A program as defined in TEC 29.908.
- Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board-approved certificate, AA, AS, or AAS degree program as defined in *Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code*.

STATEWIDE DUAL CREDIT GOALS

Reference: Texas Education Code; Section 28.009; (b-1) and (b-2)

As required by HB 1638 (85th Legislature, Regular Session) and codified in the Texas Education Code, Sec. 28.009, the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) collaboratively developed statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure that quality dual credit programs are provided to Texas high school students.

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

TC and ISD alignment:

- TC will provide annual Dual Credit Information Sessions at the high school or college location for parents and students. Information Sessions will include information about the benefits and costs of dual credit and local enrollment and fee policies.
- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.
- TC and ISD will provide dual credit webpages that reflect the most current dual credit program information, including enrollment and fee policies.
- TC will hold an annual counselor’s meeting that will provide the latest information regarding dual credit best practices, upcoming deadlines, legislative requirements, and TC policies affecting dual credit learners.
- TC and ISD will hold PAC meetings (alternating locations) that allow IHE and ISD staff to collaboratively address any ongoing dual credit issues and to further align marketing campaigns and dual credit goals.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

TC and ISD alignment:

- TC will provide annual Dual Credit Orientation Sessions at the high school or college location for

parents and students. Orientation Sessions will include information about TC student policies, best practices for successful adaptation to college curriculum, and e-learning orientation to assist student access to provided online portals and student support.

- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

TC and ISD alignment:

- TC will provide an online service for student advising access and support called CRM Advise.
- TC will provide (1) Dual Credit Pathways guides that align high school pathways (endorsements), including dual credit courses, with Temple College academic or career and technology certificates and degree programs, (2) program maps showing a clear pathway to completion, further education, and employment in fields of importance to the region, and (3) transfer pathways aligned to pathway courses and expected learning outcomes with transfer institutions, which optimize the applicability of community college credits to university majors.
- TC will provide advising services at all center locations on a walk-in basis.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

TC and ISD alignment:

- TC endeavors to ensure quality and rigor of all college credit courses by upholding SACSCOC accreditation standards in hiring of faculty.
- All college faculty are evaluated annually by the relevant department chair in accordance with the college's Annual Evaluation policy, located in Temple College's Administrative Regulations.
- All college courses are issued student evaluations for learner feedback.

STUDENT ELIGIBILITY

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. A high school student is eligible to enroll in academic dual credit courses if the student:
 - 1.1. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.57* of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.56* of this title (relating to Assessment Instrument); or
 - 1.2. demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.54* of this title (relating to Exemptions, Exceptions, and Waivers).
 - 1.3. A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
 - 1.3.1. Courses that require demonstration of TSI college readiness in reading and/or writing:
 - 1.3.1.1. if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

- 1.3.1.2.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
 - 1.3.1.3.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
 - 1.3.2.Courses that require demonstration of TSI college readiness in mathematics:
 - 1.3.2.1.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
 - 1.3.2.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
 - 1.3.2.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - 1.3.2.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
2. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
 - 2.1. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
 - 2.1.1.Courses that require demonstration of TSI college readiness in reading and/or writing:
 - 2.1.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or
 - 2.1.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
 - 2.1.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
 - 2.2. Courses that require demonstration of TSI college readiness in mathematics:
 - 2.2.1.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
 - 2.2.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
 - 2.2.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - 2.2.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
 - 2.3. A student who is exempt from STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - 2.4. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.
 - 2.5. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
 - 2.6. An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - 2.7. An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.
 3. All students enrolled in college courses are subject to all College policies and procedures.

TUITION AND FEES:

Dual Credit students are eligible to receive a tuition discount of \$43 per semester hour for In-District and \$73 per semester hour for Out-of-District.

2021-2022 Academic Year: In-district tuition at Temple College before discount is applied is \$114 per SCH. Out-of-district tuition at Temple College before discount is applied is \$188 per SCH. Non-Texas residents are billed in accordance with the College's billing schedule.

Tuition and fees may not be discounted for any student for the following types of courses: audited courses, non-credit courses, and developmental education courses. Dual credit students taking strictly online delivered courses will receive the dual credit tuition discount including the waiving of fees but have to pay the out-of-district tuition rate if student residence is not established within the taxing district. **Note: Students may also be subject to paying any differential tuition or fee costs associated with or charged to special courses (example: Medical Terminology).**

Tuition and fee charges that are to be paid at registration are due at that time. Registration is not complete until all payments have been made. Other charges are due upon request.

Payment of tuition and fees may be made by cash, check, money order, Visa, MasterCard, Discover Card, American Express, or installment plan.

The Dual Credit program tuition discount and or waiving of any related fees are subject to change by the TC Board of Trustees. All tuition, charges, and fees are subject to change by action of the Board of Trustees, as they deem advisable.

TBI CONSORTIUM FEE

A Texas Bioscience Institute (TBI) Consortium Group was established between the affiliated ISDs, Home School participants and Temple College.

The Consortium Fee is used to fund specific instructional and student support related activities unique to the TBI Middle College. In addition, as part of the Consortium Group, Temple College also provides the ISD and Home School participants with outreach services geared specifically to the needs of each ISD and Middle College student

The current Consortium Fee is set at \$150 per student for all affiliated Independent School Districts and Home-Schooled students for up to ten students. The fee is capped at \$1500 for those affiliated and sending more than ten students to the TBI Middle College Program.

Please note that the current TBI Consortium Fee will be evaluated on an annual basis as to its effectiveness and whether it is feasible for its continuation at the current rate.

Temple College will bill the Independent School District an appropriate consortium fee to be part of the Texas Bioscience Institute. (Invoicing for payment of the Consortium Fee is sent with the annual renewal of the MOU for each ISD).

FACULTY QUALIFICATIONS

Faculty Selection, Supervision, and Evaluation.

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.
2. The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
 - 2.1. All instructors must meet the minimum requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - 2.2. The College shall select, supervise, and evaluate instructors for courses that result in the award of college dual credit.
 - 2.3. Instructors must meet the same standards, review, evaluation, and approval procedures used by the College to select faculty responsible for teaching the same courses at a main campus or Center of TC.
 - 2.4. Instructors, even if employed by and paid by the ISD, must be supervised in instructional matters by the TC Department Chair and must meet all administrative and evaluation requirements.
 - 2.5. Official transcripts of instructors must be kept on file at Temple College.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Dual credit classes may be taught on the college campus, on the high school campus, or via distance online learning. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:
 - 1.1. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
 - 1.2. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students
 - 1.3. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

SERVICES FOR STUDENTS WITH DISABILITIES

Temple College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which states: "No otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic or other postsecondary education aid, benefits, or services." In order for students with disabilities to receive accommodations from TC, students must provide TC's Office of Student

Accommodations with current (within three years of enrollment at TC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for public school students may not substitute for the documentation specified above. High school personnel will make students aware that if a student has a documented disability that may influence their performance and for which they may require accommodations, the student must register (self-identify) with and provide documentation of their disability to the Office of Student Accommodations at Temple College. *Reference: Temple College Student Handbook.*

ELIGIBLE COURSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Courses offered for dual credit by public two-year associate degree-granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
3. Public colleges may not offer remedial and developmental courses for dual credit.
4. See "Attachment A" Crosswalk for courses offered through Temple College and the Texas Bioscience Institute Dual Credit Program(s).

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Detailed information is published in the College Dual Credit Enrollment and Support Services Manual.

TRANSCRIPTING OF CREDIT

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

For dual credit courses, high school, as well as college credit, should be transcribed immediately upon a student's successful completion of the performance required in the course.

FUNDING

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. The college may only claim funding for students getting college credit in the core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

- All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Funding Sources

Tuition: Tuition and Fees are the responsibility of the student. Students must make payment arrangements directly with Temple College.

Transportation: Transportation is the responsibility of the student.

Required Fees or Textbooks: Textbooks and any additional fees are the responsibility of the student. Temple College will provide textbook information through the Temple College Bookstore and course syllabi every semester.

RESPONSIBILITIES

The details below will facilitate effective delivery of instruction and services. More specific details can be found in the Temple College Dual Credit Enrollment and Support Services Manual.

Area	TC Responsibilities and other related information	ISD Responsibilities and other related information
Course Schedule	<p>Develop course schedule in collaboration with ISD representative.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights (Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>	<p>Develop annual scheduling plan and semester course schedules in collaboration with TC representatives.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closings of schools, parent nights, (“Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>
Class Size	<p>Each college class offered for dual credit at the TC Main Campus or Center must have an enrollment of a minimum of fifteen (15) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>	<p>Each college class offered for dual credit at a high school campus must have an enrollment of a minimum of eighteen (18) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>
Faculty	<p>See Faculty Qualifications Section above</p>	<p>Any ISD teacher wanting to qualify as a dual credit instructor for TC must submit a dual credit instructor application with transcripts to the TC Human Resources office and meet all requirements specified. Temple College Department Chairs will vet each applicant through normal processes. (See Faculty Qualifications Section above)</p>

<p>Facility</p>	<p>Offer college credit courses at designated ISD high school(s).</p> <p>Work with designated ISD contact to relay pertinent information and instructional equipment related requests.</p> <p>Comply with ISD facility guidelines.</p> <p>Coordinate with the high school to provide faculty with the procedure(s) for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate the need for Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>When Temple College Courses are taken online.</p>	<p>Provide TC with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> • Adequate board space • Data projector/display equipment • Internet access that lifts ISD firewall restrictions upon request <p>Designate an official who will facilitate classroom instructional equipment/internet access requests from TC faculty.</p> <p>Provide TC the procedure for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>Notify TC if students are being required to enroll in a computer lab/study hall to work on TC online courses.</p> <ul style="list-style-type: none"> - Provide to TC information (forms, policies) that describe the ISD's requirement to students. - Any changes to course delivery requirements by the high school should be discussed with Temple College. A change to a high school's location status requires pre-approval/notification from SACSCOC, the College's regional accrediting body. If mandatory computer lab/study hall would require the high school location to change its status with SACSCOC, documentation materials must be submitted to the accrediting body prior to January 1 for the following fall implementation. Temple College reserves the right to deny or withdraw enrollment in the effected college courses until such change is approved by SACSCOC.
<p>Personnel</p>	<p>TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to serve as primary contact(s) for ISD staff.</p>	<p>Provide a designated official high school contact(s) and counselor(s) with whom TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to work.</p>
<p>Public Relations</p>	<p>Provides Dual Credit Program informational and promotional materials and TC staff support to high school/district contacts.</p>	
<p>Instructional Schedule & Calendar</p>		<p>All dual credit college courses will follow an approved TC instructional academic calendar. Students will be expected to attend regularly scheduled TC college courses even if the ISD is not in session.</p>

<p>Testing (i.e., Texas Success Initiative Assessment (TSIA), proctored testing)</p>	<p>Temple College offers proctored test services to students and the community at the Main Campus Testing Center and the EWHCEC-Hutto Testing Center. Most testing is administered on a first-come, first served basis during the posted <u>Testing Center hours</u>.</p>	<p>Coordinate with the college to provide assessments or establish in-house testing agreements and assessment services.</p> <p>Provide adequate and acceptable space for proctored testing purposes.</p>
<p>Support Services</p>	<p>Arrange assessment, advising, and registration services to students.</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide confirmation of courses schedules and class rolls to designated ISD officials upon request as allowed by FERPA. (TC recognizes an educational need to know for superintendents, principals, counselors and or others as officially designated and documented by the ISD).</p> <p>Provide only an intermediate-semester grade (status at week 10 of the semester) and final grades as allowed by FERPA (see above). Note disclaimer below.</p> <p>Temple College Disclaimer for Intermediate-Semester Grade Reporting As a professional courtesy, Temple College submits numerical grades (status at week 10 of the semester) to our high school partners for fall and spring semester respectively for students taking college courses offered for dual credit.</p> <p>Intermediate-semester grades are provided to the high schools to serve as an academic check for intervention purposes to ensure students are staying on the pathway to success in meeting high school graduation requirements. It is recommended that use of the intermediate-semester grades for other purposes beyond considerations of academic intervention should be avoided. Temple College does not assign intermediate-semester grades to our traditional or concurrent enrolled college students.</p> <p>All course grading conventions are stipulated in the instructor’s course syllabus. Temple College considers the end-of-semester final course grade that will appear on the student’s official college transcript as the only valid grade issued for each course. The only official grade assigned at Temple College is the final course letter grade.</p>	<p>Designate procedures to provide duplication (copy) services to TC faculty at the high school site.</p> <p>Distribute promotional materials to high school students related the TC traditional and dual credit program(s).</p> <p>Meet to plan, coordinate logistics, and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide calendar schedules for all high school related testing and or other related activities that group student absences can be expected.</p> <p>Coordinate with the college to ensure timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>

	<p>Meet to plan logistics and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Ensure timely and efficient access to such support services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>	
<p>Services For Students With Disabilities</p>	<p>Provide accommodations for ISD students enrolled in TC classes taken on TC campus, Center, or other teaching location, based on student's self-reported documented disability.</p>	
<p>Student Records And Reporting</p>	<p>Provide mutually agreed-upon reports of student enrollment to designated ISD officials upon request as allowed by FERPA.</p>	

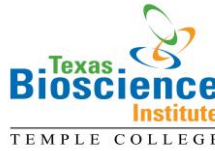
Authorizing Signatures

Belton ISD, President, Board of Trustees

Date

President, Temple College Board of Trustees or Designee

Date



**MEMORANDUM OF UNDERSTANDING
Temple College Dual Credit Program(s)
2021-2022 (FY22)**

COLLEGE DISTRICT:	INDEPENDENT SCHOOL DISTRICT (ISD):
Temple College (TC)	Belton New Tech High School

The institutions named above seek to expand access to higher education and workforce training in their local communities through college credit, certificate, or non-certificate courses agreed upon by the institutions.

Both parties agree to adhere to the policies and procedures of each organization, to work expediently to resolve any situations in which the institutional policies or procedures may conflict and to review the relationship represented in the MOU each year.

TYPE OF AGREEMENT

- Restricted high school courses for eligible high school students only, offered on high school campus via face-to-face or electronic delivery.
- High school students, with ISD or parental permission, may take TC courses at a TC campus or Center(s) via face-to-face or electronic delivery.

GENERAL PROVISIONS/ TEMPLE COLLEGE- TEXAS BIOSCIENCE INSTITUTE DUAL CREDIT PROGRAM DEFINITIONS

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.83.

- Dual Credit – A system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), apply irrespective of location or mode of delivery. Dual credit is also referred to as concurrent course credit; the terms are equivalent. This differs from how the term “concurrent enrollment” is used (see below).
- Dual Enrollment – (previously referred to as dual or concurrent enrollment) -- Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.
- Articulated College Credit – Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education. A course that is part of an Articulation Agreement between an ISD and TC. Credit is awarded after high school graduation, and after the student enrolls at TC and successfully completes six (6) hours of college credit further meeting all requirements of the Articulation Agreement.

- International Baccalaureate Diploma Program – The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.
- College Board Advanced Placement – College-Level courses and exams available to secondary students under the auspices of an approved College Board program.
- Early College Education Program – A program as defined in TEC 29.908.
- Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board-approved certificate, AA, AS, or AAS degree program as defined in *Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code*.

STATEWIDE DUAL CREDIT GOALS

Reference: Texas Education Code; Section 28.009; (b-1) and (b-2)

As required by HB 1638 (85th Legislature, Regular Session) and codified in the Texas Education Code, Sec. 28.009, the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) collaboratively developed statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure that quality dual credit programs are provided to Texas high school students.

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

TC and ISD alignment:

- TC will provide annual Dual Credit Information Sessions at the high school or college location for parents and students. Information Sessions will include information about the benefits and costs of dual credit and local enrollment and fee policies.
- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.
- TC and ISD will provide dual credit webpages that reflect the most current dual credit program information, including enrollment and fee policies.
- TC will hold an annual counselor’s meeting that will provide the latest information regarding dual credit best practices, upcoming deadlines, legislative requirements, and TC policies affecting dual credit learners.
- TC and ISD will hold PAC meetings (alternating locations) that allow IHE and ISD staff to collaboratively address any ongoing dual credit issues and to further align marketing campaigns and dual credit goals.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

TC and ISD alignment:

- TC will provide annual Dual Credit Orientation Sessions at the high school or college location for

parents and students. Orientation Sessions will include information about TC student policies, best practices for successful adaptation to college curriculum, and e-learning orientation to assist student access to provided online portals and student support.

- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

TC and ISD alignment:

- TC will provide an online service for student advising access and support called CRM Advise.
- TC will provide (1) Dual Credit Pathways guides that align high school pathways (endorsements), including dual credit courses, with Temple College academic or career and technology certificates and degree programs, (2) program maps showing a clear pathway to completion, further education, and employment in fields of importance to the region, and (3) transfer pathways aligned to pathway courses and expected learning outcomes with transfer institutions, which optimize the applicability of community college credits to university majors.
- TC will provide advising services at all center locations on a walk-in basis.

