

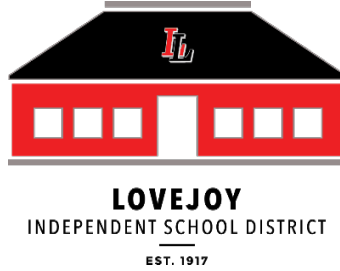
Board Workshop  
Monday, September 11, 2023 5:30 PM

Carrie L. Lovejoy Child Development Center:  
Room C113 (Closed Session) & Library (Open  
Session)  
256 Country Club Road  
Allen, TX 75002

## Agenda

1. Call to Order  
**Presenter:** Barrett Owens, President
2. Roll Call and Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law  
**Presenter:** Barrett Owens, President
3. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act  
**Presenter:** Barrett Owens, President
  - 3.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
    - 3.A.1. Consultation regarding TEC Chapter 49.
  - 3.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
  - 3.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
  - 3.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
    - 3.D.1. Evaluation of employees.
  - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
    - 3.E.1. Security Personnel.
    - 3.E.2. Security Audit.
  - 3.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

- 3.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
- 3.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 3.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
- 4. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session  
**Presenter:** Barrett Owens, President
- 5. Introduction of New Hires  
**Presenter:** Anna Koenig, Executive Director of Human Resources and Communications



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	Introduction of New Hires
<b>Presented For</b>	<input type="checkbox"/> Board Action <input checked="" type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Anna Koenig, Executive Director of Human Resources and Communications

### Executive Summary

In Lovejoy ISD, it is a tradition to give our new professional hires a pen to write their next professional chapter with Lovejoy and an apple to symbolize the highly valued role of educators in our schools and community. Please join us in giving a warm Lovejoy welcome to our new hires.

### Fiscal Implications

N/A

### Administrator Recommendation

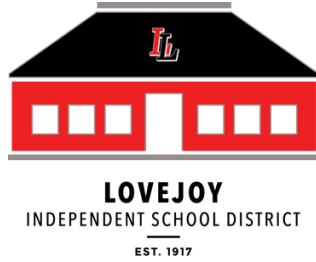
N/A

### Board Priority

#### Priority 2: Culture: Legacy of Excellence

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD

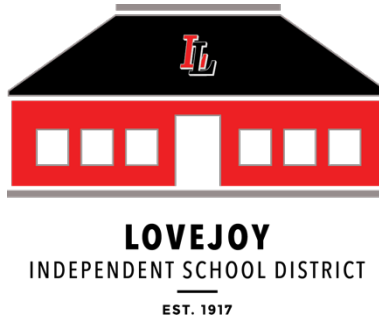
will invest in a culture that provides exceptional learning opportunities for students and supports their development toward the Graduate Profile.



## Introduction of New Hires September 11, 2023

<b>Professional Employee</b>	<b>Position</b>	<b>Location</b>
Mary Cloud	Certified Teacher - K-3 GT	Puster Elementary
Diane Dahl	4th Grade GT RLA/SS	Puster Elementary
Brenda Sanchez	2nd Grade Teacher	Puster Elementary
Breanna Ramos	1st Grade Teacher	Puster Elementary
Violet Austin	MTSS Lead	Puster Elementary
Jessica Mallett	4th Grade Math/Science	Puster Elementary
Graeson Tobolka	SPED Teacher	Puster Elementary
Lynette Ramsey	Teacher	Puster Elementary
Judy Hendricks	Diagnostician	Administration
Kyla Slaughter	Assistive Technology	Administration
Sarah Peralta	Pre-K Teacher	LCDC
Allison Newton	Pre-K Teacher	LCDC

6. Pledges and Recognition of Patriots' Day for September 11, 2023  
**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction
7. Public Comments Related to September 11, 2023 Agenda Items  
**Presenter:** Rodricka Taylor, Coordinator for the Superintendent and Board Services



# Public Comment Procedures

## Workshops and Special Meetings

### Submitting for Public Comment

Any individual seeking to speak during the public comment session of a workshop or special meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate the specific agenda item.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

### Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker.

### **Disruptive Behavior**

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

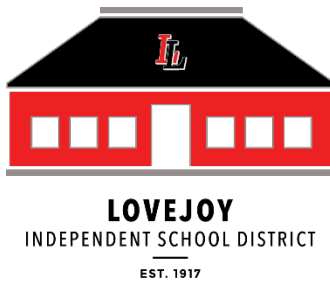
### **Board's Response to Public Comment**

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

### **Statement of Non-Discrimination**

The Board does not discriminate against speech on the basis of viewpoint.



## **School Board Public Comments Sign In September 11, 2023**

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at [lovejoyisd.net](http://lovejoyisd.net).

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at [lovejoyisd.net](http://lovejoyisd.net).

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

**\*I wish to address the Board about an agenda item on the September 11, 2023 agenda.**

**I wish to speak about agenda item #\_\_\_\_\_ which is titled:**

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**\*I wish to participate in the open forum by speaking about the following topic:**

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**First and Last Name:**

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**Address:**

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**Phone:**

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**Organization (if applicable):**

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**Printed Name & Signature (Acknowledging you have read the procedures above)**

**Print:**

**Signature:**

**Date:**

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8. Presentation: Foundation for Lovejoy Schools  
**Presenter:** Barrett Owens, President

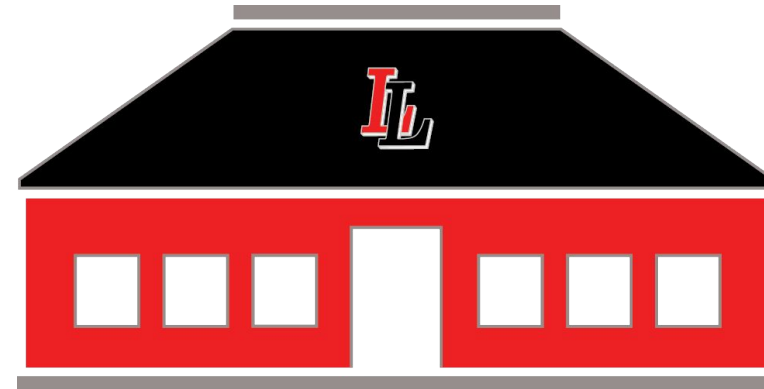
# Foundation for Lovejoy Schools

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September 11, 2023

Board Workshop

Sarah Brown, Executive Director  
Foundation for Lovejoy Schools



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**CLASSROOM ENHANCEMENTS**

**\$542,747.08**

**SAFETY AND SECURITY**

**\$124,432.92**

**TOTAL GIVEN TO LOVEJOY ISD**

**\$667,180.00**



# TEACHER GRANTS

## CLASSROOM ENHANCEMENT



**SAFETY**  
*and*  
**SECURITY**



# UPCOMING EVENTS

- **North Texas Giving Day-** September 21, 2023
- **Lovejoy Ladies' Night-** October 25, 2023
- **Lovejoy Tour of Homes-** November 11, 2023
- **Denim & Diamonds-** March 23, 2024
- **Men's Cornhole Tournament-** Spring 2024