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TC and ISD alignment:

- TC endeavors to ensure quality and rigor of all college credit courses by upholding SACSCOC accreditation standards in hiring of faculty.
- All college faculty are evaluated annually by the relevant department chair in accordance with the college's Annual Evaluation policy, located in Temple College's Administrative Regulations.
- All college courses are issued student evaluations for learner feedback.

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Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. A high school student is eligible to enroll in academic dual credit courses if the student:
 - 1.1. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.57* of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.56* of this title (relating to Assessment Instrument); or
 - 1.2. demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.54* of this title (relating to Exemptions, Exceptions, and Waivers).
 - 1.3. A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
 - 1.3.1. Courses that require demonstration of TSI college readiness in reading and/or writing:
 - 1.3.1.1. if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

- 1.3.1.2.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- 1.3.1.3.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
- 1.3.2.Courses that require demonstration of TSI college readiness in mathematics:
 - 1.3.2.1.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
 - 1.3.2.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
 - 1.3.2.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - 1.3.2.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
- 2. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
 - 2.1. A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:
 - 2.1.1.Courses that require demonstration of TSI college readiness in reading and/or writing:
 - 2.1.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or
 - 2.1.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
 - 2.1.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
 - 2.2. Courses that require demonstration of TSI college readiness in mathematics:
 - 2.2.1.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
 - 2.2.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
 - 2.2.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
 - 2.2.4.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
 - 2.3. A student who is exempt from STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - 2.4. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.
 - 2.5. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
 - 2.6. An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - 2.7. An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.
- 3. All students enrolled in college courses are subject to all College policies and procedures.

TUITION AND FEES:

Dual Credit students are eligible to receive a tuition discount of \$43 per semester hour for In-District and \$73 per semester hour for Out-of-District.

2021-2022 Academic Year: In-district tuition at Temple College before discount is applied is \$114 per SCH. Out-of-district tuition at Temple College before discount is applied is \$188 per SCH. Non-Texas residents are billed in accordance with the College's billing schedule.

Tuition and fees may not be discounted for any student for the following types of courses: audited courses, non-credit courses, and developmental education courses. Dual credit students taking strictly online delivered courses will receive the dual credit tuition discount including the waiving of fees but have to pay the out-of-district tuition rate if student residence is not established within the taxing district. **Note: Students may also be subject to paying any differential tuition or fee costs associated with or charged to special courses (example: Medical Terminology).**

Tuition and fee charges that are to be paid at registration are due at that time. Registration is not complete until all payments have been made. Other charges are due upon request.

Payment of tuition and fees may be made by cash, check, money order, Visa, MasterCard, Discover Card, American Express, or installment plan.

The Dual Credit program tuition discount and or waiving of any related fees are subject to change by the TC Board of Trustees. All tuition, charges, and fees are subject to change by action of the Board of Trustees, as they deem advisable.

TBI CONSORTIUM FEE

A Texas Bioscience Institute (TBI) Consortium Group was established between the affiliated ISDs, Home School participants and Temple College.

The Consortium Fee is used to fund specific instructional and student support related activities unique to the TBI Middle College. In addition, as part of the Consortium Group, Temple College also provides the ISD and Home School participants with outreach services geared specifically to the needs of each ISD and Middle College student

The current Consortium Fee is set at \$150 per student for all affiliated Independent School Districts and Home-Schooled students for up to ten students. The fee is capped at \$1500 for those affiliated and sending more than ten students to the TBI Middle College Program.

Please note that the current TBI Consortium Fee will be evaluated on an annual basis as to its effectiveness and whether it is feasible for its continuation at the current rate.

Temple College will bill the Independent School District an appropriate consortium fee to be part of the Texas Bioscience Institute. (Invoicing for payment of the Consortium Fee is sent with the annual renewal of the MOU for each ISD).

FACULTY QUALIFICATIONS

Faculty Selection, Supervision, and Evaluation.

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.
2. The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
 - 2.1. All instructors must meet the minimum requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - 2.2. The College shall select, supervise, and evaluate instructors for courses that result in the award of college dual credit.
 - 2.3. Instructors must meet the same standards, review, evaluation, and approval procedures used by the College to select faculty responsible for teaching the same courses at a main campus or Center of TC.
 - 2.4. Instructors, even if employed by and paid by the ISD, must be supervised in instructional matters by the TC Department Chair and must meet all administrative and evaluation requirements.
 - 2.5. Official transcripts of instructors must be kept on file at Temple College.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Dual credit classes may be taught on the college campus, on the high school campus, or via distance online learning. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:
 - 1.1. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
 - 1.2. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students
 - 1.3. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

SERVICES FOR STUDENTS WITH DISABILITIES

Temple College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which states: "No otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic or other postsecondary education aid, benefits, or services." In order for students with disabilities to receive accommodations from TC, students must provide TC's Office of Student

Accommodations with current (within three years of enrollment at TC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for public school students may not substitute for the documentation specified above. High school personnel will make students aware that if a student has a documented disability that may influence their performance and for which they may require accommodations, the student must register (self-identify) with and provide documentation of their disability to the Office of Student Accommodations at Temple College. *Reference: Temple College Student Handbook.*

ELIGIBLE COURSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Courses offered for dual credit by public two-year associate degree-granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
3. Public colleges may not offer remedial and developmental courses for dual credit.
4. See "Attachment A" Crosswalk for courses offered through Temple College and the Texas Bioscience Institute Dual Credit Program(s).

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Detailed information is published in the College Dual Credit Enrollment and Support Services Manual.

TRANSCRIPTING OF CREDIT

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

For dual credit courses, high school, as well as college credit, should be transcribed immediately upon a student's successful completion of the performance required in the course.

FUNDING

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. The college may only claim funding for students getting college credit in the core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

3. All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Funding Sources

Tuition: Tuition and Fees are the responsibility of the student. Students must make payment arrangements directly with Temple College.

Transportation: Transportation is the responsibility of the student.

Required Fees or Textbooks: Textbooks and any additional fees are the responsibility of the student. Temple College will provide textbook information through the Temple College Bookstore and course syllabi every semester.

RESPONSIBILITIES

The details below will facilitate effective delivery of instruction and services. More specific details can be found in the Temple College Dual Credit Enrollment and Support Services Manual.

Area	TC Responsibilities and other related information	ISD Responsibilities and other related information
Course Schedule	<p>Develop course schedule in collaboration with ISD representative.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights (Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>	<p>Develop annual scheduling plan and semester course schedules in collaboration with TC representatives.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closings of schools, parent nights, (“Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>
Class Size	<p>Each college class offered for dual credit at the TC Main Campus or Center must have an enrollment of a minimum of fifteen (15) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>	<p>Each college class offered for dual credit at a high school campus must have an enrollment of a minimum of eighteen (18) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>
Faculty	<p>See Faculty Qualifications Section above</p>	<p>Any ISD teacher wanting to qualify as a dual credit instructor for TC must submit a dual credit instructor application with transcripts to the TC Human Resources office and meet all requirements specified. Temple College Department Chairs will vet each applicant through normal processes. (See Faculty Qualifications Section above)</p>

<p>Facility</p>	<p>Offer college credit courses at designated ISD high school(s).</p> <p>Work with designated ISD contact to relay pertinent information and instructional equipment related requests.</p> <p>Comply with ISD facility guidelines.</p> <p>Coordinate with the high school to provide faculty with the procedure(s) for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate the need for Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>When Temple College Courses are taken online.</p>	<p>Provide TC with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> • Adequate board space • Data projector/display equipment • Internet access that lifts ISD firewall restrictions upon request <p>Designate an official who will facilitate classroom instructional equipment/internet access requests from TC faculty.</p> <p>Provide TC the procedure for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>Notify TC if students are being required to enroll in a computer lab/study hall to work on TC online courses.</p> <ul style="list-style-type: none"> - Provide to TC information (forms, policies) that describe the ISD's requirement to students. - Any changes to course delivery requirements by the high school should be discussed with Temple College. A change to a high school's location status requires pre-approval/notification from SACSCOC, the College's regional accrediting body. If mandatory computer lab/study hall would require the high school location to change its status with SACSCOC, documentation materials must be submitted to the accrediting body prior to January 1 for the following fall implementation. Temple College reserves the right to deny or withdraw enrollment in the effected college courses until such change is approved by SACSCOC.
<p>Personnel</p>	<p>TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to serve as primary contact(s) for ISD staff.</p>	<p>Provide a designated official high school contact(s) and counselor(s) with whom TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to work.</p>
<p>Public Relations</p>	<p>Provides Dual Credit Program informational and promotional materials and TC staff support to high school/district contacts.</p>	
<p>Instructional Schedule & Calendar</p>		<p>All dual credit college courses will follow an approved TC instructional academic calendar. Students will be expected to attend regularly scheduled TC college courses even if the ISD is not in session.</p>

<p>Testing (i.e., Texas Success Initiative Assessment (TSIA), proctored testing)</p>	<p>Temple College offers proctored test services to students and the community at the Main Campus Testing Center and the EWHCEC-Hutto Testing Center. Most testing is administered on a first-come, first served basis during the posted <u>Testing Center hours</u>.</p>	<p>Coordinate with the college to provide assessments or establish in-house testing agreements and assessment services.</p> <p>Provide adequate and acceptable space for proctored testing purposes.</p>
<p>Support Services</p>	<p>Arrange assessment, advising, and registration services to students.</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide confirmation of courses schedules and class rolls to designated ISD officials upon request as allowed by FERPA. (TC recognizes an educational need to know for superintendents, principals, counselors and or others as officially designated and documented by the ISD).</p> <p>Provide only an intermediate-semester grade (status at week 10 of the semester) and final grades as allowed by FERPA (see above). Note disclaimer below.</p> <p>Temple College Disclaimer for Intermediate-Semester Grade Reporting As a professional courtesy, Temple College submits numerical grades (status at week 10 of the semester) to our high school partners for fall and spring semester respectively for students taking college courses offered for dual credit.</p> <p>Intermediate-semester grades are provided to the high schools to serve as an academic check for intervention purposes to ensure students are staying on the pathway to success in meeting high school graduation requirements. It is recommended that use of the intermediate-semester grades for other purposes beyond considerations of academic intervention should be avoided. Temple College does not assign intermediate-semester grades to our traditional or concurrent enrolled college students.</p> <p>All course grading conventions are stipulated in the instructor’s course syllabus. Temple College considers the end-of-semester final course grade that will appear on the student’s official college transcript as the only valid grade issued for each course. The only official grade assigned at Temple College is the final course letter grade.</p>	<p>Designate procedures to provide duplication (copy) services to TC faculty at the high school site.</p> <p>Distribute promotional materials to high school students related the TC traditional and dual credit program(s).</p> <p>Meet to plan, coordinate logistics, and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide calendar schedules for all high school related testing and or other related activities that group student absences can be expected.</p> <p>Coordinate with the college to ensure timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>

	<p>Meet to plan logistics and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Ensure timely and efficient access to such support services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>	
Services For Students With Disabilities	Provide accommodations for ISD students enrolled in TC classes taken on TC campus, Center, or other teaching location, based on student's self-reported documented disability.	
Student Records And Reporting	Provide mutually agreed-upon reports of student enrollment to designated ISD officials upon request as allowed by FERPA.	

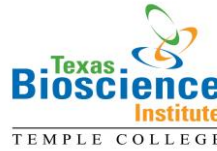
Authorizing Signatures

Belton ISD, President, Board of Trustees

Date

President, Temple College Board of Trustees or Designee

Date



**MEMORANDUM OF UNDERSTANDING
Temple College Dual Credit Program(s)
2021-2022 (FY22)**

COLLEGE DISTRICT:	INDEPENDENT SCHOOL DISTRICT (ISD):
Temple College (TC)	Lake Belton High School

The institutions named above seek to expand access to higher education and workforce training in their local communities through college credit, certificate, or non-certificate courses agreed upon by the institutions.

Both parties agree to adhere to the policies and procedures of each organization, to work expediently to resolve any situations in which the institutional policies or procedures may conflict and to review the relationship represented in the MOU each year.

TYPE OF AGREEMENT

- Restricted high school courses for eligible high school students only, offered on high school campus via face-to-face or electronic delivery.
- High school students, with ISD or parental permission, may take TC courses at a TC campus or Center(s) via face-to-face or electronic delivery.

GENERAL PROVISIONS/ TEMPLE COLLEGE- TEXAS BIOSCIENCE INSTITUTE DUAL CREDIT PROGRAM DEFINITIONS

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.83.

- Dual Credit – A system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), apply irrespective of location or mode of delivery. Dual credit is also referred to as concurrent course credit; the terms are equivalent. This differs from how the term “concurrent enrollment” is used (see below).
- Dual Enrollment – (previously referred to as dual or concurrent enrollment) -- Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.
- Articulated College Credit – Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education. A course that is part of an Articulation Agreement between an ISD and TC. Credit is awarded after high school graduation, and after the student enrolls at TC and successfully completes six (6) hours of college credit further meeting all requirements of the Articulation Agreement.

- International Baccalaureate Diploma Program – The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.
- College Board Advanced Placement – College-Level courses and exams available to secondary students under the auspices of an approved College Board program.
- Early College Education Program – A program as defined in TEC 29.908.
- Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board-approved certificate, AA, AS, or AAS degree program as defined in *Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code*.

STATEWIDE DUAL CREDIT GOALS

Reference: Texas Education Code; Section 28.009; (b-1) and (b-2)

As required by HB 1638 (85th Legislature, Regular Session) and codified in the Texas Education Code, Sec. 28.009, the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) collaboratively developed statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure that quality dual credit programs are provided to Texas high school students.

Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

TC and ISD alignment:

- TC will provide annual Dual Credit Information Sessions at the high school or college location for parents and students. Information Sessions will include information about the benefits and costs of dual credit and local enrollment and fee policies.
- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.
- TC and ISD will provide dual credit webpages that reflect the most current dual credit program information, including enrollment and fee policies.
- TC will hold an annual counselor’s meeting that will provide the latest information regarding dual credit best practices, upcoming deadlines, legislative requirements, and TC policies affecting dual credit learners.
- TC and ISD will hold PAC meetings (alternating locations) that allow IHE and ISD staff to collaboratively address any ongoing dual credit issues and to further align marketing campaigns and dual credit goals.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

TC and ISD alignment:

- TC will provide annual Dual Credit Orientation Sessions at the high school or college location for

parents and students. Orientation Sessions will include information about TC student policies, best practices for successful adaptation to college curriculum, and e-learning orientation to assist student access to provided online portals and student support.

- ISD will advertise the event to parents and students interested in dual credit and provide a location for the event if it is to be held on the high school campus.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

TC and ISD alignment:

- TC will provide an online service for student advising access and support called CRM Advise.
- TC will provide (1) Dual Credit Pathways guides that align high school pathways (endorsements), including dual credit courses, with Temple College academic or career and technology certificates and degree programs, (2) program maps showing a clear pathway to completion, further education, and employment in fields of importance to the region, and (3) transfer pathways aligned to pathway courses and expected learning outcomes with transfer institutions, which optimize the applicability of community college credits to university majors.
- TC will provide advising services at all center locations on a walk-in basis.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

TC and ISD alignment:

- TC endeavors to ensure quality and rigor of all college credit courses by upholding SACSCOC accreditation standards in hiring of faculty.
- All college faculty are evaluated annually by the relevant department chair in accordance with the college's Annual Evaluation policy, located in Temple College's Administrative Regulations.
- All college courses are issued student evaluations for learner feedback.

STUDENT ELIGIBILITY

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. A high school student is eligible to enroll in academic dual credit courses if the student:
 - 1.1. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.57* of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.56* of this title (relating to Assessment Instrument); or
 - 1.2. demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth *Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter C; Rule §4.54* of this title (relating to Exemptions, Exceptions, and Waivers).
 - 1.3. A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
 - 1.3.1. Courses that require demonstration of TSI college readiness in reading and/or writing:
 - 1.3.1.1. if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

- 1.3.1.2.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
 - 1.3.1.3.if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
 - 1.3.2.Courses that require demonstration of TSI college readiness in mathematics:
 - 1.3.2.1.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
 - 1.3.2.2.if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
 - 1.3.2.3.if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
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 - 2.3. A student who is exempt from STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - 2.4. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.
 - 2.5. To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., a minimum score on a specified placement test, minimum grade in a specified previous course, etc.).
 - 2.6. An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - 2.7. An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.
 3. All students enrolled in college courses are subject to all College policies and procedures.

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2021-2022 Academic Year: In-district tuition at Temple College before discount is applied is \$114 per SCH. Out-of-district tuition at Temple College before discount is applied is \$188 per SCH. Non-Texas residents are billed in accordance with the College's billing schedule.

Tuition and fees may not be discounted for any student for the following types of courses: audited courses, non-credit courses, and developmental education courses. Dual credit students taking strictly online delivered courses will receive the dual credit tuition discount including the waiving of fees but have to pay the out-of-district tuition rate if student residence is not established within the taxing district. **Note: Students may also be subject to paying any differential tuition or fee costs associated with or charged to special courses (example: Medical Terminology).**

Tuition and fee charges that are to be paid at registration are due at that time. Registration is not complete until all payments have been made. Other charges are due upon request.

Payment of tuition and fees may be made by cash, check, money order, Visa, MasterCard, Discover Card, American Express, or installment plan.

The Dual Credit program tuition discount and or waiving of any related fees are subject to change by the TC Board of Trustees. All tuition, charges, and fees are subject to change by action of the Board of Trustees, as they deem advisable.

TBI CONSORTIUM FEE

A Texas Bioscience Institute (TBI) Consortium Group was established between the affiliated ISDs, Home School participants and Temple College.

The Consortium Fee is used to fund specific instructional and student support related activities unique to the TBI Middle College. In addition, as part of the Consortium Group, Temple College also provides the ISD and Home School participants with outreach services geared specifically to the needs of each ISD and Middle College student

The current Consortium Fee is set at \$150 per student for all affiliated Independent School Districts and Home-Schooled students for up to ten students. The fee is capped at \$1500 for those affiliated and sending more than ten students to the TBI Middle College Program.

Please note that the current TBI Consortium Fee will be evaluated on an annual basis as to its effectiveness and whether it is feasible for its continuation at the current rate.

Temple College will bill the Independent School District an appropriate consortium fee to be part of the Texas Bioscience Institute. (Invoicing for payment of the Consortium Fee is sent with the annual renewal of the MOU for each ISD).

FACULTY QUALIFICATIONS

Faculty Selection, Supervision, and Evaluation.

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.
2. The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
 - 2.1. All instructors must meet the minimum requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - 2.2. The College shall select, supervise, and evaluate instructors for courses that result in the award of college dual credit.
 - 2.3. Instructors must meet the same standards, review, evaluation, and approval procedures used by the College to select faculty responsible for teaching the same courses at a main campus or Center of TC.
 - 2.4. Instructors, even if employed by and paid by the ISD, must be supervised in instructional matters by the TC Department Chair and must meet all administrative and evaluation requirements.
 - 2.5. Official transcripts of instructors must be kept on file at Temple College.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Dual credit classes may be taught on the college campus, on the high school campus, or via distance online learning. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:
 - 1.1. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
 - 1.2. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students
 - 1.3. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

SERVICES FOR STUDENTS WITH DISABILITIES

Temple College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which states: "No otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic or other postsecondary education aid, benefits, or services." In order for students with disabilities to receive accommodations from TC, students must provide TC's Office of Student

Accommodations with current (within three years of enrollment at TC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for public school students may not substitute for the documentation specified above. High school personnel will make students aware that if a student has a documented disability that may influence their performance and for which they may require accommodations, the student must register (self-identify) with and provide documentation of their disability to the Office of Student Accommodations at Temple College. *Reference: Temple College Student Handbook.*

ELIGIBLE COURSES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Courses offered for dual credit by public two-year associate degree-granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
2. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.
3. Public colleges may not offer remedial and developmental courses for dual credit.
4. See "Attachment A" Crosswalk for courses offered through Temple College and the Texas Bioscience Institute Dual Credit Program(s).

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Detailed information is published in the College Dual Credit Enrollment and Support Services Manual.

TRANSCRIPTING OF CREDIT

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

For dual credit courses, high school, as well as college credit, should be transcribed immediately upon a student's successful completion of the performance required in the course.

FUNDING

Reference: Texas Administrative Code; Title 19; Part 1; Chapter 4; Subchapter D; Rule 4.85.

1. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. The college may only claim funding for students getting college credit in the core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

3. All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Funding Sources

Tuition: Tuition and Fees are the responsibility of the student. Students must make payment arrangements directly with Temple College.

Transportation: Transportation is the responsibility of the student.

Required Fees or Textbooks: Textbooks and any additional fees are the responsibility of the student. Temple College will provide textbook information through the Temple College Bookstore and course syllabi every semester.

RESPONSIBILITIES

The details below will facilitate effective delivery of instruction and services. More specific details can be found in the Temple College Dual Credit Enrollment and Support Services Manual.

Area	TC Responsibilities and other related information	ISD Responsibilities and other related information
Course Schedule	<p>Develop course schedule in collaboration with ISD representative.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights (Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>	<p>Develop annual scheduling plan and semester course schedules in collaboration with TC representatives.</p> <p>Mutually agree on a policy to follow regarding the college operation of classes in cases of weather-related closings of schools, parent nights, (“Back to School,” etc.)</p> <p>Make appropriate arrangements for college classes to be conducted at the high school or college facility in the event that the ISD holiday calendar differs from the TC holiday calendar.</p>
Class Size	<p>Each college class offered for dual credit at the TC Main Campus or Center must have an enrollment of a minimum of fifteen (15) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>	<p>Each college class offered for dual credit at a high school campus must have an enrollment of a minimum of eighteen (18) students. Exceptions to enrollment minimum and maximum allotments require College (VP of Academic Affairs) and or departmental approval.</p>
Faculty	<p>See Faculty Qualifications Section above</p>	<p>Any ISD teacher wanting to qualify as a dual credit instructor for TC must submit a dual credit instructor application with transcripts to the TC Human Resources office and meet all requirements specified. Temple College Department Chairs will vet each applicant through normal processes. (See Faculty Qualifications Section above)</p>

<p>Facility</p>	<p>Offer college credit courses at designated ISD high school(s).</p> <p>Work with designated ISD contact to relay pertinent information and instructional equipment related requests.</p> <p>Comply with ISD facility guidelines.</p> <p>Coordinate with the high school to provide faculty with the procedure(s) for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate the need for Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>When Temple College Courses are taken online.</p>	<p>Provide TC with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> • Adequate board space • Data projector/display equipment • Internet access that lifts ISD firewall restrictions upon request <p>Designate an official who will facilitate classroom instructional equipment/internet access requests from TC faculty.</p> <p>Provide TC the procedure for security or drills for the facility during class and at the end of class. <u>All facility rules, including any TC faculty or student restrictions, must be provided prior to the start of the semester.</u></p> <p>Designate Special Room(s) Use (Computer Labs, etc.)</p> <p>Describe and Reserve: Computer labs for writing assignments, final exams, group activities</p> <p>Notify TC if students are being required to enroll in a computer lab/study hall to work on TC online courses.</p> <ul style="list-style-type: none"> - Provide to TC information (forms, policies) that describe the ISD's requirement to students. - Any changes to course delivery requirements by the high school should be discussed with Temple College. A change to a high school's location status requires pre-approval/notification from SACSCOC, the College's regional accrediting body. If mandatory computer lab/study hall would require the high school location to change its status with SACSCOC, documentation materials must be submitted to the accrediting body prior to January 1 for the following fall implementation. Temple College reserves the right to deny or withdraw enrollment in the effected college courses until such change is approved by SACSCOC.
<p>Personnel</p>	<p>TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to serve as primary contact(s) for ISD staff.</p>	<p>Provide a designated official high school contact(s) and counselor(s) with whom TC Director of Dual Credit Program and or the Vice President of Academic Affairs is to work.</p>
<p>Public Relations</p>	<p>Provides Dual Credit Program informational and promotional materials and TC staff support to high school/district contacts.</p>	
<p>Instructional Schedule & Calendar</p>		<p>All dual credit college courses will follow an approved TC instructional academic calendar. Students will be expected to attend regularly scheduled TC college courses even if the ISD is not in session.</p>

<p>Testing (i.e., Texas Success Initiative Assessment (TSIA), proctored testing)</p>	<p>Temple College offers proctored test services to students and the community at the Main Campus Testing Center and the EWHCEC-Hutto Testing Center. Most testing is administered on a first-come, first served basis during the posted <u>Testing Center hours</u>.</p>	<p>Coordinate with the college to provide assessments or establish in-house testing agreements and assessment services.</p> <p>Provide adequate and acceptable space for proctored testing purposes.</p>
<p>Support Services</p>	<p>Arrange assessment, advising, and registration services to students.</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide confirmation of courses schedules and class rolls to designated ISD officials upon request as allowed by FERPA. (TC recognizes an educational need to know for superintendents, principals, counselors and or others as officially designated and documented by the ISD).</p> <p>Provide only an intermediate-semester grade (status at week 10 of the semester) and final grades as allowed by FERPA (see above). Note disclaimer below.</p> <p>Temple College Disclaimer for Intermediate-Semester Grade Reporting As a professional courtesy, Temple College submits numerical grades (status at week 10 of the semester) to our high school partners for fall and spring semester respectively for students taking college courses offered for dual credit.</p> <p>Intermediate-semester grades are provided to the high schools to serve as an academic check for intervention purposes to ensure students are staying on the pathway to success in meeting high school graduation requirements. It is recommended that use of the intermediate-semester grades for other purposes beyond considerations of academic intervention should be avoided. Temple College does not assign intermediate-semester grades to our traditional or concurrent enrolled college students.</p> <p>All course grading conventions are stipulated in the instructor’s course syllabus. Temple College considers the end-of-semester final course grade that will appear on the student’s official college transcript as the only valid grade issued for each course. The only official grade assigned at Temple College is the final course letter grade.</p>	<p>Designate procedures to provide duplication (copy) services to TC faculty at the high school site.</p> <p>Distribute promotional materials to high school students related the TC traditional and dual credit program(s).</p> <p>Meet to plan, coordinate logistics, and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Arrange for ISD-specific orientation information to TC faculty who teach at the high school campus.</p> <p>Provide calendar schedules for all high school related testing and or other related activities that group student absences can be expected.</p> <p>Coordinate with the college to ensure timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>

	<p>Meet to plan logistics and on-site support for TC faculty and or courses taught at the high school location(s).</p> <p>Ensure timely and efficient access to such support services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.</p>	
Services For Students With Disabilities	Provide accommodations for ISD students enrolled in TC classes taken on TC campus, Center, or other teaching location, based on student's self-reported documented disability.	
Student Records And Reporting	Provide mutually agreed-upon reports of student enrollment to designated ISD officials upon request as allowed by FERPA.	

Authorizing Signatures

Belton ISD, President, Board of Trustees

Date

President, Temple College Board of Trustees or Designee

Date

**COLLEGE PREPARATORY MATHEMATICS AND ENGLISH LANGUAGE ARTS
COURSES**

**MEMORANDUM OF UNDERSTANDING
BETWEEN
BELTON INDEPENDENT SCHOOL DISTRICT
AND
TEMPLE COLLEGE**

This Memorandum of Understanding (“MOU”) is entered into as of the First day of August, 2021 (the “Effective Date”) between the Belton Independent School District (“ISD”), a Texas independent school district located at 400 N. Wall St., Belton, TX 76513, and Temple College (“TC”), a community college system located at 2600 South First Street, Temple, TX 76504.

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

WHEREAS the parties have agreed to enter into a collaborative agreement where students in the independent school district who are deemed to not be college ready per House Bill 5, Section 10;

WHEREAS, Belton Independent School District (BISD) and Temple College (TC) jointly recognized an opportunity to create seamless pathways for students to enter into college level work in mathematics and English Language Arts without further remediation;

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

1. **Scope of Services.** BISD and TC agree to collaborate to develop and maintain college preparatory mathematics and English language arts courses that meet the terms of this agreement as outlined below in the Support and Services section of this MOU. BISD and TC will meet regularly to maintain the integrity and evaluate the effectiveness of the program.
2. **Term.** The initial term of the MOU shall begin on the 1st of August, 2021 and continue for a period of three years. Thereafter, TC may renew this MOU for two (2) consecutive one (1) year terms by delivering written notice to BISD. The initial term and any renewal term(s) are

collectively referred to in this MOU as “Term”. Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

3. **Support and Services**. BISD and TC agree to the following conditions:

- A. TC agrees to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;
 - ii. To train advisors to recognize and honor course(s) on school district transcripts;
 - iii. To ensure that students are counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;

- B. TC agrees to the following for the college preparatory mathematics course:
 - i. To provide the Student Learning Outcomes;
 - ii. To provide the syllabi for the courses being offered;
 - iii. To provide the departmental final exams for the courses;

- C. TC agrees to the following for the college preparatory English language arts course:
 - i. To provide the final exam for the reading portion of the Integrated Reading and Writing (INRW 0402) course;
 - ii. To provide the types of essays required (expository, persuasive, and critical analysis) and the rubrics for grading those essays;
 - iii. To provide the Student Learning Outcomes for INRW 0402;

- D. BISD agrees to the following for both the mathematics and English language arts courses:
 - i. To provide highly qualified instructors for the courses being taught;
 - ii. To identify students who are not college ready as stated in HB 5 and to notify parents and students of the benefits of enrolling in the college prep course(s);
 - iii. To provide professional development and resources required to teach the mathematics and English language arts courses;
 - iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number: English Language Arts – CP110100; Mathematics – CP111200
 - v. To provide curriculum for the course that is consistent with TC Student Learning Outcomes;
 - vi. To follow the BISD Grading Expectations;
 - vii. To deny students enrolled in these courses exemptions from TC final exams;
 - viii. To provide assistance with college enrollment and financial aid applications;
 - ix. To accept completion of the college preparatory course(s) and demonstrate readiness by Temple College, the student’s grade for the course must be at least

a 75 or higher and the final exam grade must be at least a 70 or higher. A student earning a grade between 70-74 will receive high school credit for that course but will not have demonstrated college-readiness.

- x. To provide students with a certificate of completion following successful completion of the course(s)

E. BISD agrees to the following for the college preparatory mathematics course:

- i. To administer the TC departmental final exam;
- ii. To provide course material that corresponds to the learning objectives as outlined for college mathematics prep course for each student enrolled in the course;
- iii. To ensure transferability of the course grade to TC and to demonstrate readiness by Temple College, the student's grade for the course must be at least 75 and the student must pass the final exam with a 70 or higher.

F. BISD agrees to the following for the college preparatory English language arts course:

- i. To administer the TC INRW Reading final exam
- ii. To teach and grade the required essays according to the rubrics provided by TC. (T.E.A. Rubrics for Expository, Persuasive, and Literacy Analysis);
- iii. To teach a preliminary semester course that focuses on college readiness and literacy skills; and
- iv. To ensure transferability of the course grade to TC and to demonstrate readiness by Temple College, the student's grade for the course must be at least 75 and the student must pass the final exam with a 70 or higher.

4. **Non-Compliance**. Notwithstanding any provision herein to the contrary, if TC does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from BISD, this MOU may be terminated immediately upon written notice from BISD, in BISD's sole discretion.

5. **Liability**. Neither BISD or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person or group arising from (a) the use of district property and/or equipment by TC and TC's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) non-compliance with this MOU, or (c) any act, omission, or negligence of TC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors.

EXCEPT AS MAY OTHERWISE BE PROVIDED HEREIN, BISD MAKES NO EXPRESS OR IMPLIED WARRANTIES OF ANY KIND. TO THE FULLEST EXTENT PERMISSIBLE UNDER APPLICABLE LAW, BISD DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF PERFORMANCE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, OMISSIONS, COMPLETENESS, AND DELAYS, EXCEPT AS EXPRESSLY PROVIDED HEREIN OR AS REQUIRED BY LAW, UNDER NO CIRCUMSTANCES SHALL BISD BE LIABLE FOR

EXEMPLARY, SPECIAL, PUNITIVE, CONSEQUENTIAL, OR INCIDENTAL DAMAGES, INCLUDING, WITHOUT LIMITATION, LOST PROFITS, BUSINESS REVENUE, OR GOODWILL DUE TO ANY CAUSE WHATSOEVER, EVEN IF BISD HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

6. **Indemnity.** TC AGREES THAT TC SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS BISD AND BISD'S PAST, PRESENT, AND FUTURE TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS, DEMANDS, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING, WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS' FEES, OF ANY KIND OR NATURE ASSERTED BY ANY THIRD PARTY, OCCURRING OR IN ANY WAY INCIDENT TO, ARISING OUT OF, OR IN CONNECTION WITH ANY ACTS OF TC AND/OR TC'S PARTICIPANTS, VISITORS, AGENTS, EMPLOYEES, CONTRACTORS, INVITEES, OR LICENSEES DONE IN CONNECTION WITH THIS MOU. TC's obligations under this clause shall survive termination or expiration of this MOU.

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

If to BISD: Dr. Matt Smith
Superintendent
400 N. Wall St.
Belton, TX 76513

If to TC: Christy Ponce
President
2600 South First Street
Temple, TX 76504

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

8. **Relationship of the Parties.** It is understood and agreed that TC is a separate legal entity from BISD and TC is not an employee, agent, joint venture, or partner of BISD. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between BISD and either TC or any employee or agent of TC.

9. No Waiver of BISD's Immunity. The execution of this MOU and the performance by BISD or any of its obligations hereunder are not, and are not intended to waive or relinquish, and BISD shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to BISD, its trustees, officers, employees, or agents under federal or Texas laws.

10. No Third Party Beneficiaries. Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.

11. Governing Law and Venue. This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of law provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Bell County, Texas.

12. Entire Agreement. This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.

13. Severability. In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.

14. Interpretation. The parties agree that the normal rules of construction that requires that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.

15. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.

16. Assignment. Neither this MOU nor any rights, duties, or obligations under it shall be assignable by TC without the prior written acknowledgement and authorization of ISD. Any attempted assignment by TC without BISD's prior written consent shall be void.