THANK YOU

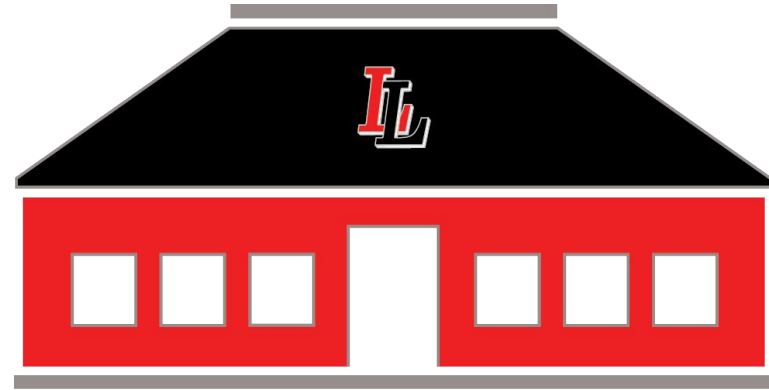
9. Discussion: Board Legislative Subcommittee Update - Possible Special Session  
**Presenter:** Barrett Owens, President
10. Presentation: Leadership Lovejoy and Board Academy  
**Presenter:** Katie Kordel, Superintendent of Schools

# Leadership Lovejoy and Board Academy

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**KATIE KORDEL**  
SUPERINTENDENT

**September 11, 2023**  
Board Workshop



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# Leadership Lovejoy

## *Leadership of Class '24*

Leadership Lovejoy is designed to provide community participants with a comprehensive overview of the school district by department and district leadership. One of the many reasons Lovejoy ISD is uniquely special is the level of parent and community engagement. Connection and community matter in Lovejoy ISD. Leadership Lovejoy is a strategic investment in the relationship we have with our stakeholders. Additionally, it serves as comprehensive initial training for those interested in serving as a school board trustee. The objective is to provide information as well as an opportunity to ask questions in an interactive format. The structure of Leadership Lovejoy is in-person, full-day, workshops.

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# Leadership Lovejoy

[Apply Now!](#)

*Leadership of Class '24*

## Learn about Lovejoy ISD

Mission and Goals  
Curriculum & Instruction  
Operations  
Finance  
Human Resources  
Student Services

## Tours

Campuses  
Child Development Center  
District Facilities  
Leopard Stadium  
Field House  
Fine Arts Gallery  
Transportation

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# Leadership Lovejoy



## Schedule

- Tuesday, October 17, 2023 | 8:30am-3:00pm
- Thursday, November 2, 2023 | 8:30am-3:00pm
- Wednesday, December 6, 2023 | 8:30am-3:00pm
- Wednesday, February 14, 2024 | 8:30am-3:00pm
- Wednesday, April 3, 2024 | 8:30am-3:00pm
- Monday, April 22, 2024 | 7:00 p.m. Recognition at Board Meeting



# Leadership Lovejoy

## Application

There is a cost of \$90.00 to cover the cost of the program. As part of the Leadership Lovejoy program, you will receive a name tag, t-shirt, light breakfasts, and lunches.

Applications for Leadership Lovejoy '24 are now open. Please visit the following link to apply.

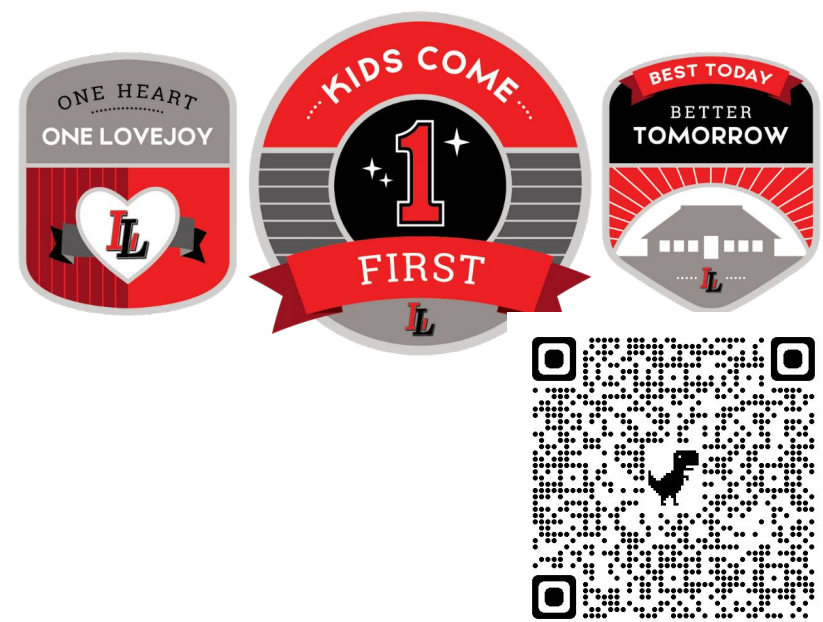
**Applications close at 8:00 a.m. on Tuesday, September 26<sup>th</sup> at 8:00 a.m.**

**[LEADERSHIP LOVEJOY APPLICATION](#)**



# Lovejoy ISD Board Academy

**Wednesday, December 6 from 1:00 p.m. to 3:00 p.m.  
Lovejoy Child Development Center Library**



The Lovejoy ISD Board Academy is designed for anyone considering public service on the Board of Trustees as well as those that would like to learn more about local school district governance. School Board members will explain the roles and responsibilities of serving on the Board, review the state-required training requirements, and discuss the difference between Board oversight and day-to-day operations of the district. Information will also be shared on the guidelines, logistics, and timelines to run for a Board seat. The School Board Academy will be offered as a separate event. You do not need to be part of Leadership Lovejoy to participate. We ask that you pre-register so that our preparations support a meaningful experience for all that attend. Pre-registration is available at this link: <https://forms.gle/NgA1dzA7kh7CgSNt9>



Thank You

11. Presentation: K-12 Science Instructional Materials Adoption Timeline

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

# K-12 SCIENCE INSTRUCTIONAL MATERIALS ADOPTION TIMELINE

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**Dr. Laurie Tinsley**

Assistant Superintendent of Curriculum and Instruction

**Mary Mullen**

Director of Secondary Education and  
Assessment and Accountability

**Erin Perkins**

Director of Elementary Education and Early Childhood

**September 11, 2023**

Board Workshop



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# Lovejoy ISD Science Instructional Framework