17. No Waiver. No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach

thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

18. Captions. The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not be considered in the interpretation of any part hereof.

19. Counterparts. This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Executed this _____ day of _____, 2021.

BELTON INDEPENDENT SCHOOL DISTRICT

Dr. Matt Smith, Superintendent

TEMPLE COLLEGE

Dr. Christy Ponce, President

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

**The University of Texas Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2021–Summer 2022**

This Memorandum of Understanding (“MOU”) is entered into by and between The University of Texas Permian Basin (“UTPB”) and Belton Independent School District, (“Belton ISD”), pursuant to section 29.908 of the Texas Education Code.

1. Term

The term of this agreement is August 1, 2021 through and including July 31, 2022.

2. Recitals

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

3. MOU Purpose

The purpose of this MOU is to outline the roles and responsibilities of the University and the School Districts that participate in the Academic Dual Credit Programs at UTPB. This MOU is the agreement that encompasses all programs and initiatives under the Academic Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional Memorandum of Understanding is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

4. Non-Discrimination

The University of Texas Permian Basin is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex, national origin, age, disability, genetic information, or veteran status. The University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender expression and gender identity. For more information, please visit UTPB's Non-Discrimination Policy: <https://www.utpb.edu/life-at-utpb/campus-safety/non-discrimination-policy>

5. Recognition of Higher Education Partner

The School District, when reporting and publicizing high school students' completion of academic dual credit courses, will recognize all Higher Education partners, including The University of Texas Permian Basin. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize The University of Texas Permian Basin as their Higher Education partner. The following statement must be included in all the School District's publications and/or

advertisements in regards to the Academic Dual Credit Programs: “Belton ISD” collaborates with The University of Texas Permian Basin, our Higher Education partner, to offer University credit hours, while saving families hundreds of thousands of dollars in reduced costs in tuition and fees.” In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the University’s Branding, Marketing, and Advertising Guidelines for The University of Texas Permian Basin at https://www.utpb.edu/university-offices/communications-and-marketing/images/ut-permian-basin-brand-guidelines_updated-04012019.pdf. Failure to follow this provision will result in a non-compliance notification as stated in Section 23 of this document.

6. Academic Policies and Procedures

Regular academic policies and procedures applicable to regular University courses and students will also apply to dual credit courses and dual credit students.

a) Eligible Courses

Academic courses offered by the University for dual credit are developed based on the guidelines published by the Texas Higher Education Coordinating Board in the Academic Course Guide Manual. The University does not offer remedial, kinesiology, or developmental courses for dual credit.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The University has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called “Dual Credit Faculty”) to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the University’s respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the University’s policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the UTPB Academic Affairs Handbook (AAH).

- i. The School District will collaborate with the University to ensure that the School District instructor applying to teach in the Academic Dual Credit Program meets the credential requirements.
- ii. The University will ensure that University Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.
- iii. School District faculty approved as Dual Credit Faculty must be cleared by the University’s Office of Human Resources to teach any dual credit courses.

- iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the University.
- v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete Canvas LMS and Quality Measures Trainings offered through the University's Falcon Online Department prior to or during their first semester teaching Academic Dual Credit Program courses.
- vi. University and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual Credit Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.
- vii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required University departmental meetings, discipline and course-specific professional development training. The department chairs will provide meeting schedule information to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.
- viii. University Faculty and Dual Credit Faculty teaching University-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate University or School District support services.
- ix. The School District will forward any concerns regarding Dual Credit Faculty or University Faculty teaching the University-level course to the University Department Chair for investigation. To resolve the concerns, a meeting shall take place between the University Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- x. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- xi. Even though Academic Dual Credit Faculty members are full-time employees of the School District wherein they teach the University course(s), they are expected to follow all the University's policies as applicable during the instructional time designated for dual credit courses. Because Dual Credit Faculty are employed by both the University and the School District, they are confronted with unique challenges, but should have the same rights, responsibilities, and privileges as University Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as Dual Credit Faculty

while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

xii. Dual Credit Faculty Rights and Responsibilities when teaching a Course for the University:

- **Course Work:** The rigor of University course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.
- **Issuing of University Grade:** Dual Credit Faculty shall not inflate the University letter grade, which might differ from the high school numeric grade.
- **Contact Hours Pertaining to Dual Credit Students:** Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.
- **Dual Credit Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to a lack of effort and/or excessive student absences.**

c) Location, Facilities, Teaching Environment, and University Courses

The location of dual credit courses will be held at approved high school sites in accordance with SACSCOS standards.

i. University Courses

Faculty teaching dual credit courses must use the University's approved Learning Management System. The University maintains security measures to protect faculty and students while learning in an online environment.

ii. Course Delivery at High School

The School District will ensure that all academic dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction, except when a State of Emergency is activated, is when a Dual Credit Faculty may be approved to conduct online instruction to adhere to the University's Instructional Guidelines, using the University's Learning Management System.

iii. Online Method of Delivery

UTPB offers one method of delivery via online Learning Management System.

An electronic course is defined as a course in which instruction and content are primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

iv. Facilities

The School District will work with the University to ensure that the School District's facilities meet the expectations and criteria required for University classes and are appropriate for University-level instruction by the first day of class including the following:

- School District will ensure that University Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District shall permit access to the University's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment required for University courses available in all labs in which classes are being taught to comply with the University science program requirements.

v. Teaching Environment

The School District will ensure that the classroom environment is conducive to University level learning by:

- Designating a classroom for the dual credit classes;
- Displaying signs outside of the classroom that indicate "University Course is in Session";
- Assuring no interruptions take place in the University dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and

- Accepting the faculty member’s attendance requirements as stated in the course syllabus.

d) Course Curriculum, Instruction, and Grading

School Districts that participate in the Academic Dual Credit Programs at the University will comply with procedures and guidelines as published by the University, including the following:

i. Academic Instructional Calendar

Dual credit classes will follow the University Academic Calendar. Exceptions may be arranged through collaboration between the University and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The University requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. University courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction

The School District will work with the University so University personnel will have the opportunity to monitor the quality of instruction in compliance with the University course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials

Courses offered for dual credit will be identified in the course schedule as University-level courses. Instruction and materials for dual credit courses will be equivalent or identical to courses taught to traditional university students. When possible, UTPB will: (i) utilize open resource textbooks for all dual credit courses, and (ii) utilize the same textbook for multiple years. District shall be responsible for providing all academic textbooks to students.

iv. Grading Procedures

All Dual Credit Faculty will follow the University Grading System as well as the grading criteria in the department approved syllabus.

v. Submission of University Grade

The primary responsibility for assigning University grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain

determinant. University and School District officials will not interfere with the faculty member's responsibility for assigning University grades. The final course grade for the University will be a letter grade and for the high school a numeric grade that might differ from the University grade.

vi. Grade Appeal

The School District will direct students to follow the University's Grade Appeal process. An electronic copy of these documents may be accessed on the Student Services Department webpage at the following link:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-grievances>

7. Student Enrollment & Support Services

a) Student Eligibility

Beginning in the 9th grade, Texas public school students may enroll in dual credit courses for up to 15 hours per semester. Texas Administrative Code §4.85(b) identifies requirements that must be met by students who enroll in a college course for concurrent enrollment college credit.

I. Students must comply with the Texas Success Initiative as follows:

- Reading—TSIA score of 351 or TSIA2 of CRC \geq 950
- Writing—
 - a. a placement score of at least 340, and an essay score of at least 4; or
 - b. a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.
- Mathematics—TSIA score of 350

TSIA2

- Mathematics College and Career Readiness —
 - CRC \geq 950;
 - CRC $<$ 950 and Diagnostic Level = 6
- English Language Arts and Reading College and Career Readiness —
 - CRC \geq 945 and Essay \geq 5;
 - CRC $<$ 945 and Diagnostic Level \geq 5 and Essay \geq 5 Diagnostic Level Range: 1-6 CRC— College Readiness Classification Test CRC Range 910-990

2. Alternatively, students may qualify under one of the following standardized exemptions from TSI requirements:
 - Exemption from TSIA reading and writing:
 - Scored a 23 or higher on the ACT composite and a minimum of 19 on both the English and math tests;
 - SAT administered prior to March 2016: Earned a combined (verbal critical reading + math) SAT score of 1070, with a minimum score of 500 on both sections;
 - SAT administered March 2016 and later: Evidence-Based Reading and Writing (EBRW) minimum score of 480, Mathematics minimum score of 530 (no combined score needed);
 - TAKS scale score of at least 2200 on the math section and/or 2200 on the English Language Arts section with a writing subsection score of at least 3.

b) Library Services

UTPB shall provide dual credit enrolled student's access to the instructional and digital resources available on the campus of UTPB and ensure that all distance education students have access to library resources to support appropriately the courses in which the students are enrolled. These services include document delivery, electronic access to reference services, reserves, interlibrary loan, and a web page that includes ready links to services, contacts, and self-help modules. The library will regularly evaluate the effectiveness of resources provided to distance education students and will demonstrate that services are improved where appropriate. Instructors will provide distance education students information about library services.

c) Student Support Services

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to University students on the main campus. The University is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Currently, support services available to the online students from UTPB include:

- Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
- Smarthinking Online Tutoring;
- Writing Center assistance and tutorials with writing assignments;
- Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;
- Academic Advising and My Edu;
- Career Services; and
- Technical Support for Canvas users

d) Student Policies

Regular academic policies applicable to courses taught at the University's main campus must also apply to dual credit courses, in accordance with TAC Chapter 4. These policies shall include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and when the syllabus must be distributed.

e) Student Complaints

UTPB's policies and procedures for handling student academic and non-academic complaints are applicable to all students including those enrolled in distance education programs and courses. Students with complaints about distance education delivered by UT Permian Basin should follow the process described at <http://www.utpb.edu/campus-life/dean-of-students/grievances/index>. Students who wish to file a written complaint are encouraged to submit their complaint using the University Complaint Resolution Portal located at <http://www.utpb.edu/services/business-affairs/complaint-resolution>. If an issue cannot be resolved internally/locally, students may file a complaint about UT Permian Basin with their state of residence or the University's accrediting organization. Information on both are available at <http://www.utcoursesonline.org/complaints>.

f) Student Conduct

Dual credit students must abide by the UTPB Student Code of Conduct outlined in the current Handbook of Operating Procedures.

8. Finance Support Services

a) Faculty Stipend

School District instructors approved by the University to be Dual Credit Faculty and approved to teach University level courses will be paid a stipend by the University per class, per semester, as outlined in the Academic Affairs Handbook (AAH).

b) Tuition and Fees

District shall pay \$100 per semester credit hour. Each school district is liable for making complete payment for all students before the 12th class day. Each district and or dual credit student will adhere to enrollment cancellation processes that are set in place by the University.

c) Invoicing

UTPB will issue an invoice to District listing all enrollments in all subject areas. District will have up 15 business days to appeal any registrations for that semester, to the Office of Accounting. District must remit payment within 30 days of receipt of invoice. Failure to pay may result in District's inability to enroll students in future courses.

d) TXVSN Enrollment

When District enroll in courses via the Texas Virtual Schools Network (TXVSN), it will follow UTPB enrollment procedures, including:

- a. Applying to and enrolling students in UTPB;
- b. Adhering to UTPB's enrollment and drop schedule; and
- c. Entering into a written agreement approved by the governing boards or designated authorities of District and UTPB.
- d. District is responsible for 100% of the course cost for each student that completes coursework. District is responsible for 70% of the course cost for each student who withdraws from a course after expiration of the designated drop period.
- e. TXVSN Central Operations will issue an invoice to District at the end of each semester based on the conditions noted above; TXVSN will remit payment to UTPB at the end of each semester.

9. Human Resources Department, Data Privacy & Sharing Agreement

The School District will collaborate with the University to ensure that all School District faculty applying to teach in the Academic Dual Credit Programs meet the credential requirements, and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a University course are required to be reported to the University's Office of Human Resources to the attention of the Director for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the University's Policy on Sexual Harassment/Sexual Misconduct, and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the University's policy may be accessed on following link: <https://www.utpb.edu/life-at-utpb/campus-safety/sexual-harassmentsexual-misconduct/sh-sm-policy>

Title IX Statement:

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator (as outlined in Section 3.1 of this Policy).

- c) The School District will designate a specific School District official that is certified as a Title IX Investigator/Coordinator to serve as the authorized liaison for The University of Texas Permian Basin Office of Human Resources. The School District official and the University's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

10. Quality Control

UTPB will monitor student academic performance and quality of instruction to assure compliance with the Texas Administrative Code Title 19, Part 1, Chapter 4.

11. Student Identification

UTPB online students are eligible to receive a UTPB Student Identification Card and students who wish to obtain a UTPB Identification Card shall send an email to the UT System Police at StudentID@utpb.edu, included information should be:

- *Full name, address, and student ID number.
- *A scanned image attachment of another photo-bearing official government ID (driver's license, passport, etc.) for verification in digital (JPEG) format.
- *A scanned image attachment of a passport-quality photo (headshot with a plain background) in digital (JPEG) format.

District or student shall pay a fee of \$10.00 for the ID and will receive the ID in a prompt and timely manner. Dual credit students may use their student ID to obtain the same privileges that traditional students hold, with the exception of the weight room.

12. UTPB Student Authentication Process

UTPB registers students for online courses using a student information system and manages access through a centralized authentication system. The learning management system in which all online courses are hosted authenticates student user accounts and passwords to the UTPB centralized authentication system. To obtain access to online courses in the learning management system, students must establish their identity through a secure login and password. At least one additional student identification technique will be required within each course. This technique is determined and approved by the Provost/Academic VP.

The District principal shall notify UTPB in the event a high school does not use photo IDs. UTPB will determine an alternative means of authentication. One additional method of student authentication using an approved photo ID must be clearly stated on the course syllabus minus webcams and may include the following:

- Proctored exams using an approved photo ID.
- Presentation of approved photo ID through a web cam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- Other technologies or procedures specified by faculty in their course syllabus.
- Public school designee/facilitators can proctor an exam identifying themselves to the instructor for testing environment criteria.
- UTPB emails are a secondary form of authentication.

Dual credit students may use District identifications. Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

TEC 28.009

UTPB has aligned its goals with House Bill 1638 statewide goals as codified in Texas Education Code, Section 28.009 (b-1) and (b-2). These require the Texas Higher Education Coordinating Board (THECB), and Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas.

UTPB offers dual credit courses to high school students in accordance with state, legislative, and regulatory requirements, as well as the SACSCOC.

UT Permian Basin offers a course equivalency crosswalk for equating high school courses with college courses. This crosswalk identifies the number of credits that may be earned for each course completed through the dual credit program.

While UTPB offers a variety of dual credit and early college access courses, most courses are part of the Texas Core Curriculum. Core courses are transferable to any public university or college in Texas.

All courses are 3 credit hours unless noted otherwise

*ART 1301: Art Appreciation	MATH 1324: Applications of Discrete Mathematics
COMM 1315: Intro to Public Speaking	MATH 1332: Contemporary Mathematics I
CRIM 2336: Intro to Criminology	MATH 2412: Pre-Calculus {4 credit hours}
ECON 2301: Intro to Macroeconomics	MATH 2413: Calculus I {4 credit hours}
*ENGL 1301: Composition I	*MUSC 1301: Jazz, Pop, and Rock
*ENGL 1302: Composition II	PLSC 2305: American National Politics
*ENGL 2322: British Literature to 1800	*PSYC 1301: Intro to Psychology

ENGL 2323:	British Literature since 1800	*SOCI 1301:	Intro to Sociology
*ENGL 2327:	American Literature to 1865	SPAN 1411:	Beginning Spanish I {4 credit hours}
ENGL 2328:	American Literature since 1865	SPAN 1412:	Beginning Spanish II {4 credit hours}
*HIST 1301:	U.S. to 1877	SPAN 2311:	Second Year Spanish I
*HIST 1302:	U.S. since 1877	SPAN 2312:	Second Year Spanish I
MATH 1314:	College Algebra		

UTPB offers dual credit to Early College High School and high school students across the state of Texas. Our classes are taught by SACSCOC qualified university professors. UTPB ensures the quality and instructional rigor of the dual credit program's content, which meets, SACSCOCs requirements. Course content and rigor are comparable with similar courses that are taught to traditional UTPB students.

UT Permian Basin Dual Credit goals are listed below.

Goal 1: UT Permian Basin and its school district partner will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- Measures of Implementation: Examples of items to include in documentation:
 - a. UT Permian Basin and its school district partner will host informational sessions for students and parents on dual credit opportunities, benefits, and cost.
 - b. UT Permian Basin and its school district partner's webpages will reflect the most current dual credit program information including enrollment and fee policies.
 - c. UT Permian Basin will host dual credit 101 sessions for high school counselors via webinar.
 - d. UT Permian Basin and its school district partner will collaborate on a marketing campaign.

Goal 2: The Dual credit program will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge successfully into college course completion.