## Lovejoy ISD Vision

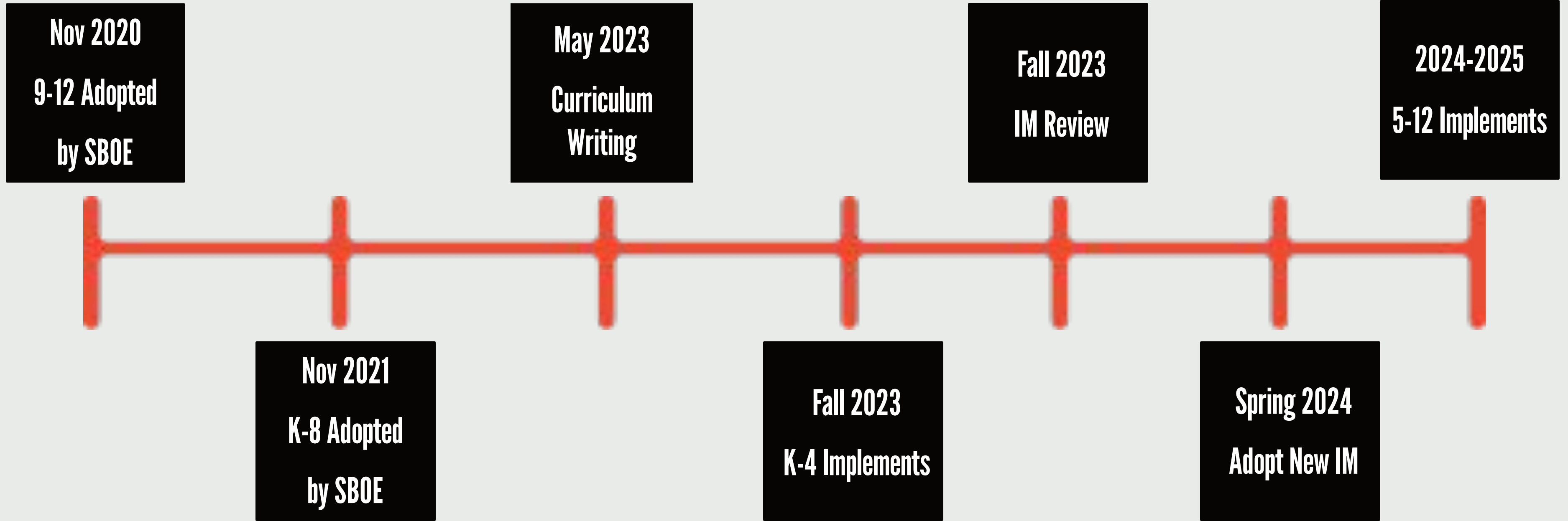
- Lovejoy ISD envisions a place where all learners become critical thinkers, innovative problem solvers, and competent consumers of science.
- Students will engage in research-based science instruction, which will promote curiosity about the world around them and equip them to think critically about scientific information encountered in their everyday lives.
- Because students will possess a strong science foundation, they will be able to make relevant connections across content areas and have a choice-filled future in college, career, or military training.



# INSTRUCTIONAL MATERIALS

Curriculum Standards	Curriculum Documents	Instructional Resources
<ul style="list-style-type: none"><li>● Texas Essential Knowledge and Skills (TEKS)</li><li>● State standards for what students should know and be able to do</li><li>● The scope of what is taught</li><li>● Establishes timelines and important milestones (ie., grade levels)</li><li>● Testing requirements</li><li>● Mandated by the State Board of Education</li><li>● Roadmap for Learning</li></ul>	<ul style="list-style-type: none"><li>● Outlines when and the depth in which standards are taught throughout the year</li><li>● Customized to district needs</li><li>● Includes pacing guide, scope and sequence, clarifications, priority TEKS, assessment and learning plans</li><li>● Designed and revised based on data and standards</li><li>● Incorporates programs and instructional resources</li></ul>	<ul style="list-style-type: none"><li>● Suggested resources such as textbooks, digital resources, etc., that are aligned to the TEKS for the content area</li><li>● Provides tools, materials and resources to implement the curriculum</li><li>● Can be changed and adjusted with minimal to no change to curriculum and practices</li><li>● Must be changed if significant changes to curriculum standards</li></ul>





# TIMELINE K-12 Science TEKS and Revisions



# Highlight of Changes

## New K-12 Science TEKS and Revision

Three-Dimensional Learning

Phenomena to Drive Teaching and Learning

Intentional Alignment to STEM



# TIMELINE

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## September

Adoption committee formed and initial meeting held to review needs assessment survey provided to all K-12 science teachers. Finalize a rubric to use evaluate instructional materials.

## October - November

Adoption committee members attend vendor presentations and begin to review instructional materials. Members narrow the number of viable instructional material resources based on rubric results.

## December - February

Publishers provide samples to committee members for review and use in the classroom. Members evaluate materials again using a second rubric. Materials made available for all K-12 Science teachers to review.





# TIMELINE

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## February

Window open for community members to view and comment on instructional materials.

Committee members make recommendations based on rubrics results and feedback from teachers and community members.

## March

C & I Instructional Material Director will put forth items for board approval of selected titles and purchase.

## April

Approved instructional material resources are submitted for purchase through the state purchasing system, with expectations of delivery during May.

Resources processed through the inventory system and distribution to campuses.





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**QUESTIONS?**



12. Presentation: Measures of Academic Progress (MAP) Growth Assessment  
Implementation

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

# Measures of Academic Progress (MAP) Growth Assessment

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**DR. LAURIE TINSLEY**

ASSISTANT SUPERINTENDENT OF CURRICULUM AND  
INSTRUCTION

**MARY MULLEN**

DIRECTOR OF SECONDARY INSTRUCTION AND  
ASSESSMENT AND ACCOUNTABILITY

**ERIN PERKINS**

DIRECTOR OF ELEMENTARY INSTRUCTION AND EARLY  
CHILDHOOD

**SEPTEMBER 11, 2023**

Board Workshop



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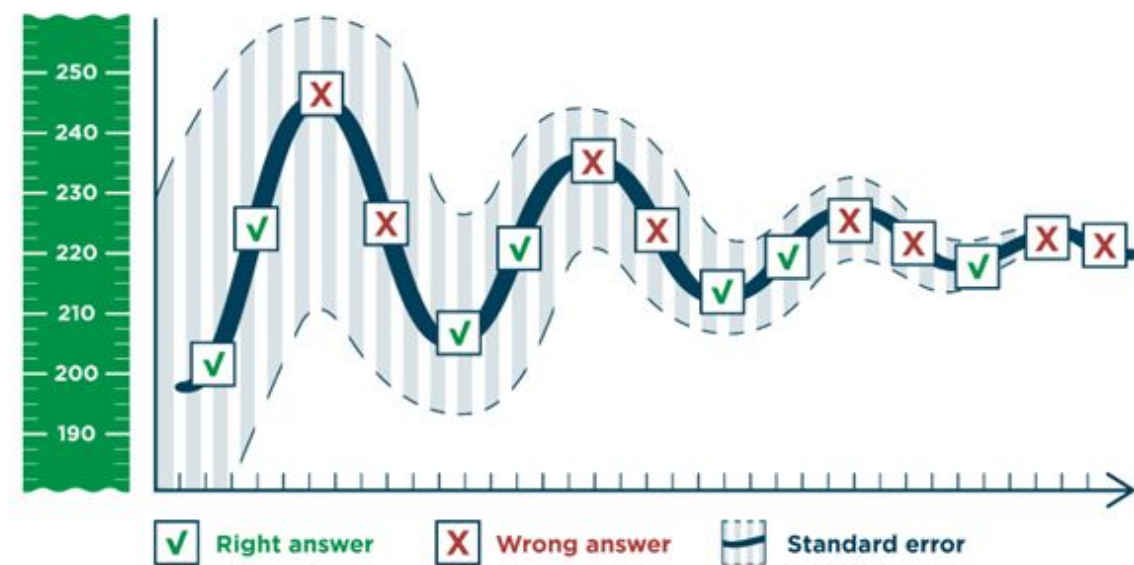
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- 
- What is **MAP Growth**?
  - What does it **Measure**?

## What is MAP Growth?

A computer-adaptive test that provides each student with a unique set of questions based on responses to previous questions. As students answer questions correctly, the questions get harder. If the student answers incorrectly, the questions get easier.



## What does MAP Growth measure?

- Achievement - what a student knows (regardless of grade level) compared to similar students nationwide
- Growth - a measure of a student's personal progress over a year



What is a **RIT** score?

# RIT Score

- Unit of measurement used to represent the student's current level of achievement regardless of grade level, age, or grades
- Used to track academic growth over time
- RIT Score is provided for each subject area tested





What **courses** and **grade levels** will MAP Growth be administered?

# Language Arts

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- Reading (K-12)
- Language Usage  
(7-English I)

# Mathematics



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- Math (K- 8)
- Algebra I
- Geometry
- Algebra II

# Science

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- Science (5- 8)
- Biology

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- 
- How **often** will MAP Growth be administered?
  - How **long** will it take to test?

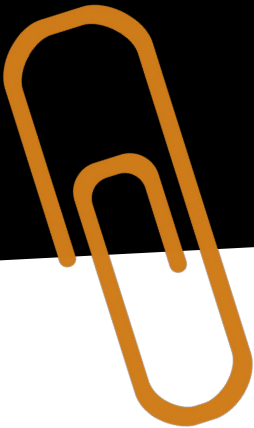

# MAP Growth Quick Facts

- Maximum of 43 questions
- Untimed
- On average, it takes about 45-60 minutes.
- Administered 3 times a year (Fall, Winter, & Spring)



How is MAP Growth **different**  
from standardized tests?

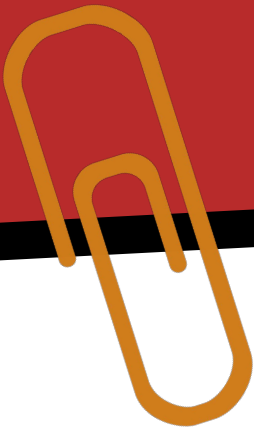

<b>Standardized Tests</b>	<b>MAP Growth</b>
<ul style="list-style-type: none"><li>● Given once a year</li></ul>	<ul style="list-style-type: none"><li>● Given 3 times a year</li></ul>
<ul style="list-style-type: none"><li>● All students are asked the same questions</li></ul>	<ul style="list-style-type: none"><li>● Computer-adaptive to adjust to student's performance</li></ul>
<ul style="list-style-type: none"><li>● Used to measure grade level proficiency</li></ul>	<ul style="list-style-type: none"><li>● Used to measure achievement regardless of grade level and tracks growth over time</li></ul>
<ul style="list-style-type: none"><li>● Results are not received until students have already moved to the grade level</li></ul>	<ul style="list-style-type: none"><li>● Teachers receive results immediately after each administration and are able to intervene to address learning gaps quickly</li></ul>



How will teachers and  
campuses use the MAP  
Growth **student**  
**information?**

# Allows teachers to

- Monitor individual student growth
- Identify the skills or standards that students are ready to develop in order to tailor instruction to meet the needs of the students
- Set goals with students
- Track progress of grade level or campus



What **information** will  
parents receive about their  
student's MAP Growth  
results?

# MAP Family Report

The MAP Family Report is provided to families after each administration and contains:

- RIT Score for each subject area tested
- National Average for Achievement
- Percentile for Achievement
- Percentile for Growth (After 2nd administration)

# Family Report

map GROWTH

Shelley Jones

Fall 2020 Family Report

Page 1

ID: 510580 | Grade: 5  
Mesa Verde Elementary School

**What is this report?** A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

**What is MAP Growth?** A test that adapts to your child's responses in real time to measure your child's skill level.

**Why is my child taking MAP Growth?** MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

**What do Achievement and Growth mean?**

**Achievement**—How well your child has learned skills in a subject compared to similar students nationwide.\*

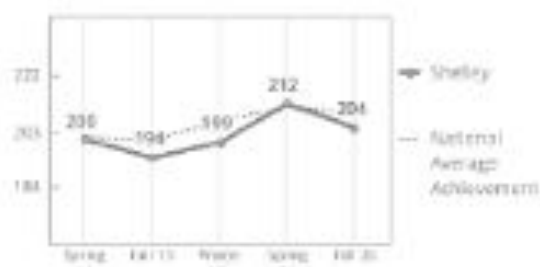
**Growth**—A measure of your child's personal progress over the year.

**What is a RIT score?** The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

\*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade.

## Mathematics

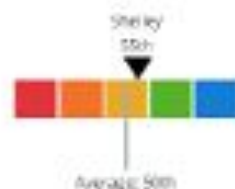
**Low Average Achievement 38th Percentile**



Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

**Average Growth 55th Percentile**

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

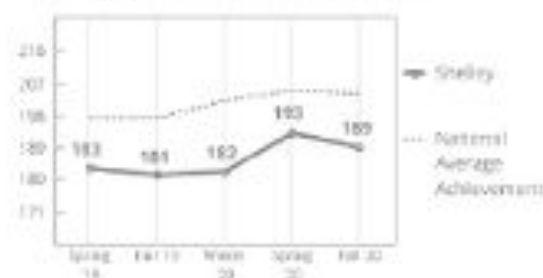


Shelley is likely to be:

- Below Standards on the NWEA Generic Linking Study (if taken in Spring 2021)
- Not On Track on the ACT College Readiness (if taken in Spring 2021)
- Not On Track on the SAT (if taken in Spring 2021)