- Metric: Examples of items included in analysis:
 - e. Student enrollment in postsecondary after high school
 - f. Time to degree completion
 - g. Decrease in excess number of semester hours beyond required hours to degree completion
- Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

Metric: Award of credit and transcripts

- a) UTPB will award academic credit for courses that are listed in the core curriculum. These courses shall be evaluated in accordance with Texas Higher Education Coordinating Board and Texas Education Agency. They shall be at a more advanced and rigorous level than courses taught at the high school level.
- b) For all its programs, including those delivered through distance education, UTPB will identify expected student learning outcomes, assess the extent to which a course achieves these outcomes, and provide evidence of improvement based on analysis of the results. Additional items to be evaluated shall include but are not limited to: the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty. Finally, students will evaluate courses delivered via distance education using the course evaluation procedures in effect for campus-based courses.

13. Schedule Changes

Schedule changes that include additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

14. Transcribing of Credit and Student Withdrawal

A college grade shall be transcribed upon completion of the semester for the courses in which the student officially enrolled and will adhere to the current grading policy.

The school district agrees to evaluate the objectives to be achieved by students completing the UTPB dual credit courses and to transcribe the credit on the student's high school transcript accordingly.

Students may request transcripts at www.getmytranscript.com. The fee is \$7.00.

15. Grading Periods and Policies

The university has adopted a policy that allow school facilitators observer access in Canvas. The account holder will have credentials and understand that all users of UTPB Information Resources are subject to having all such uses monitored and/or recorded by system personnel, and that anyone using UTPB Information Resources expressly consent to such monitoring and that the results of such monitoring may be provided to law enforcement personnel. Individuals will be able to follow the academic calendar for the grading periods and polices adopted by UTPB and school district.

16. Use of UTPB Email

Use of UTPB email as primary email in distance education courses further protects student personal emails independent of their coursework and ensures the student enrolled in the online courses is using the email account assigned to that student by UTPB. University email will serve as second authentication method.

17. Privacy

The Family Educational Rights Privacy Act (FERPA) guidelines will be followed for all students regardless of instructional environment. Submission of student work online creates an academic record that is subject to FERPA. Online posting of grades must not be viewable to other members of the online class. Exemplary works may be posted with individual student permission. Instructors must not compel online students to reveal private information to classmates. Private information includes full name, physical address, birth date, birth place, social security number, gender, race, color, marital status, religion, citizenship, immigration status, physical image, information about family, or information a student considers too sensitive to share.

18. Data Sharing

FERPA allows protected student data to be exchanged between the University and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the University disclosed. The University and the School District are expected to meet FERPA requirements to maintain the privacy of student data. The University will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the University. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the University shall not be shared outside the District without prior authorization from the University. The School District may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the School District and the University
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need. The School District may submit an e-mail request for reports to: chavez_mi@utpb.edu

19. Transportation

UTPB assumes no obligation/responsibility for transportation of students to and from the UTPB campus.

20. Off-site Locations Southern Association of Colleges and Schools Commission (SACSCOC) Requirement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires Universities to report all off-site locations in which dual credit students may earn at least 25% but less than 50% of credits toward a program, in-person or via distance learning, if courses are taken on high school property. This rule does not give the University the right to manage the classroom or technology in the classroom, nor does it imply that the University will supply learning technology. However, high schools may be subject to a site visit during SACSCOC reaffirmation processes that occur every five years.

21. Decision to Non-Renew MOU Agreement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) substantive change policy requires institutions to notify them of all off-campus instructional locations that require students (including dual credit and early high school students) to take courses in a place that is geographically apart and independent of the main campus location. Furthermore, institutions are required to have an approved teach-out plan that ensures equitable treatment of students when an off-campus instructional site closes. Because a decision not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit high school partner closes an off-campus location, the UTPB teach-out plan will ensure the University makes a good faith effort to assist affected students, faculty, administrative and support staff so that they experience minimal disruption in the pursuit of their course of study or professional careers.

If a decision is made not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit partner, the following proposed protections will occur:

This plan provides details regarding:

- a. administration and organization
- b. affected students
- c. maintenance of records and reports
- d. affected faculty and staff

Administration and Organization

The Administration, Provost, Program Director, and faculty of the UTPB Dual Credit Program will continue to adhere to and remain accountable for ensuring affected students, faculty, and support staff experience minimal disruption in the pursuit of their course of study or professional careers.

The University administration will provide direct support and resources to the appointed Director of Dual Credit/Early College High School in fulfilling his/her responsibilities and duties until all affected students have completed their course work.

Affected Students

The University has maintained and will continue to maintain open communication with all currently enrolled students.

A decision not to renew an agreement between UTPB and a dual credit partner prohibits students enrolled by that high school from taking dual credit courses from UTPB. In that case, affected students will be notified by mail of the ending agreement and will be informed of their rights as follows:

1. Affected students are no longer eligible to take dual credit courses at the University
2. No additional charges/expenses will incur as a result of the ending agreement
3. Any earned credit will be recorded and remain on student transcripts
4. Affected students are entitled to a copy of their transcripts
5. All other affected student records will be kept on file following UTPB policy
6. Affected students have a right to appeal a grade
7. Grievance procedures still apply
8. Incomplete grades and ongoing agreements between the affected student and instructor will remain honored

Affected students will be notified that they can continue taking dual credit courses at UTPB if the stated agreement is renewed at a later time. Once they graduate from high school, they are eligible to apply to UTPB and complete their programs of study.

Maintenance of Records and Reports

All current records will be maintained in a secure manner to prevent loss, destruction or unauthorized use. All records will be maintained for the required specified time and will remain accessible to those with a need for access (e.g., Program Director, Provost).

The University will also continue to maintain the records listed below in accordance with the required institutional education guidelines:

- a. University catalogs, programs of study, mission and goals, curriculum and course outlines
- b. Student/Faculty records
- c. Memoranda of agreements with affiliating agencies
- d. Strategic planning documents and program/course evaluation methods

Affected Faculty and Staff

In the unlikely event that full-time faculty or staff are affected by the ending contract between UTPB and a dual credit partner, they will be notified in writing.

22. Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both UTPB and the school district at least 30 days before any term or provision may be changed.

23. Notification of Non-Compliance and Termination of Agreement

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the University President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

The University of Texas of the Permian Basin
4901 E. University Blvd.
Odessa, Texas 79761

By:

Date:

Dr. Sandra Woodley
President, UTPB

Belton Independent School District

By:

Date:

Dr. Matt Smith
Superintendent, Belton ISD

**Interlocal Agreement
Between
The University of Texas at Austin
and
Belton ISD**

FOR THE 2021-2022 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2021 is entered on the Effective Date by Belton ISD (BISD) and the University of Texas at Austin, on behalf of its Office of Strategy and Policy (UT Austin), collectively referred to as the Parties.

Contracting Parties:

Receiving Party (BISD)
Belton ISD
401 N. Wall St
Belton, TX 76513

Performing Party UT Austin
The University of Texas at Austin
110 Inner Campus Drive, Suite 102
Austin, TX 78712

WHEREAS, UT Austin and BISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from UT Austin and their BISD high school.

WHEREAS, eligible students will be able to participate in a dual enrollment, distance education program called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Interlocal

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an “interlocal contract” within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide “governmental functions or services,” as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. Nature of OnRamps

UT Austin and BISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from BISD and college credits from UT Austin through a distance education course.

BISD and UT Austin will share the responsibility to implement the OnRamps program. By entering into this Agreement for the delivery of distance college courses, BISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at BISD.

3. Consideration

Each year of the Agreement, BISD will pay UT Austin the cost per student and teacher training needed by BISD as set forth in section 4.2(H) below. BISD must also cover the cost of lodging, transportation, and teacher substitutes (fall and spring) during Professional Learning Institutes (PLI).

Funds paid by BISD to UT Austin cover the student enrollment fee, teacher professional learning fee, and lodging expenses for high school teachers participating in Summer PLI. Payment in full is due and payable to UT Austin within thirty (30) calendar days from receipt of an undisputed invoice in accordance with Chapter 2251 of the Texas Government Code (Texas Prompt Payment Act). All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

University of Texas at Austin
Office of Strategy and Policy
2616 Wichita Street, STOP A7300
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps distance college courses will be shared by BISD and UT Austin. BISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

4.1 Responsibilities of UT Austin Enrollment and Records

- A. Register high school students for OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal). In order to officially enroll in OnRamps distance college courses, students must acquire an official, permanent university electronic identification (UT EID) via the UT Austin web site. Once a UT EID is acquired, students use their UT EID and password to access the secure OnRamps Portal, complete a required student profile, affirm agreement with OnRamps policies, and register for course(s).

- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to UT Austin and BISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades for students who are eligible, successfully complete, and accept college credit for the distance college course with the UT Austin Registrar. A student may request an official copy of their transcript from the Registrar at the end of the spring term, in accordance with the UT Austin Registrar request procedures and fees.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.
- E. Information received and stored by OnRamps regarding students enrolled at UT Austin is confidential and protected consistent with the Family Educational Rights and Privacy Act (FERPA).

Curriculum and Instruction

- F. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses, ensuring rigor and quality. UT Austin faculty are provided 1:1 professional development and support to learn how to deliver OnRamps courses through distance education. UT Austin staff provide frequent feedback to UT Austin faculty and academic course staff on implementation and provide support for any needed enhancements or improvements.
- G. Offer distance education and high school courses that:
 - a. Provide in-depth college readiness experiences for all students, regardless of whether they earn credit from UT Austin.
 - b. Provide clear and transparent expectations for postsecondary success in Texas.
 - c. Provide an authentic entry point to university-level learning experiences that expose students to postsecondary versus high school performance expectations.
 - d. Provide opportunity for students to take responsibility for their own learning.
 - e. Deliver instructional materials via distance education. All course-related materials will be available from the course website, the Canvas Learning Management System (Canvas LMS), and/or the UT Austin OnRamps academic course staff unless otherwise specified.
 - f. Prominently feature the four pillars of OnRamps: College Standards, Innovative Pedagogy, Technology Enhanced Education, and Aligned College Experiences.
 - g. Provide access and training in all technology used as appropriate to the nature and objectives of courses, including the Canvas LMS, to every OnRamps student, teacher, and UT Austin faculty member to meet course expectations.
- H. Administer OnRamps distance college courses via a dual-enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or

year-long courses. The college enrollment process differs between the two course types.

- a. Semester-long Course College Enrollment Process
 - i. In order for students to gain access to the UT Libraries, all semester-long student enrollments are recorded at the beginning of the semester with the University in alignment with OnRamps and University processes.
 - ii. Students must complete a series of required assignments and summative assessments designed, designated, and evaluated by UT Austin faculty and college Instructors or Record.
 - iii. Students must earn a passing grade (D- or above) determined by the UT Austin Instructor of Record to be eligible to earn college credit in the UT Austin distance college course.
 - iv. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - v. Students who accept college credit will have an official transcript showing the letter grade earned in the course.
- b. Year-long Course College Enrollment Process
 - i. Students must complete a series of required assignments and summative assessments designed, designated, and evaluated by UT Austin faculty and college Instructors of Record. Students must earn a passing grade (D- or above) determined by the UT Austin Instructor of Record to be eligible to earn college credit in the UT Austin distance college course. A student who does not meet this eligibility requirement may be determined to be eligible if the student meets the Texas Success Initiative (TSI) requirements for that course. Grade-based eligibility criteria and TSI requirements are described in each college course syllabus.
 - ii. Eligible student enrollments are recorded with the University in alignment with OnRamps and University processes.
 - iii. Students must complete a series of additional required assignments and assessments designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to determine successful completion of the distance college course.
 - iv. Eligible students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - v. Students who accept college credit will have an official transcript showing the letter grade earned in the course.
- I. Before accepting credit for an OnRamps course, students are advised to check with their planned collegiate program, even if intending to attend UT Austin, to determine exact course credit applicability and transferability. Most OnRamps distance college courses are part of the Texas Core Curriculum at UT Austin and credits earned for a letter grade of C- or above are guaranteed to transfer to any state public higher education institution in Texas. Refer to Exhibit A for detailed course information, including Core Curriculum designations and TCCNs.
- J. Provide technology and support services necessary for successful implementation, teaching, and learning in OnRamps courses:

- a. Maintain servers operated by or hosted on UT Austin’s web-based Canvas LMS.
- b. Provide online and phone-based technical support for OnRamps teachers, students, and UT Austin faculty using the curriculum.
- c. Provide access and training to the Canvas LMS for every OnRamps student to meet course expectations.
- d. Provide online and phone-based technical support for OnRamps teachers and students engaging in the curriculum when that support is not provided through Canvas LMS.
- e. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
- f. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
- g. Provide technological resources and infrastructure to support implementation of OnRamps distance college courses for the district, campuses, high school teachers, and students.

Professional Development and Support

- K. Deliver professional learning to participating BISD teachers who teach the OnRamps course.
 - a. A Summer PLI for participating BISD teachers will be delivered by UT Austin using distance education and virtual learning technologies. Each course offered through OnRamps has an associated Summer PLI. UT Austin is responsible for the following at Summer PLI:
 - i. Scheduling the necessary facilities to conduct PLI.
 - ii. Facilitating lodging, parking, and food for participants.
 - iii. Conducting Summer PLI.
 - iv. Crediting participating BISD teachers with continuing professional education hours (approximately 80 hours for new teachers and approximately 50 hours for returning teachers over the course of a full academic year).
 - b. Academic year PLIs: One-day PLIs for, new and returning, participating BISD teachers, will be held at UT Austin or designated regional sites, or delivered virtually for specified courses during the fall and spring semesters. BISD teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
- L. Provide one or more Course Staff. UT Austin will hire and assign a qualified course coordinator for each course. Approved by UT Austin faculty within the sponsoring UT Department (e.g. Computer Science, Mathematics, etc.), the coordinator will serve as a content expert and liaison for the BISD high school teacher.
- M. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to BISD and its administration

(Superintendent, Director of Advanced Academics, Campus Administration, Counselors, etc.).

- a. The goals of professional learning and development opportunities specific to administrative and counselor roles and functions are to inform, collaborate, and advise on key elements that prepare students for transition to postsecondary. These events provide space and time for administrators, counselors, and OnRamps to gather and collectively share issues, needs, concerns, solutions, and plans to support student post-secondary success.
 - b. Deliver in-person or virtual presentations and/or workshops to BISD and its staff regarding OnRamps program overview, implementation, and strategies for success.
 - c. Deliver in-person or virtual presentations and/or workshops to the BISD community regarding OnRamps overview, implementation, and motivation/support for their child/student.
 - d. Provide a link for BISD to request and/or schedule in-person or on-line presentations. BISD is allotted one OnRamps presentation per campus in an academic year. Presentation requests must be made at least one week in advance. Requests are not guaranteed and will be scheduled based on availability of the OnRamps outreach team.
- N. The UT Austin course staff will:
- a. Conduct or co-conduct the Summer and one-day PLIs.
 - b. Assist BISD with OnRamps implementation by providing the necessary training to BISD high school teacher(s) before and during implementation.
 - c. Provide on-going, one-on-one feedback and guidance to the high school teacher.
 - d. Provide virtual coaching using OnRamps-approved online coaching medium for each OnRamps high school teacher to support their course implementation and enhance their professional practice.
 - e. Provide pedagogical and technology expertise and training in the discipline to UT Austin Faculty Leads and Instructors of Record overseeing distance college courses.
 - f. Assist UT Austin faculty and Instructors of Record to maintain the course for BISD students, including electronic distribution of lectures, homework assignments, quizzes, projects, and exams to participating teachers and provide ongoing support with implementing the curriculum.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as BISD high school teachers and administration. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of OnRamps implementation, based on communication with the OnRamps BISD high school teacher(s) and classroom observations.
- a. OnRamps staff will alert BISD administration of any serious concerns regarding BISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If BISD implementation of the OnRamps course is deemed

- unsatisfactory, UT Austin reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
- b. OnRamps staff will alert BISD administration of any concerns regarding high school teachers' ongoing ability or willingness to implement the course with quality and fidelity.
 - c. A UT Austin OnRamps BISD high school teacher deemed by UT Austin to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with UT Austin expectations and be given coaching and support through the course staff, OnRamps PLIs, virtual coaching, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement, OnRamps will notify BISD who will use its best efforts to identify an alternate high school teacher, and BISD will work with UT Austin to continue the course through the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.
 - d. Should UT Austin deem an OnRamps BISD high school teacher as not compatible with or not in the best interest of the program, OnRamps will notify BISD who will work with UT Austin to continue the course through an alternate teacher.
 - e. Any person performing Services under this Agreement on behalf of UT Austin must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, that party's contact, who oversees the OnRamps program, must inform their OnRamps contact with the other party within 24 business hours.
- P. Appoint BISD high school teachers as UT Austin OnRamps Affiliates. As an OnRamps Affiliate, BISD high school teachers are eligible to receive university ID cards, library access, Wi-Fi access on the UT Austin campus, opportunity to obtain a UT Austin email address, and other benefits. Once an OnRamps BISD high school teacher is deemed not compatible with or in the best interest of the program, they cannot serve as an OnRamps high school teacher and cannot be affiliated with UT Austin.
- Q. Initiate and administer the process of sponsoring College and Departmental approval to assign qualified UT Austin faculty who assume primary responsibility for and exercise oversight of the OnRamps program/process.