## Reading

**Low Achievement 18th Percentile**



Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

**Average Growth 50th Percentile**

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

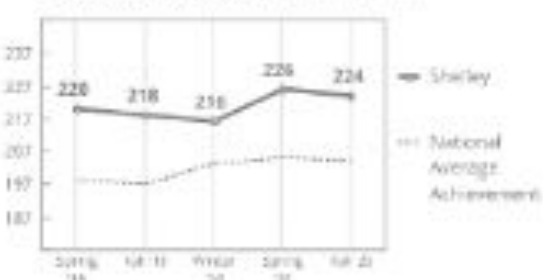


Shelley is likely to be:

- Below Standards on the NWEA Generic Linking Study (if taken in Spring 2021)
- Not On Track on the ACT College Readiness (if taken in Spring 2021)
- Not On Track on the SAT (if taken in Spring 2021)

## Language Usage

**High Achievement 92nd Percentile**



Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

**Average Growth 50th Percentile**

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

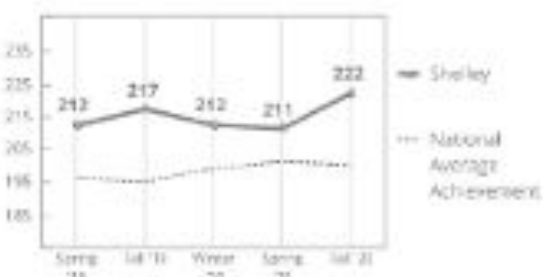


Shelley is likely to be:

- Advanced on the NWEA Generic Linking Study (if taken in Spring 2021)

## Science - General Science

**High Achievement 97th Percentile**



Shelley's overall score (RIT score) was a 222 on a range of 100-350. Your child is in the 97th percentile, which means they scored better than 97% of their peers.

**High Average Growth 61st Percentile**

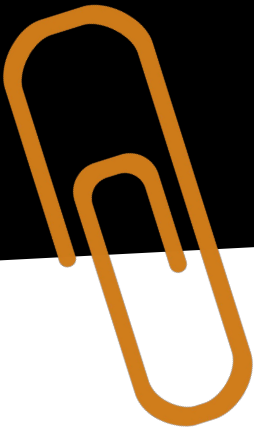

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.



Shelley is likely to be:

- Advanced on the NWEA Generic Linking Study (if taken in Spring 2021)

Note: This report is only available for the most recent test term.



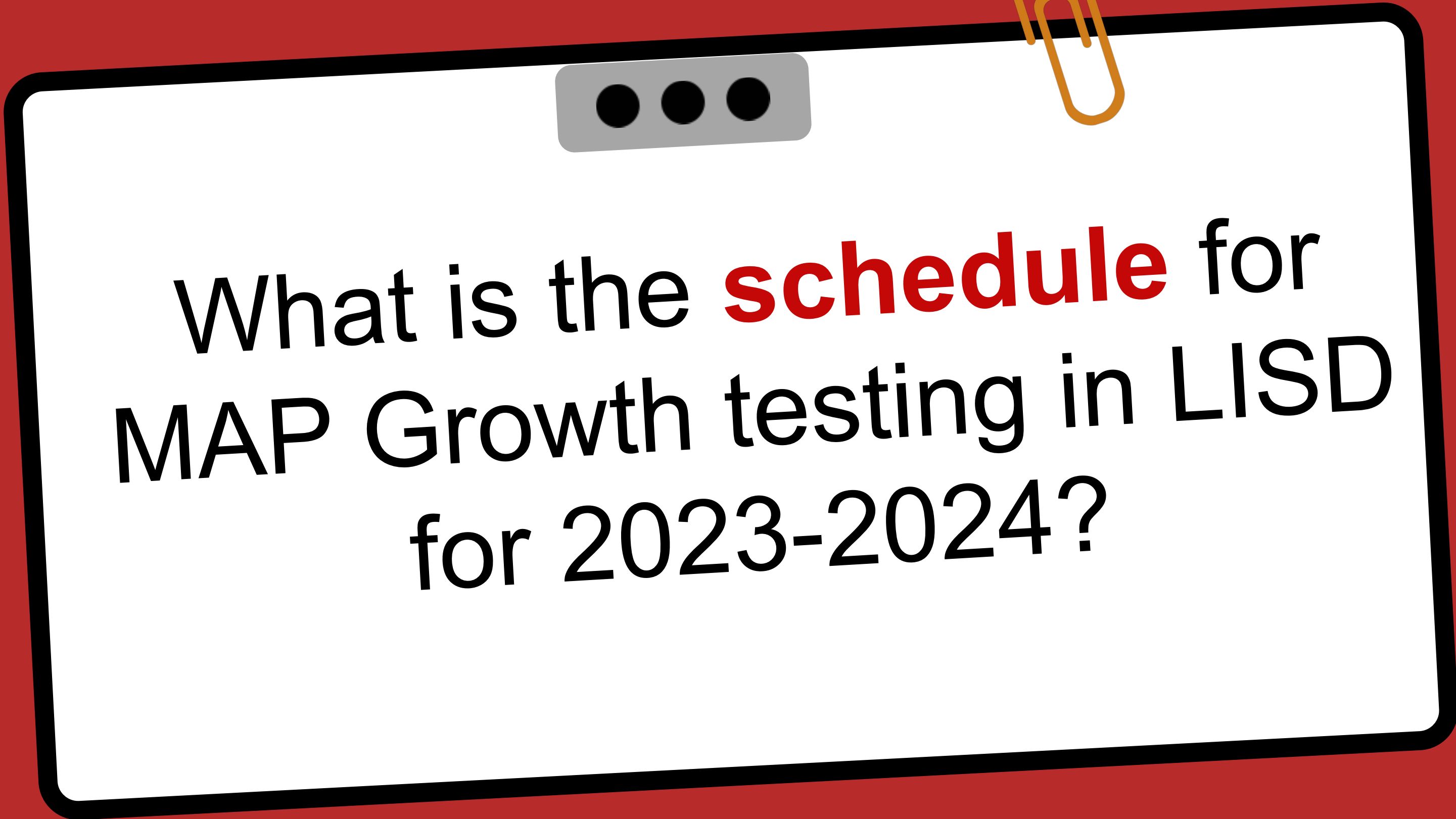
How can parents help their  
**student prepare** for a MAP  
Growth assessment?

Parents can visit [Warmup.NWEA](https://www.warmupnwea.com) to help their child prepare for the MAP test. This link provides videos and practice questions to help students feel confident with the test format.

## MAP Growth 2+

The image shows a digital interface with a dark blue header containing the text "MAP Growth 2+". Below the header is a light gray area containing four white rectangular buttons arranged in a 2x2 grid. Each button features a black icon and a text label. The top-left button has a question mark icon and the text "What's This Test about?". The top-right button has an icon of a hand pointing at a screen with four small squares above it, and the text "Explore Tools". The bottom-left button has a star icon and the text "Get Ready for the Test". The bottom-right button has an icon of a head profile with three dots inside, and the text "Practice Test".