Student Services

- R. Provide access and training to the Canvas LMS for every OnRamps student to meet course expectations.
- S. Provide online and phone-based technical support for OnRamps teachers and students using the curriculum when that support is not provided through Canvas LMS.

- T. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
- U. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants for writing consultation with student distance college course writing assignments.
- V. Protect students' education records in accordance with FERPA policies.
- W. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
- X. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.

Extended Student Absences [subject to BISD policies]

- Y. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the BISD point of contact, campus principal and/or the high school teacher of the campus must notify the Associate Director for Enrollment Management. Information needs to include the length of the placement to determine if the student will continue in the OnRamps course in which enrolled. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
 - a. The administrator, OnRamps BISD high school teacher and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
 - i. If this occurs prior to the identified course census date, then the District/Charter will not be invoiced for this student.
 - ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in History or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking History or Rhetoric in the fall, the student will have the opportunity to enroll in History or Rhetoric in the spring, if the student returns to the home campus in time for registration at the beginning of spring instruction.
- Z. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the BISD point of contact, campus principal and/or the high school instructor must notify the Associate Director of Enrollment Management immediately. Information needs to include the length of time the student is expected to be gone and whether the student will continue in the OnRamps course in which enrolled.

4.2 Responsibilities of BISD [subject to BISD policies and applicable law]

- A. Implement one or more OnRamps courses.

- a. Assign an BISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for BISD administration with OnRamps staff.
 - i. This BISD contact will provide up-to-date contact information for BISD and its campus administration. In the event there is a change in administration at BISD or at its campuses, the BISD contact will communicate those changes to their OnRamps Point-of-Contact.
 - b. Assign 1-2 campus administrators to attend the OnRamps train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
 - i. Should BISD request an OnRamps presentation, BISD is responsible for organizing the event to include reserving appropriate meeting space, creating an agenda, and providing the technology/equipment needed for the presentation's format (screen, projector, microphone, etc).
 - c. Follow OnRamps recommendations for effective implementation:
 - i. OnRamps courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Unless otherwise stated, OnRamps courses and AP courses should be taught as separate sections with separate BISD high school teachers. In the case of RHE 306 and RHE 309K, see subsection iii(1) below.
 - ii. As overseen by UT Austin faculty and based on the rigor of the course for students, OnRamps firmly recommends weighting of 1.0 for the high school version of the course or weighting similar to that of AP. Not weighting OnRamps courses the same as AP courses may be detrimental to students' college application processes.
 - iii. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identity, the UT Austin Department of Rhetoric and Writing:
 - 1. Prohibits the OnRamps course from being offered as an AP English course.
 - 2. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternately, a teacher may have a maximum of 60 students distributed in three or more sections.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), all consistent with BISD policies.
- a. Minimum requirements for OnRamps new BISD high school teachers include:
 - i. Bachelor's degree in the discipline or a related field.
 - ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
 - iii. Completed annual OnRamps teacher application.
 - iv. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of the FERPA module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. BISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-PLI

tasks may not be eligible to attend PLI. If BISD's high school teacher(s) does(do) not complete pre-PLI tasks before the start of the required Summer PLI, the decision to admit or deny such teacher and any accompanying conditions will be determined by the UT Austin Faculty Lead and Managing Director at their discretion.

- v. Successful completion of Summer PLI. New OnRamps BISD high school teachers must participate in the entire Summer PLI and complete all assigned work, both pre- and during PLI.
 1. The BISD teacher assigned to the course **must** complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course, inclusive of OnRamps Summit. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
 2. In the event of an emergency about which OnRamps staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer PLI and still be eligible to teach the OnRamps course. OnRamps BISD high school teachers who miss more than 20% of Summer PLI, regardless of the reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated on a case-by-case basis. See section D below for additional information.
 - vi. Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
 1. Completion of the minimum number of virtual coaching uploads over the course of the academic year is required.
 - vii. Attendance at the Fall and Spring PLIs.
 1. BISD teachers are **required** to participate in and fully complete both PLIs during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI constitutes one eight-hour day.
 - viii. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - ix. Adhere to guidelines regarding OnRamps course content intellectual property. BISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - x. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS.
- b. Minimum requirements for OnRamps returning BISD teachers include:

- i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
 - ii. Completed annual OnRamps teacher application.
 - iii. Successful completion of required tasks before the start of the academic year including, but not limited to, completion of the OnRamps FERPA online training module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI.
 - iv. Completion of required tasks before the start of Summer PLI.
 - v. Successful participation in and completion of all required activities in Summer PLI.
 - vi. Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
 - vii. Attendance at the Fall and Spring PLIs.
 - 1. BISD teachers are **required** to participate in and fully complete both PLIs during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI constitutes one eight-hour day.
 - viii. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - ix. Complete the minimum number of virtual coaching uploads over the course of the academic year.
 - x. Adhere to guidelines regarding OnRamps course content intellectual property. BISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - xi. Delivery OnRamps instructional materials through the OnRamps instance of Canvas LMS.
- C. Ensure OnRamps BISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
- a. Provide access to the OnRamps Portal and Canvas LMS. Participating BISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.
 - b. Provide access to computer and internet, as specified by UT Austin, and adhere to requirements outlined in the OnRamps Technology Manual, once latest copy is provided to BISD.
 - c. Ensure that students in the OnRamps distance college course have daily, scheduled access to technology that meets the specifications defined by OnRamps. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators.
 - e. Audio/visual projection and/or whiteboard.

- f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
 - g. For Biology, Geoscience, Physics and Chemistry, required lab materials.
 - h. The Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps BISD high school teachers implement the program with fidelity, including the following:
- a. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
 - b. Have students create a UT EID and register for OnRamps via the OnRamps Portal. **No** student may enroll in an OnRamps course six weeks after the start of the BISD school year, unless approved by OnRamps. If a student wishes to enroll in an OnRamps course after the six-week window, the UT Austin Instructor of Record will determine whether there is sufficient opportunity for the student to be eligible to earn college credit. If there is sufficient opportunity for the student to be eligible to earn college credit, the student will be enrolled in the distance college course. If there is not sufficient opportunity for the student to be eligible to earn college credit, the student will be enrolled in the course for high school credit only.
 - c. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
 - d. Participate in professional learning, including Summer PLI, one-day workshops, monthly video conferences or virtual learning modules, Sibme virtual coaching, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the one-day workshops, BISD agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.
 - e. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
 - f. Notify course staff of BISD high school teacher absences that exceed three consecutive class days.
- E. Recruit and approve students to participate in the OnRamps courses.
- F. Ensure students enrolled in the OnRamps program meet the minimum academic requirements for each course as shown in Exhibit A.
- G. Ensure students complete the OnRamps registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
- a. Only students who have demonstrated the ability to successfully complete college-level work may attempt the UT Austin distance college course. Eligibility for the distance college course is determined by successful

completion of a series of required assignments designated and evaluated by the UT Austin Instructor of Record and course staff. A student must earn an average passing grade of D- or above on all required college assignments, or have met TSI eligibility as defined by UT Austin to be eligible for the opportunity to be dually enrolled in a UT Austin distance college course.

- H. Pay the annual program fee for access to the OnRamps curriculum, materials, technology tools, credit evaluation, and credit issuance.
 - a. Cost of Materials and Services:
 - i. If joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support and course implementation support, excluding Summer PLI and academic year workshops, outlined in this Agreement for BISD, will be defined on a per-student, per-course basis. Program costs will be evaluated and adjusted annually. The BISD annual program fees for each student enrolled in an OnRamps course for the 2021-2022 academic year are \$149, or \$99 for students identified free and reduced lunch, per student and per course.
BISD is paying a subsidized rate. During the 2021-2022 school year the fee of \$249 or \$199 per student and per course enrolled in an OnRamps course is subsidized to \$149 or \$99. The remaining fee is being covered by OnRamps and applicable pending 87th legislative appropriation.
 - b. Timing of payment: The OnRamps program fee is assessed for each student registered in each OnRamps course on the designated course census date. Within the self-registration window at the beginning of each course, students may decide to drop out of an individual course OnRamps program. This means the student is no longer enrolled in the OnRamps program, even for the opportunity to earn high school credit, and is placed in a non-OnRamps course. The OnRamps team will run a census report on the identified census date of the year-long and fall semester courses and again on the identified census date in spring for spring semester courses and invoice the District based on enrollment at that time. Refunds will not be given at the end of a course if a student is not eligible for the opportunity to earn college credit in the course. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. For our year-long courses, a student not eligible to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit. During the spring semester, UT Austin will continue to deliver the course materials and technology tools. OnRamps will send an invoice to BISD in the spring semester that itemizes the annual OnRamps program fee for each student enrollment per course. BISD is responsible for paying within 30 days of receipt of the invoice. If the invoice is not paid prior to the start of the next academic year, then the District is not allowed to participate in the program until they are in good standing. Pending 87th legislature appropriation, there will be no exchange of money between UT Austin and the District for the program credit. The Texas Education Agency will directly reimburse UT Austin for the partial annual per student, per course cost.
 - c. Cost of Professional Learning

- i. The cost of the OnRamps Summer and academic year PLIs will be assessed on a per-teacher basis. Professional development costs are evaluated and adjusted annually:
 - 1. \$850 for new teachers
 - 2. \$550 for returning teachers
 - ii. BISD will be sent an invoice that itemizes the annual professional learning fees for each participating teacher of Summer PLI.
 - 1. The District is responsible for paying within 30 days of receipt of an undisputed invoice.
 - 2. If payment is not received within 30 days then District will pay interest in accordance with the Texas Prompt Payment Act.
 - 3. OnRamps strongly recommends BISD provide a daily stipend to teachers participating in required PLIs.
 - I. Any person performing Services under this Agreement on behalf of BISD must be actively employed or eligible for employment by BISD and may not be on administrative leave. BISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If BISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, that party's contact, who oversees the OnRamps program, must inform their OnRamps contact with the other party within 24 business hours.

5. Summer PLI Teacher Registration and Attendance

- A. BISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of Summer PLI.
- B. Cancellation policy: All high school teachers must cancel their registration one week prior to PLI or will be subject to pay 100% of fees for room/board and meals for which those charges apply. BISD will be invoiced for all high school teachers who are registered on the day three weeks prior to the event starting.
- C. If a high school teacher registers for Summer PLI and is unable to attend, the teacher needs to communicate this change to the OnRamps Professional Learning coordinator one week prior to the start of Summer PLI. If the teacher does not take the necessary steps to communicate the attendance change, BISD will be:
 - a. Charged the full fee based on whether they are new or returning, for Summer PLI.
- D. If a high school teacher registers for Summer PLI and leaves prior to the end of PLI, fees will be assessed on a case-by-case basis.
- E. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, BISD will be:
 - a. Charged the full fee based on whether they are new or returning, for Summer PLI.
 - b. All materials provided to BISD for the course will need to be returned to OnRamps within 30 days or BISD will be responsible for fees associated with such course materials.

6. Educational Records and Data Sharing

- A. BISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of

the OnRamps program according to FERPA, as well as applicable BISD policies, UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide the OnRamps program and related services to BISD and for BISD's accountability reporting purposes, OnRamps requires specific student information from BISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the OnRamps program.

- B. Following UT Austin's Institutional Review Board standards and policy, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and BISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to facilitate early intervention and support student success; 3) pertaining to whether college credit is earned, accepted, and/or declined; 4) to facilitate accurate recordkeeping; 5) to address academic integrity issues; and 6) for use in UT Austin outreach and recruitment. If either party obtains access to BISD and/or UT Austin records or record systems protected under FERPA, each party agrees to strictly adhere to the provisions of FERPA and its regulations. While in possession of FERPA records and data, only persons authorized to access the student data related to the OnRamps program will be granted access as required by FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Tort Claims Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity of similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on BISD or UT Austin not permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps program will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

UT Austin further agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, "Criminal History Record Information Review of Certain Contract Employees," any applicable rule(s) adopted by the Texas Commissioner of Education, BISD Board Policies and other policies and requirements of such statute and rule(s), and will ensure that no covered person with a disqualifying criminal history performs Services under this Agreement.

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2021, no matter the date fully executed by both Parties and covers a period beginning June 1, 2021 and ending August 31, 2022.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. BISD agrees any amounts owed for satisfactory Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and the OnRamps program shall own all intellectual property rights in or relating to OnRamps. Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable, copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Disputes

If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.

13. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

BISD at:

Belton ISD
401 N. Wall St
Belton, TX 76513

UT Austin at:

Darrell Bazzell, Senior Vice President and Chief Financial Officer
101 Inner Campus Dr, Ste 102
Austin, TX 78712

With a copy to:

Office of Strategy and Policy
2616 Wichita St.
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

14. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

15. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

16. Entire Agreement

This Agreement and any subsequent amendments constitute the entire and only agreement between the Parties relating to the matters described herein, and supersedes all prior

agreements and discussions, whether written or oral. Unless expressly stated, this Agreement confers no rights on any person(s) or business entity(s) that is not a party hereto.

17. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

18. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

19. Confidentiality Provision

Both Parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99.

20. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

21. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M, Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

22. Payment of Debt or Delinquency to the State

Pursuant to [Sections 2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or

delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

23. State Auditor’s Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor’s Office or any successor agency (**Auditor**), to conduct an audit or investigation in connection with those funds (ref. [Sections 51.9335\(c\), 73.115\(c\) and 74.008\(c\), Education Code](#)). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

24. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

25. Public Records

It will be the independent responsibility of Receiving Party and Performing Party to comply with [Chapter 552, Government Code](#) (Public Information Act), as it applies to the Contracting Parties’ respective information. Receiving Party is not authorized to receive public information requests or take any action under the Public Information Act on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the Public Information Act on behalf of Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party
Belton ISD

Performing Party
The University of Texas at Austin

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
OnRamps Courses

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
Foundation of Arts and Entertainment Technologies	AET 304	-	050	-	Graphic Design
Introduction to Biology I	BIO 311C	BIOL 1306	030	Credit in TEKS-based Biology & TEKS-based Chemistry	-
Lab for Introduction to Biology I	BIO 206LA	BIOL 1106	-	Credit in TEKS-based Biology & TEKS-based Chemistry	-
College Chemistry: Principles of Chemistry I (Lecture)	CH 301	CHEM 1311	030	Credit in Algebra I	-
College Chemistry: Introduction to Chemical Practices I (Lab)	CH 104M	CHEM 1111	-	Credit in Algebra I	-
College Chemistry: Principles of Chemistry II (Lecture)	CH 302	CHEM 1312	030	Credit in Chemistry	-
College Chemistry: Introduction to Chemical Practices II (Lab)	CH 104N	CHEM 1112	-	Credit in Chemistry	-
Thriving in Our Digital World	CS 302	-	093	Credit in Algebra I	Credit or concurrent enrollment in Algebra II
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	-	030	Credit in Biology and Chemistry or IPC and Chemistry	-
United States, 1492-1865	HIS 315K	HIST 1301	060	Credit or concurrent enrollment in English II	-

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
United States Since 1865	HIS 315L	HIST 1302	060	Credit or concurrent enrollment in English II	-
College Algebra	M 301	MATH 1314	-	Credit in Algebra I	Credit in Geometry
Discovery Precalculus: A Creative and Connected Approach	M 305G	MATH 2312	020	Credit in Algebra II & Geometry	-
Mechanics, Heat, and Sound: General Physics Technical Course I	PHY 302K	PHYS 1301	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Lab for Mechanics, Heat, and Sound	PHY 102M	PHYS 1101	-	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Electromagnetism, Optics, and Nuclear Physics: General Physics Technical Course II	PHY 302L	PHYS 1302	030	Credit in TEKS-based Physics, Algebra II, & Geometry	Credit in PHY 302K, AP Physics I, Honors Physics, PHYS 1301, or Precalculus
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	ENGL 1301	010	Credit in English I & English II	-
Reading and Writing and Rhetoric of American Identity	RHE 309K	ENGL 1302	010	Credit in English I & English II	-
Elementary Statistical Methods	SDS 301	MATH 1342	020	Credit in Algebra I	Credit in Algebra II & Geometry
Quantum Computing	PHY 309L	PHYS 1307	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Belton ISD
AND
OFFICE OF STRATEGY AND POLICY
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, The Belton ISD (“BISD”) agrees to provide individual student-level data to the Office of Strategy and Policy at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. BISD hereby appoints UT Austin as a legitimate educational official of BISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, UT Austin hereby appoints BISD as a legitimate educational official of UT Austin in accordance with FERPA. The Office of Strategy and Policy agrees to provide individual student-level data to BISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2022 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

BISD Designee for Student Data and Office of Strategy and Policy will coordinate data exchange for all OnRamps program participants for the 2021-2022 academic year, as follows:

Responsible Party	Time Period	Type of Data
Office of Strategy and Policy	August 2021 – July 2022	<p>Throughout the academic year OnRamps will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the portal will be limited to pre-identified campus and BISD personnel who must obtain a UT Electronic Identification and password in order to access the portal.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> • Course enrollments • Eligibility status • Eligibility letter grade • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade

		<ul style="list-style-type: none"> • Student qualifying status for free/reduced lunch
BISD	December 2021 – February 2022	<p>In order for OnRamps to identify students who qualify for the reduced course enrollment fee, OnRamps must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides OnRamps with students’ Economic Disadvantage Status.</p> <ul style="list-style-type: none"> • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)
BISD	May 2022 – July 2022	<p>In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by BISD and Office of Strategy and Policy.