- What's This Test about?
- Explore Tools
- Get Ready for the Test
- Practice Test





What is the **schedule** for  
MAP Growth testing in LISD  
for 2023-2024?

# **2023-2024 MAP Growth Testing Schedule**

September 5 - 15

January 29 - February 9

April 15 - May 10

- 
- 
- What **type of questions** are on the MAP Growth tests?
  - Are their **sample questions**?

MAP Growth contains questions such as multiple choice and drag and drop.

Visit

[Warmup.NWEA.org](https://www.warmup.nwea.org)  
to access sample test items.

## MAP Growth 2+

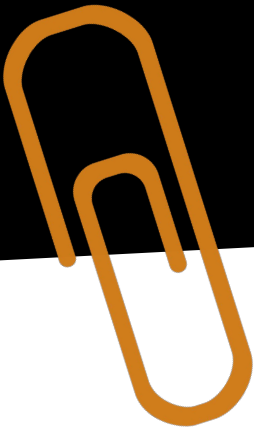

The screenshot displays the MAP Growth 2+ website interface. It features a dark blue header with the text "MAP Growth 2+". Below the header, there are four white rectangular buttons arranged in a 2x2 grid. Each button contains an icon and a text label. The top-left button has a question mark icon and the text "What's This Test about?". The top-right button has an icon of a hand pointing at a grid and the text "Explore Tools". The bottom-left button has a star icon and the text "Get Ready for the Test". The bottom-right button has an icon of a head with a speech bubble and the text "Practice Test". A large red arrow points from the right side of the screen towards the "Practice Test" button.

- What's This Test about?
- Explore Tools
- Get Ready for the Test
- Practice Test



Is student MAP Growth  
student information and data  
**secure?**

- MAP Growth uses technological and operational measures to ensure security and privacy such as regular security audits and monitoring, technological controls, physical access controls, and privacy training for employees.
- MAP Growth does not use any child's personally identifiable information (PII) for any purpose other than to provide services to the child's school. Combined information that has been stripped of PII—and, therefore, is not traceable to any individual student.
- MAP Growth does not sell personally identifiable information (PII). Data sharing (if any) is completely at the control of the local school district.



What steps has LISD taken  
to **train staff** and  
**communicate with parents**  
about MAP Growth?

# Implementation Steps

## **May of 2023**

- MTSS Leadership Team and District C&I staff were trained in the administration of MAP Growth.
- The implementation of MAP Growth for the 2023-24 school year was communicated to all staff members at each campus' Team Huddle.

## **August of 2023**

- Additional group of 50 staff members were trained in the administration of MAP Growth to support implementation on campus.
- MTSS Leadership Team provided training and support for their department or grade level team on the purpose and administration of MAP Growth.

## **September 2023**

- Presentation on MAP Growth was presented to the community at the LISD Board of Trustees meeting.
- MAP Growth FAQ will be provided to families to explain additional questions they may have about the assessment.



# Questions



## **MAP Growth Frequently Asked Questions**

### **1. What is MAP Growth and what does it measure?**

Unlike paper-and-pencil tests, where all students are asked the same questions and spend a fixed amount of time taking the test, MAP Growth is a computer-adaptive test. That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly, as is common on adaptive tests. The purpose of MAP Growth is to determine what the student knows and how they are growing academically.

MAP Growth tracks students' individual growth over time, wherever they are starting from and regardless of the grade they are in.

### **2. What is a RIT score?**

When students finish their MAP Growth test, they receive a number called a RIT score for each subject they are tested in: reading, language usage, math, or science. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Like marking height on a growth chart and being able to see how tall a child is at various points in time, you can also see how much they have grown between tests.

### **3. How often will my child take MAP Growth?**

Students will take the MAP Growth assessment three times each year in the fall, winter, and spring. Below are the testing windows for the 23-24 school year.

- September 5 - 15
- January 29 - February 9
- April 15 - May 10

#### **4. How long is MAP Growth?**

Most students take around 45 to 60 minutes to complete a MAP Growth test. However, MAP Growth is not timed, and students may take as much time as they need to complete it.

#### **5. Is MAP Growth a standardized test? How is it different from “high-stakes” tests?**

Unlike standardized tests, MAP Growth is administered periodically during the school year, and it adjusts to each student’s performance, rather than asking all students the same questions. When we talk about high-stakes tests, we are usually talking about a test designed to measure what students already know, based on what is expected at their grade level. High-stakes tests are also often used as a way to measure grade-level proficiency. MAP Growth is designed to measure student achievement in the moment and growth over time, regardless of grade level, so it is quite different.

Another difference is the timeliness of the results. While states often return information in the fall after the test is taken, MAP Growth gives quick feedback to teachers, administrators, students, and families. Teachers receive immediate results with MAP Growth that show what students know and where there might be common learning opportunities in the class. One similarity is that MAP Growth aligns to the same standards in a given state as the state test, so both measure similar content.

#### **6. What information will I receive from my child’s school?**

Your campus will provide you with the MAP Growth Family Report. This report contains information and scores from a student’s most recent MAP Growth assessments. It’s a good idea to discuss results with teachers for a full understanding of what the information means and how they can use their child’s scores to identify resources that can support home learning.

#### **7. How do schools and teachers use MAP Growth scores?**

MAP Growth provides many different reports to help teachers and schools. Teachers can see the progress of individual students and of their classes as a whole. Teachers use RIT scores combined with formative assessment to develop classroom-level strategies for equitable instruction that help maximize every student's learning potential. MAP Growth also provides data around the typical growth for students who are in the same grade, are testing in the same subject, and have the same starting achievement level. This data is often used to help students set goals and understand how much they need to learn to achieve their goals. Principals and administrators can use the scores to see the performance and progress of a grade level, school, or entire district.

### **8. Can MAP Growth tell me if my child is working at grade level?**

Just as a doctor has a chart indicating the most common heights and weights of people at certain ages, MAP Growth has put together charts showing the mean RIT scores for students at various grade levels. MAP Growth researchers examined the scores of millions of students to find the average scores for students in various grades.

### **9. What subjects are assessed in Lovejoy ISD with MAP Growth?**

- Reading: Grades K–12
- Language Usage: Grades 7– 9
- Math: Grades K–12
- Science: Grades 5–8 and Biology

Note that the reading and math tests for grades K–1 are referred to as MAP Growth K–1. These child-friendly tests for young learners offer students the ability to wear headphones, since many questions include audio to assist students still learning to read.