Office of Strategy and Policy assures that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Office of Strategy and Policy further assures that the data elements will not be released to a third party without written parental or student (as applicable) consent.

Any unauthorized disclosure of confidential student information is a violation of FERPA and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure and locked area and to prevent unauthorized access.

All persons authorized to have access to the data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality (“Access to Confidential Data”).

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: TASB Insurance Renewal

Contact Person: Jennifer Land

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

In accordance with Board Policy CH(LOCAL), any single budgeted purchase of goods or services in excess of \$50,000 shall require Board approval before a transaction may take place. The proposed premium for the District's Property, Automobile, School Liability, and Privacy & Information Security insurance coverage is \$734,320. The premium cost increased \$70,140 or 10.6% over last year. This is due to market adjustments as a result of industry trends. Coverage for violent acts is included at no cost.

Workers' Compensation coverage with TASB will renew at an annual contribution of \$408,036. This amount is based on an estimate of the District's payroll and is subject to audit at the end of the participation period.

TASB is the vendor for the District's unemployment coverage. The premium is based on actual claims and will be finalized at a later date.

The District participates in the fund through an interlocal agreement which covers all lines of coverage the District has with TASB. The anniversary date for coverage is September 1 of each year.

Fiscal Implications:

Premiums of \$734,320 and \$408,036 are proposed for insurance coverage for the 2021-22 fiscal year. This expense is included in the general operating budget for the District.

Administrative Recommendation(s):

Approve the TASB insurance coverage for the 2021-22 fiscal year.

Belton Independent School District
Board of Trustee Meeting Agenda Item
July 19,2021

Item: County Extension Agents as Adjunct Staff Members

Contact Person: Dr. Deanna Lovesmith

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 2: Ensure exceptional learning experiences for each and every student.

Background Information:

In the State Board of Education’s 19 TAC 1929.21(k)(1) rules, requirements for Student Attendance Accounting for State Funding Purposes allow public school students to be considered “in attendance” when participating in off-campus activities with an adjunct staff member of the school district. Therefore, each year the Board approves eligible County Extension Agents as adjunct staff members for this purpose. Attached is the adjunct faculty agreement from the Texas Agrilife Extension Service for the following individuals who qualify for the 2021-2022 school year:

Lyle Zoeller, County Extension Agent – Agriculture
Bachelor’s Degree, Tarleton State University
Master’s Degree, Tarleton State University

Sheryl Long, County Extension Agent – 4H
Bachelor’s Degree, Tarleton State University
Master’s Degree, Texas A&M University Kingsville

Jackie McLaughlin, County Extension Agent – Family Consumer Sciences
Bachelor’s Degree, University of Mary Hardin-Baylor

Whitney Grantham, County Extension Agent – Natural Resources
Bachelor’s Degree, Texas A&M University
Master’s Degree, Tarleton State University

Fiscal Implications:

None

Administrative Recommendation(s):

Approve Adjunct Staff agreement as presented.



1605 N Main, Room 102
Belton, TX 76513
254-933-5305 (phone)
254-933-5312 (fax)

June 1, 2021

MEMORANDUM TO: **Belton ISD**

SUBJECT: **Adjunct Staff Request**

The State Board of Education passed an amendment to 19 TAC§129.21 (k)(1). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered “in attendance” when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook state:

(4-12) 1. The student is participating in an activity which is approved by the local board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor’s degree and be eligible for participation in the Teacher Retirement System of Texas.

(4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see 4-12]. To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.

This amendment provides local school boards the opportunity to recognize county Extension agents as adjunct staff members and to count students participating in 4-H/Extension educational activities “in attendance for Foundation School Program purposes.”

Bell County requests adjunct staff member status for the County Extension Agents for the **2021-2022** school year. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor’s degree.

Lyle Zoeller, County Extension Agent –Agriculture
Bachelor’s Degree – 1991 – Tarleton State University
Master’s Degree – 1992 – Tarleton State University

Sheryl Long, County Extension Agent - 4-H

Bachelor's Degree – 2008 – Tarleton State University
Master's Degree – 2011 – Texas A&M University Kingsville

Jackie McLaughlin, County Extension Agent – Family Consumer Sciences

Bachelor's Degree – 1979 – University of Mary Hardin Baylor

Whitney Ingram, County Extension Agent – Natural Resources

Bachelor's Degree – 2016 – Texas A&M University
Master's Degree – 2020 – Tarleton State University

I hope that the Belton ISD will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Sincerely,



Lyle Zoeller
County Extension Agent - Ag
County Coordinator
Texas A&M AgriLife Extension Service – Bell County

Attachments: Adjunct Faculty Agreement
Resolution Regarding Extracurricular Status of 4-H

***Please mail back a completed & signed copy of the two attachments to our office:**

Texas A&M AgriLife Extension Service
1605 N Main, Rm 102
Belton, TX 76513

OR fax them to our office at (254) 933-5312 or scan and e-mail to sbarreras@ag.tamu.edu
Thank you.

ADJUNCT FACULTY AGREEMENT

1. We encourage a plan for cross-county CEA joint appointments to consolidate travel and supervisory responsibilities at major livestock shows.
2. Remember, when you have youth chosen for National 4-H Congress, National 4-H Conference, or Texas 4-H Leadership Conference, include one of the chaperones on your adjunct list.

THE STATE OF TEXAS COUNTY OF BELL

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Belton Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct member of the Belton Independent School District.

Upon consideration and vote of _____ in favor, _____ is hereby named as adjunct faculty member of the Belton Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the _____ day of _____ and end on the day _____ of _____, being the end of the 2021-2022 academic year.
2. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Belton Independent School District.
3. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member(s) shall be under the direct supervision of either the District Extension Administrator of District 8 or Bell County Extension Director.
5. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Bell County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Bell County Extension Agent(s) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Belton Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this ____ day of _____, 2021.

Belton Independent School District

By: _____

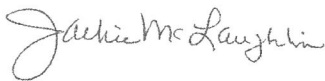
Adjunct Faculty Appointment Accepted By:



Bell County Extension Agent - AG



Bell County Extension Agent – 4-H



Bell County Extension Agent - FCH



Bell County Extension Agent -NR

Approved:

County/District Extension Administrator, District 8
Texas A&M AgriLife Extension Service

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Resolution Regarding the Extracurricular Status of 4-H Organizations

Contact Person: Dr. Deanna Lovesmith

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Background Information:

Requirements for Student Attendance Accounting for State Funding Purposes allow public school students to be considered “in attendance” when participating in off-campus activities that are given extracurricular status. In order to allow students to participate in 4-H activities that qualify, the Board is asked to adopt a resolution regarding extracurricular status consideration under 19 TAC Chapter 76.1, pertaining to extracurricular activities.

The resolution is attached for your consideration.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the resolution regarding 4-H extracurricular status as presented.

RESOLUTION
regarding
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the **Belton Independent School District**, meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Bell County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities .

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rules shall be final.

Approved this 19th day of July , 2021.

For Board of Trustees

Superintendent

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: After-School Child Care Agreement with Temple Parks & Recreation Department

Contact Person: Michael Morgan

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Background Information:

The City of Temple Parks & Recreation Department provides after school childcare at elementary schools located in the City of Temple. The program was selected based on the quality of the services to be provided, affordability and financial assistance provided to families in need.

The District wishes to renew the after-school child care agreement for the 2021-2022 school year.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the attached agreement as presented. The Temple City Council will consider the agreement at its meeting on July 15, 2021.

**INTERLOCAL AGREEMENT
BETWEEN
THE BELTON INDEPENDENT SCHOOL DISTRICT
AND
THE CITY OF TEMPLE, TEXAS
FOR PROVISION OF AN AFTER-SCHOOL CHILDCARE PROGRAM**

This agreement is made the 15th day of July, 2021, by and between the Belton Independent School District (the "BISD"), an independent school district in the State of Texas, and the City of Temple (the "City"), a Texas home rule municipality, acting through its Parks and Recreation Department, for the purposes, mutual promises, and consideration expressed herein.

WHEREAS, the BISD and the City are both local governmental entities organized under the laws of the State of Texas and authorized under Chapter 791 of the Texas Government Code, the Texas Interlocal Cooperation Act, to contract with each other for the performance of governmental functions;

WHEREAS, a need has been identified in the BISD for an after-school childcare program; and

WHEREAS, the City of Temple Parks and Recreation Services Department has proposed a method of fulfilling that need; and

WHEREAS, students and parents in the BISD, and the citizens of Temple, benefit from such a program;

WHEREAS, the governing bodies of the governmental entities party to this Agreement have considered this Interlocal Agreement and deem it in the best interest of the public;

NOW THEREFORE, the BISD and the City agree as follows:

I. PROGRAM

The City will sponsor, conduct, and provide, and the BISD will allow and cooperate in the provisions of an after-school childcare program at Tarver Elementary, Lakewood Elementary, Pirtle Elementary, High Point Elementary and Charter Oak Elementary School (hereinafter referred to as "the Program.") In consideration for the City's provision of these services, the BISD hereby waives all fees from the City during the times the Program is conducted at the BISD facilities.

II. HOURS

The Program will be conducted at the aforementioned BISD facilities each school day from the time that school is dismissed until 6:00 pm.

III. HOLIDAYS

Programs sponsored and conducted for the Program participants during school holidays will be held at an alternate location, and not the listed BISD facilities.

IV. PROGRAM FEE

The City is be responsible for the cost, charge, or collection of any fees approved by the BISD for participation in the Program. The City will be responsible for granting or denying any full or partial fee waivers.

The BISD will not be responsible for the cost, charge, or collection of any fees for participation in the Program, nor will the BISD be responsible for granting or denying any full or partial fee waivers.

V. AVAILABLE PROGRAM AREAS

The areas at each facility to be used by the City for provision of the Program will be as agreed to by the City and the Principal at each facility. In the event that the City and the facility Principal are unable to agree, the Principal will determine the areas to be used by the City, provided, however, the following areas in the specified BISD facilities will be included in the areas available to the City during Program hours:

1. Outdoor play area;
2. Indoor program area, which will include indoor space for table activities, snack, lunch and interest centers;
3. A gym (if available);
4. Restroom facilities;
5. Water fountain;
6. Storage space (if available);
7. Flow areas between above-specified spaces

The BISD reserves the right to utilize the foregoing areas, for either school purposes or for other childcare programs, and the City understands that this agreement does not constitute an exclusive license to the City for the use of said areas.

The City will be responsible for keeping the available areas in a neat and orderly condition and agrees to replace at the expense of the City any damaged or missing equipment or any damage to a BISD facility that results from the City's negligence.

The City will be responsible for securing all areas used at each facility at the end of each day the Program is held at a BISD facility.

The City will provide the following equipment, services, and/or facilities, if necessary:

1. Movable storage unit(s);
2. General cleaning of Program areas

The BISD will designate an area in each facility for the placement of City provided equipment and/or facilities.

VI. COSTS

The City will bear all costs associated with initiation and provision of the Program, including, without limitation, the cost of obtaining necessary licenses, materials, and staff.

VII. STANDARDS AND LICENSING

The Program is exempt from regulation by the Texas Department of Family and Protective Services, pursuant to Texas Human Resources Code §42.041(b)(14) and as codified in Texas Administrative Code §745.115(3). Texas law exempts elementary age (5-13 years old) recreation programs for children that meet the following criteria:

- A) A municipality operates the program; and
- B) The governing body of the municipality annually adopts standards of care by ordinance after a public hearing for such programs; and
- C) The Program provides these standards to the parents of each Program participant; and
- D) The ordinance includes, at a minimum, the child/caregiver ratios, minimum staff qualifications, minimum facility, health, and safety standards, and mechanisms for monitoring and enforcing the adopted local standards; and
- E) The Program informs the parents that the state does not license the Program; and
- F) The Program does not advertise itself as a childcare facility.

The City agrees that this Interlocal Agreement is conditioned on its compliance with the requirements as set forth in §42.041(b)(14), Texas Human Resources Code.

VIII. STUDENTS

PARTICIPATION

Each student participating in the Program will participate in the Program at the BISD facility at which the student normally attends school, unless specifically designated otherwise. The BISD will not be responsible for transporting participating students from one BISD facility to another BISD facility.

The number of students permitted to participate in the Program will be one Program staff for each fifteen children. Access to the Program will not be denied because of race, color, sex, national origin, or handicapping condition.

Each student's participation in the Program is completely voluntary. Neither the BISD nor the City will coerce parents or students to participate in the Program.

DAILY RESPONSIBILITIES

The City will be responsible for the students participating in the Program upon the student's arrival at the facility's Program area.

The City will abide by and enforce standard school rules, including, without limitation, rules requiring walking in the halls and keeping the facilities clean. The City will also establish rules for behavior for students participating in the Program.

The City will take attendance each day of the Program.

The City will keep all students participating in the Program in the areas designated unless such students are accompanied by staff.

IX. PROMOTION AND PUBLIC RELATIONS

The City will be responsible for promoting the Program and recruiting students to participate in the Program. The BISD will assist the City by allowing information to be distributed through the schools. All distributed information will specify that the BISD is neither sponsoring nor operating the Program and that the BISD is not responsible for the care or treatment of the students participating in the Program.

The City will contact parents of students as necessary and will encourage parent involvement.

The City will hold conferences with each Principal on a regular basis to discuss the progress, success, and any problems in the Program.

X. STAFF

Training, supervision, and compensation of all Program staff will be the sole responsibility of the City. The City agrees that the BISD has the right to deny any City staff member access to BISD facilities and/or students in the event the BISD determines that such staff member(s) poses a safety risk to BISD students. In the event such a situation exists, the BISD agrees to give the City notice of the denial of privileges as soon as practical.

XI. INSURANCE AND INDEMNIFICATION

During the term of this Agreement, and any extensions thereof, the City will maintain comprehensive general liability insurance in the amount of one million dollars (\$1,000,000.00). Prior to the initiation of the after-school childcare Program, the City will furnish the BISD with a valid current certificate of insurance evidencing the above coverage. The policies will be endorsed with an 'indemnity under contract' endorsement in favor of the BISD. The limits of liability shown for each type of insurance coverage to be provided by the City pursuant hereto will not be deemed to constitute a limitation of the City liability for claims hereunder or otherwise.

XII. TERM OF AGREEMENT

This Agreement will begin on the day set forth above and will expire on the last school day of the 2021-2022 school year, at which time the parties may extend or renegotiate the Agreement by mutual consent. Either party may cancel this agreement with 60 days written notice for failure by either party to comply with any of the conditions of this agreement. The canceling party will provide written documentation of any non-compliance and a reasonable time for correction.

XIII. NO WAIVER OF IMMUNITY

No provision of this Agreement is a waiver of sovereign immunity from suit or liability, and no provision of this Agreement is a waiver of any public official, employee or volunteer immunity. The City and the BISD expressly retain all immunities provided to governmental entities, their officials, employees and volunteers as those immunities now exist or may exist in accordance with the law of the State of Texas.

XIV. MODIFICATIONS

This Agreement may be modified by written approval of the Belton Independent School District Board of Trustees, or its designee, and the City of Temple or its designee.

XV. ENTIRE AGREEMENT

This document is the Final Agreement of the parties hereto. There are no representations or promises between the parties other than those set out herein.

XVI. APPLICABLE LAW

This Agreement will be governed by and construed in accordance with the laws of the State of Texas.

XVII. MULTIPLE ORIGINALS

This Agreement may be executed in a number of identical counterparts, each of which will be deemed an original for all purposes.

XVIII. AUTHORITY AND EXECUTION

The undersigned warrants that he or she is duly authorized to execute this Agreement on behalf of the entity named.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement on the dates stated.

BELTON INDEPENDENT SCHOOL DISTRICT

Jeff Norwood, Board of Trustees President

Date: _____

Dr. Matthew L. Smith, Superintendent

Date: _____

CITY OF TEMPLE

Timothy Davis, Mayor

Date: _____

Brynn Myers, City Manager

Date: _____

ATTEST:

APPROVED AS TO FORM:

Jana Lewellyn, City Secretary

City Attorney's Office

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: After-School Child Care Agreement with Armed Services YMCA Killeen

Contact Person: Michael Morgan

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Background Information:

The Armed Services YMCA of Killeen offers state licensed low cost, high quality before and after school care for elementary school aged students in the City of Belton. The ASYMCA is trained to offer competent, creative and concerned supervision. Financial assistance is also available for qualifying families.

The District wishes to renew the child care agreement for the 2021-2022 school year.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the attached agreement as presented.