### **10. What types of questions are on the MAP Growth tests? Are there sample tests?**

The MAP Growth tests include multiple choice, drag and drop, and other types of questions. You can access some short sample tests by visiting [Warmup.NWEA](https://www.nwea.org/warmup) to get an idea of what MAP Growth questions look like.

### **11. How can I help my child prepare for MAP Growth?**

Your child's teacher will help with any pre-test instructions to explain the test to the students. Just like on any school day, make sure your child is well-rested and fed. Encourage them to do their best.

### **12. What does MAP Growth do with my child's information? Is it secure?**

MAP Growth uses technological and operational measures to ensure security and privacy including regular security audits and monitoring, technological controls, physical access controls, and privacy training.

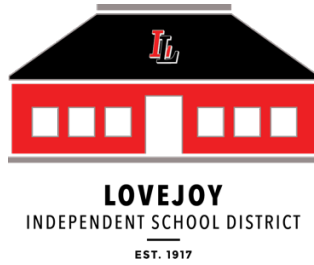
MAP Growth does not use any child's personally identifiable information (PII) for any purpose other than to provide services to the child's school. Combined information that has been stripped of PII—and, therefore, is not traceable to any individual student.

### **13. If a student is absent on the day of testing, can he or she take the assessment at a later time?**

If a student is absent on the day of testing, he may take the assessment at a later date as long as he returns to school within the testing window. The student would work with the teacher to coordinate a time to make up the assessment.

13. Consider and Act on the Collin County Community College Memorandum of Understanding (MOU)

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	Collin County Community College Memorandum of Understanding (MOU)
<b>Presented For</b>	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

### Executive Summary

Recommendation for Collin County Community College District and Lovejoy Independent School District to enter into a Partnership Agreement to provide opportunities for high school students to concurrently enroll in college courses and programs. This agreement is written in accordance with Title 19, Part 1, Chapter H of the Texas Administrative Code pertaining to partnerships between secondary schools and public two-year colleges.

Collin College Community College and Lovejoy Independent School District agree to enter into a partnership to award dual credit. Dual credit enrollment enables a high school student to be awarded credit for both the high school and college equivalent course. Concurrent enrollment enables a high school student to be awarded credit for the college course only.

High school courses offered for dual credit include: English IV, College Algebra, College Statistics, Economics, US History I and II, Government, Pathophysiology, Medical Terminology, Health Science Theory Clinical, Practicum in Health Science (Patient Care Technician and Emergency Medical Technician)

### Fiscal Implications

N/A

**Administrator Recommendation**

Administration recommends approval of the partnership agreement with the Collin County Community College District and Lovejoy Independent School District.

**Board Priority**

**Priority 1: Academics**

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, and Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. We will carry forward the strategic targets identified in our LOVEJOY 2030 Strategic Plan and provide students with opportunities to build Future Ready Skills.

**Priority 2: Culture: Legacy of Excellence**

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD will invest in a culture that provides exceptional learning opportunities for students and supports their development toward The Graduate Profile.

**Priority 3: Continuous Improvement and Financial Sustainability**

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on

legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

**Priority 4: Parent and Community Partnership**

Lovejoy ISD will build strong community connections and trust through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's Legacy of Excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future. Parent and Community involvement and transparency will be prioritized as tools for continuous improvement.

**Priority 5: Safety and Security**

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD's positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.



Collin County Community College  
District and  
Lovejoy Independent School District

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**Partnership Agreement**  
August 1, 2023 to July 31, 2026

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DRAFT



**Collin County Community College District and  
Lovejoy Independent School District**  
Partnership Agreement for Academic Year 2023-2026

**I. PURPOSE**

1) Collin County Community College District (“Collin College”) and Lovejoy Independent School District (“Lovejoy ISD”) hereby enter into the following Partnership Agreement (“Agreement”) effective August 1, 2023 (“Effective Date”) to provide opportunities for high school students to concurrently enroll in college courses and programs. This Agreement is written in accordance with Title 19, Part 1, Chapter 9, Subchapter H of the Texas Administrative Code pertaining to partnerships between secondary schools and public two-year colleges.

**II. AGREEMENT**

1) Collin College and Lovejoy ISD agree to enter into a partnership to award dual credit. This Agreement hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code (“TAC”) and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (“SACSCOC”) which is Collin College’s accrediting body, as such may be amended during its term. Unless otherwise noted, this Agreement applies to dual credit courses only.

NOW THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other valuable consideration, Collin College and Lovejoy ISD agree as follows:

**A. Definitions and Common Terms**

- a) The term “dual credit” is defined as enrollment of a high school student in a college to receive simultaneous academic credit for the college course from both the college and the high school.
- b) The term “concurrent credit” is defined as enrollment of a high school student in a college to receive academic credit for the college course only.
- c) Community Colleges – General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges:

<https://www.aacc.nche.edu/>

d) Collin College – Mission and Values

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect. Our Core Values are Learning, Service and Involvement, Creativity, and Innovation. Academic Excellence, Dignity and Respect, and Integrity. You can learn more by going to our website <https://www.collin.edu/aboutus>.

e) Collin College Accreditation and Governing Bodies

Collin College's policies are guided by the work of several groups. To help you understand some of the abbreviations in this Agreement, you may be interested in learning more about these groups.

Collin College's accrediting body is SACSCOC. Collin College must adhere to the requirements set forth by this accrediting body. You can learn more about SACSCOC, including its mission and values here: <http://www.sacscoc.org/>.

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: <https://www.highered.texas.gov/>.

### III. GENERAL PROVISIONS FOR DUAL CREDIT

#### A. Student Eligibility

1) Prior to enrolling in college classes, students must satisfy Texas Success Initiative Assessment ("TSIA") requirements. The TSIA is a college readiness assessment in reading, writing, and mathematics that is required for all students taking college-level courses at a public college in Texas. Students must also satisfy all local assessment requirements.

High school students may be exempt from state-mandated TSIA testing if they meet the qualifying standard listed in the current Collin College Catalog. Exemptions may be extended for the SAT or ACT. Dual credit students may be able to use temporary waivers (TSI waived for one year) with appropriate scores in PSAT/NMSQT, ACT-Aspire, STAAR English II, or Algebra I (with a final Algebra II average of 70 or higher).