CHILDCARE AGREEMENT

This agreement is made the ____ day of _____ 20 __, by and between Belton Independent School District (BISD) and the Armed Services YMCA Killeen (ASYMCA) for the purposes,

WHEREAS, a need has been identified in the BISD for a day care program; and

WHEREAS, the ASYMCA has proposed a method of fulfilling that needs; and

WHEREAS, students and parents in the BISD would benefit from such a day care program;

NOW THEREFORE, the BISD and the ASYMCA agree as follows:

I. PROGRAM

- A. The ASYMCA shall sponsor, conduct and provide, and the BISD shall allow and cooperate in the provisions of a Before School and an After School Care program at all BISD Elementary Facilities.
- B. After School Care: In consideration for the ASYMCA's provision of the services, the BISD hereby waives all fees from the ASYMCA during the times the After School Day Care program is conducted at the BISD Facilities.

II. HOURS

- A. After-School Care: The After-School Day Care program shall be conducted at the aforementioned BISD facilities each school day between the time that school is dismissed and 6:00pm. The program shall continue until 6:30pm each day if five (5) or more children at a facility will remain until 6:30pm.
- B. Before-School Care: The Before-School Day Care program shall be conducted at the aforementioned BISD facilities each school day between 6:00am and the time that school begins.
- C. The ASYMCA shall be responsible for securing all areas used at each facility at closing each day that the day care program is held at a BISD facility.
- D. The ASYMCA shall provide the following equipment, services, and/or facilities, if necessary:
 - 1. Movable storage unit (s)
 - 2. Custodial Services
 - 3. Building Security
- E. The BISD shall designate an area in each facility for the placement of the ASYMCA provided equipment and/or facilities

III. HOLIDAYS

Programs sponsored and conducted for the day care program participants during school holidays and during the summer months shall be held at locations other than the BISD facilities unless previously scheduled and approved by the campus principal or designee.

IV. CHILD CARE FEE

- A. The ASYMCA shall be responsible for the cost, charge or collection of any fees for participation in the ASYMCA childcare programs, and shall be responsible for the granting or denial of full or partial fee waivers.
- B. The BISD shall not be responsible for the cost, charge or collection of any fees for participation in the childcare program, nor shall the BISD be responsible for the granting or denial of full or partial fee waivers.

V. AVAILABLE SPACE

A. The spaces to be used by the ASYMCA for providing childcare services shall be as agreed to by the ASYMCA and the Principal at each facility. In the event that the ASYMCA and the facility Principal are unable to agree, the Principal shall determine the space to be used by the ASYMCA, provided however, the following areas of the specified BISD facilities shall be included in the space made available to the ASYMA during the program hours of the childcare program:

- 1. Outdoor Play Area
- 2. Indoor program area which shall include space for table activities and interest centers
- 3. Restroom Facilities
- 4. Water Fountains
- 5. Storage Space (if available)
- 6. Telephone Line Access (to be paid by the ASYMCA)
- 7. Flow Area between Above-Specified Spaces

B. The BISD reserves the right to utilize the foregoing areas, for either school purposes or for other childcare programs and the ASYMCA understands that this agreement does not constitute an exclusive license to the ASYMCA for the use of said areas.

C. The ASYMCA shall be responsible for keeping the available areas in a neat and orderly condition, and shall replace, at the expense of the ASYMCA, any damaged equipment or any damage to a BISD facility as a result of the negligence of the ASYMCA.

D. The ASYMCA shall be responsible for securing all areas used at each facility at closing each day that the childcare program is held at a BISD facility.

E. The ASYMCA shall provide the following equipment, services, and/or facilities, if necessary:

- 1. Moveable Storage Unit (s)**
- 2. Custodial Services**
- 3. Building Security**

F. The BISD shall designate an area in each facility for the placement of the ASYMCA provided equipment and/or supplies

VI. COSTS

- A. The ASYMCA shall bear all costs associated with initiation and provision of the day care program, including, without limitation, the cost of obtaining necessary licenses, materials and staff.**
- B. The ASYMCA shall pay for the installation of an additional telephone jack at each facility and shall provide a telephone to be used only at the direction of the ASYMCA. The location of the telephone jack at each facility shall be designated by the Principal at each facility.**

VII. STANDARDS AND LICENSING

Each day care program at each specified site shall be licensed the Texas Department of Protective Services (TDPRS) as a licensed day care center. The ASYMCA shall initiate and proceed with the application process and all other procedures necessary to obtain licensing by the TDPRS. The Principal of each BISD facility participating in the day care program shall cooperate with the ASYMCA in the licensing process by providing documents and information necessary to secure licensing. The ASYMCA shall adhere to all licensing requirements and regulations. In accordance with Senate Bill 9, all employees of the ASYMCA are required to submit to a national criminal background fingerprint check prior to employment.

VIII. STUDENTS

A. PARTICIPATION

- 1. Each student participating in the day care program shall participate at the BISD facility at which the student normally attends school, unless specifically designated otherwise. The BISD shall not be responsible for transporting participating students from on BISD facility to another BISD facility.**
- 2. The number of students permitted to participate in the day care program at each facility may be limited by the TDPRS licensed space allotted. Access to the day care program shall in no event be denied because of race, color, sex, national origin, or handicapping condition.**

3. Each student's participation in the day care program shall be completely voluntary. Neither the BISD nor the ASYMCA shall coerce parents or students to participate in the program.

B. DAILY RESPONSIBILITIES

1. The ASYMCA shall take complete charge of the students participating in the program upon the students' arrival at the day care area.

2. The ASYMCA shall abide by and shall enforce standard school rules, including, without limitation, rules requiring walking in the halls and keeping the facilities clean. The ASYMCA shall also establish rules for behavior for students participating in the day care program.

3. The ASYMCA shall take attendance each day of the program

4. The ASYMCA shall keep all students participating in the day care program in the areas designated unless such students are accompanied by staff.

IX. PROMOTION AND PUBLIC RELATIONS

A. The ASYMCA shall be responsible for promoting the day care program and recruiting students to participate in the program. The BISD shall assist the ASYMCA by allowing information to be distributed through the schools. All distributed information shall specify that the BISD is neither sponsoring nor operating the program and that the BISD is not responsible for the care of treatment of the students participating in the program.

B. The ASYMCA shall contact parents of students as necessary, and shall encourage parent involvement.

C. The ASYMCA shall hold conferences with each Principal on a regular basis to discuss the progress, success and any problems in the program.

X. STAFF

Training, supervision and compensation of all staff participating in the ASYMCA program shall be the sole responsibility of the ASYMCA.

XI. INSURANCE AND INDEMNIFICATION

A. During the term of the Agreement, and any extensions thereof, the ASYMCA shall maintain comprehensive general liability insurance in the amount of two million dollars (\$2,000,000). Prior to the initiation of the daycare program, the ASYMCA shall furnish the BISD with a valid current certificate of insurance evidencing the above by a company or companies with a

rating of not less than B+ in the last available Best Rating Guide. All such policies shall include clauses whereby each underwriter agrees to waive its rights of subrogation against the BISD. The limits of liability shown for each type of insurance coverage to be provided by the ASYMCA pursuant hereto shall not be deemed to constitute a limitation of the ASYMCA's liability for claims hereunder or otherwise.

B. To the fullest extent permitted by law, the ASYMCA shall indemnify, defend and hold harmless the BISD, its' trustees, officers, employees, representatives and agents from and against all suits, demands, claims, causes of action, damages, losses, costs and expenses (including legal fees and court costs) caused by, resulting from, arising out of injury or death to employees, students, or other persons, even though such loss, cost, damage, injury, claim, demand, suit or expense may be attributable to the joint, concurrent, comparative, or contributory negligence of any party indemnified hereby. The liability of the AYSMCA, its agents, servants, employees or sub-contractors hereunder shall not be limited to any minimum insurance limits set forth in the agreement. The BISD may, at its option, participate in the defense of such claim or suit without relieving the ASYMCA of any obligation hereunder. Such obligation shall not be construed to negate, abridge, or reduce any other rights or obligations of indemnity which would otherwise exist as to any party or person described in this paragraph.

XII. TERM OF AGREEMENT

This agreement shall begin on the day set forth above, and shall expire on the last school day of the 2021/2022 School Year, at which time the parties may extend or renegotiate the agreement by mutual consent.

XIII. MODIFICAITONS

This agreement may be modified by written approval of the Belton Independent School District Board of Trustees, or its designee.

XIV. ENTIRE AGREEMENT

This document is the Final Agreement of the parties hereto. There are no representatives or promises between the parties other than those set out herein.

XV. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.

XVI. MULTIPLE ORIGINALS

This Agreement may be executed in a number of identical counter parts, each of which shall be deemed an original for all purposes.

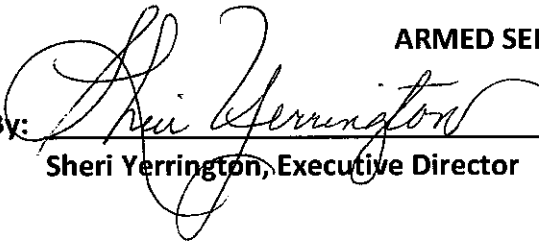
XVII. AUTHORITY

The undersigned warrants that he or she is duly authorized to execute this Agreement on behalf of the entity named.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement on the dates stated.

BELTON INDEPENDENT SCHOOL DISTRICT

By: _____ Date: _____
Dr. Matt Smith, Superintendent

ARMED SERVICES YMCA KILLEEN
By:  _____ Date: 6-4-21
Sheri Yerrington, Executive Director

Belton Independent School District
Board of Trustee Meeting Agenda Item

July 19, 2021

Item: Memorandum of Understanding with Workforce Solutions of Central Texas for Education Outreach Program

Contact Person: Stephanie Ferguson

Presented for: Action Report Only

Supporting Documents: None Attached Provided Later

District Goal or Objective Addressed:

Goal 2: Ensure exceptional learning experiences for each and every student.

Background Information:

In August 2019, Central Texas Workforce Solutions was awarded a Career and Educational Outreach program grant that included Belton ISD as a partner. The grant offers an Education Outreach Program (SOAR) within the district and provides a full-time SOAR Outreach Specialist to support career awareness, exploration and counseling services for middle and high school students. The goal is to provide students with career awareness to support their preparation for in-demand, high-skill, high-wage careers.

This agreement will extend our partnership for a term of two years beginning August 1, 2021 through August 1, 2023.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the agreement as presented.

Memorandum of Understanding between
Workforce Solutions of Central Texas and Belton Independent School District
For Workforce Solutions of Central Texas Education Outreach Program

This agreement is made and entered into between Belton Independent School District [DISTRICT] and Central Texas Workforce Solutions [WORKFORCE].

WORKFORCE offers labor market and employment information about in-demand industry sectors or occupations available in Central Texas, such as employability skills, career awareness, career counseling, and career exploration services. Career awareness activities include providing information on a variety of careers and occupations available, their skill and education requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.

Whereas the parties intend by this agreement to set forth the terms and conditions of a Education Outreach program in the DISTRICT in order to provide career guidance and information to assigned public middle school and high school students, especially regarding High Growth High Demand Occupations. Expose, educate, and engage students in employability skills, career development and career decision-making. Promote opportunities such as dual credit, industry-based certifications, internships, and post-secondary enrollment which enhance a student's career pathway. Therefore, in consideration of the foregoing and the mutual promises set forth herein, WORKFORCE and the DISTRICT agree as follows:

I. RESPONSIBILITIES OF WORKFORCE

- a. WORKFORCE, after consultation with appropriate representatives of the DISTRICT, will provide an outline of work and objectives for the Education Outreach Program.
- b. WORKFORCE will provide qualified, trained specialists to collaborate with the DISTRICT on designated campuses with students, counselors, teachers, and administrators.
- c. WORKFORCE staff will be available to assist in classroom presentations, teacher professional development or one on one meetings with students that need career guidance.
- d. WORKFORCE staff will engage in opportunities to establish partnerships and connect with industry and post-secondary training providers, especially those leading into High Growth High Demand Occupation areas for the DISTRICT.
- e. WORKFORCE will establish strong working relationships with employers and invite them to connect to the classroom through classroom presentations or encourage them to offer industry tours, job shadowing opportunities, internship/apprenticeship opportunities, etc. at their place of business.
- f. WORKFORCE will serve as a primary resource to the DISTRICT for essential skills assessment and labor market information to include High Growth High Demand Occupations at the county, region, and state levels.

- g. WORKFORCE staff will support and participate in activities such as job fairs, career days and professional development for campus staff.
- h. WORKFORCE will provide a schedule of days, times and campuses that are being served to the DISTRICT and campus administrators.
- i. WORKFORCE will ensure that its staff follows all DISTRICT policies regarding dress codes and campus policies.

II. RESPONSIBILITIES OF DISTRICT

- a. The DISTRICT will provide office space for one specialist, while the SOAR Outreach Specialists is working with the DISTRICT.
- b. The DISTRICT will provide the appropriate credentials providing access to facilities.
- c. The DISTRICT will provide access to students and staff to help communicate the benefits of the program and the ability to engage students.
- d. The DISTRICT reserves the right, exercisable in its discretion after consultation with WORKFORCE to exclude any staff from its campuses in the event that such staff's conduct is deemed objectionable or detrimental to the proper administration of the DISTRICT, subject to the non-discrimination clause of this agreement.
- e. The District will keep WORKFORCE informed of any policy changes which may affect the Workforce Education Outreach Program (SOAR) or its staff.
- f. The DISTRICT agrees to provide reasonable cooperation to help ensure the success of the Workforce Career and Education Outreach Program.
- g. The DISTRICT will provide a point of contact for all campuses the SOAR Outreach Specialists shall be working with.

III. TERMS AND TERMINATION

- a. This agreement is for a term of two (2) years beginning on August 1, 2021, through August 1, 2023, and may be renewed by mutual consent of the parties for additional terms of two (2) years indefinitely.
- b. This agreement may be terminated for any reason by either party upon thirty (30) days written notice. Further, in the event of any breach, violation of law or regulations, or the occurrence or existence of any condition, practice, procedures, action, inaction or omission of, by or involving WORKFORCE staff which in the reasonable opinion of the DISTRICT constitutes either a threat to the health, safety and welfare of any student or DISTRICT employee, or a violation of any law, regulation, requirement, license, eligibility, or material agreement governing the DISTRICT'S operations, then the DISTRICT shall have the right to summarily and immediately terminate this Agreement upon written notice to WORKFORCE delivered to the address set forth herein.
- c. Notice of termination to WORKFORCE shall be directed to:

Workforce Solutions of Central Texas
200 N. Main Street
Belton, TX 76502
(254) 742-4520 phone

IV. LIABILITY

- a. WORKFORCE agrees to indemnify, defend and hold the DISTRICT, its agents, officers, members, employees and volunteers harmless for, from and against any and all claims, damages, losses, causes of action, and demands, or other liability including, without limitation, reasonable attorney's fees and costs, arising from negligence and/or misconduct of WORKFORCE in the performance of this Agreement, except where caused by the sole negligence or willful misconduct of the DISTRICT.
- b. WORKFORCE agrees to be responsible for any and all claims and liability for injury to persons or property arising out of or caused by the negligence of its agents, employees or officers in the performance of the duties and obligations contemplated in this agreement.
- c. The WORKFORCE shall provide its usual Worker's Compensation Insurance or covering employees of WORKFORCE. Said insurance policies shall provide that they are not cancellable and/or modifiable on less than thirty (30) days prior written notice to the DISTRICT.

V. NON-DISCRIMINATION

Each party shall be separately responsible for compliance with all anti-discrimination laws which may be applicable to their respective activities under this Agreement. Neither party shall discriminate against any student in the program on the basis of race, national origin, color, religious belief, sex, age, marital status, affectional or associational preference or disability.

VI. CONSIDERATION

- a. Under the terms of this agreement, neither party is obligated to make payments of any kind to either party.
- b. Services rendered by WORKFORCE covered under this Agreement are considered to be educational in nature, and therefore, no monetary compensation shall be paid to WORKFORCE staff by the DISTRICT. Nothing in the execution or performance of this Agreement shall be construed to establish an employee-employer, an agency, a partnership or a joint venture relationship among the WORKFORCE and the DISTRICT.

VII. GOVERNING LAW

This agreement shall be governed and construed under the laws of the State of Texas.

VIII. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral or written, relating thereto. Any amendment hereof must be made in writing and agreed to by all parties.

IN WITNESS THEREOF, the authorized representatives of the parties hereto have executed this agreement.

Workforce Solutions of Central Texas

Charley Ayres
Director, Industry/Education Partnerships

Date

Belton Independent School District

Jeff Norwood
Board President

Date

UPCOMING EVENTS AUGUST 2021

Date	Event
Monday, August 2	Policy Committee Meeting at 5:00 pm
Wednesday, August 11	Facilities Committee Meeting at 4:00 pm
Friday, August 13	Convocation at BHS Gym at 10:00 am
Monday, August 16	Board Workshop/Regular Meeting at 5:00/6:15 pm
Wednesday, August 18	First day of school