All submitted tests scores must be within 5 years:

- TSIA Exemptions:
  - SAT scores: Evidence-Based Reading and Writing score of 480 or higher (for TSI ELAR) and a Math score of 530 or higher (for TSI Math)

- ACT scores:
  - **Tests taken on or before Feb. 14, 2023** - A student with an ACT Composite Score of 23 (or higher) is exempt from TSI Math with an ACT Math score of 19 (or higher) even though the ACT English may be less than 19. A student with an ACT Composite Score of 23 (or higher) is exempt from TSI ELAR with an ACT English score of 19 or higher, even though the Math may be less than 19. Scores must be less than 5 years old.
  - **Tests taken on or after Feb. 15, 2023** - (less than 5 years old)  
A student with a Math score of 22 or higher is exempt from TSI Math even if the student does not meet the English/Reading requirement. A student with a combined English and Reading score of 40 or higher is exempt from the TSI ELAR even if the student does not meet the Math requirement.
- TSIA Dual Credit Waivers:
  - PSAT/NMSQT: Evidenced-Based Reading and Writing score of 460 or higher will be waived from TSI ELAR; Math score of 510 or higher will be waived from TSI Math
  - ACT-Aspire: Minimum English score of 435 or higher will be waived from TSI ELAR; minimum Math score of 431 or higher will be waived from TSI Math
  - STAAR/EOC English II: Level 2 score of 4000 or higher will be waived from TSI ELAR
  - STAAR/EOC Algebra I: Level 2 score of 4000 or higher and at least a grade of 70 in their two-semester Algebra 2 course will be waived from TSI Math

Exemption requirements and scores subject to change under Texas law or regulations.

Students may also be exempt if they are enrolling in workforce education courses contained in a Level I Certificate or a program leading to a credential of less than a Level I Certificate.

- 2) Students must have permission from Lovejoy ISD to enroll in Collin College for dual credit or concurrent credit. Collin College must be notified whether students are dual credit or concurrent (college only) credit.
- 3) Lovejoy ISD must provide a letter notifying Collin College of early graduates.
- 4) Official high school transcripts are not required to participate in the Collin College Dual Credit Program. However, a transcript may be required to demonstrate college readiness, or to confirm academic information, e.g., test scores, grade classification, vaccination, or other pertinent information.

B. Student Expectations, Rights, and Responsibilities

- 1) Students enrolled in dual credit courses are considered to be college students and are subject to all Collin College policies and procedures. Dual credit students must comply with standards of conduct required of all Collin College students and have all the same rights and responsibilities in all matters related to the dual credit program. Dual credit students must also follow Lovejoy ISD's Student Code of Conduct.
- 2) Unless a conflict arises between the obligations of Lovejoy ISD and Collin College under their respective policies and procedures for student conduct, Lovejoy ISD and Collin College staff and administrators will work collaboratively to determine the appropriate party to initiate an investigation or resolution process in response to the alleged student conduct violation(s). In the event a conflict arises, regarding the initiation of such investigation or resolution efforts, the parties agree to use the Conflict Resolution efforts listed in Section IV, O on "[Conflict Resolution](#)".

The Parties agree neither Party is prohibited from utilizing its own complaint resolution process, separate and apart from the other Party's process, but both Parties shall cooperate with each other to provide the necessary information and access to students and employees necessary to fulfill each Parties' obligations under its own specific policies and procedures.

- 3) Lovejoy ISD and Collin College agree to inform the other as soon as reasonably possible (within two business days or sooner) if a dual credit student is subject to disciplinary action that may affect his or her enrollment status as a dual credit student.
- 4) Regardless of the location of the conduct, if Lovejoy ISD's Code of Conduct and disciplinary process could result in removal of the student from the regular education program due to suspension, placement in a disciplinary alternative education program, or expulsion/removal to a Juvenile Justice Alternative Education Program Lovejoy ISD shall notify Collin College of any disciplinary action in response to the alleged student behavior. Collin College may determine if there are any potential consequences under

applicable Collin College policies or procedures that could also result in the student's removal from enrollment of the student in a dual credit class(es). In addition, per the Collin College Student Code of Conduct, Collin College has the right to immediately remove a student from its premises via the interim suspension process, upon notification and a determination by the Dean of Students. Collin College will notify Lovejoy ISD of any discipline that will be imposed due to Collin College procedures.

c. Faculty Selection, Supervision, and Evaluation

- 1) All Collin College faculty will meet the minimum requirements to teach courses as specified by SACSCOC. Collin College shall select, supervise, and evaluate Collin College faculty for courses which result in the award of dual credit as outlined in Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85 of the Texas Administrative Code.
- 2) Collin College faculty who teach dual credit courses will be required to meet the same standards, reviews, and approval procedures used by Collin College to select all Collin College faculty. Official transcripts of all faculty must be kept on file at Collin College.
- 3) Embedded faculty are full-time high school teachers hired by Collin College as adjunct faculty to teach Collin College courses during regular high school hours. When teaching dual credit courses at the high school campus, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of Collin College such for items including but not limited to; curriculum, the Family Educational Rights and Privacy Act (FERPA), Title IX of the Education Amendments of 1972, syllabus, college schedule, etc.

As Collin College adjunct faculty, embedded faculty are responsible for fulfilling all regular duties and responsibilities of all college faculty, including, but not limited to:

- maintaining college-level rigor in all instructional practices
- utilizing a Canvas shell and gradebook for each course
- developing a course syllabus and calendar of assignments
- certifying rosters
- following FERPA regulations
- providing mid-term and final numerical grades to the P-12 Partnerships Office
- posting final course grades in Collin College's student management system
- following Collin College's mandatory reporting procedures
- responding promptly to email requests and due dates sent by the offices of academic affairs

4) All faculty, including embedded faculty, are responsible for attending required Collin College training sessions.

5) All Collin College faculty members must inform their Collin College supervisor (Associate Dean/Director) as well as the high school campus administrator where they teach when they need to be absent. Embedded faculty will follow the Lovejoy ISD process for reporting absences as well as contacting their Collin College associate dean/director. With sufficient advanced notice, Collin College will make a good faith effort to provide a substitute when a faculty member will be absent.

6) Embedded faculty will work with the appropriate associate deans/director and high school administrators regarding class schedules during the high school day.

7) Collin College Faculty, even if employed by and paid by Lovejoy ISD, must be supervised in instructional matters by the Collin College Academic department and must meet all administrative and evaluation requirements, and attend required faculty training including the dual credit faculty training.

Collin College Faculty are expected to comply with Collin College board policies, including the Employee Standards of Conduct found in [DH \(Local\)](#) and [DH \(Exhibit\)](#). Dual credit faculty at the Lovejoy ISD are also expected to abide by the state Educator's Code of Ethics found in the Texas Administrative Code (19 TAC 247.2) for standard practices and ethical conduct towards students, unless it conflicts with Collin College's Employee Standards of Conduct. If a conflict arises, the Parties agree to use the conflict resolution procedures found in Section IV, O on "[Conflict Resolution](#)".

8) All availability of courses structured under dual credit is contingent upon the availability of Collin College faculty. Students may need to take classes virtually or on a Collin College campus to continue with a sequence.

9) Collin College and Lovejoy ISD agree to a mutual understanding to resolve issues that may arise in the course of this partnership with faculty. The Parties agree to use the conflict resolution procedures listed in Section IV, O on "[Conflict Resolution](#)".

a) Joining the Collin College Faculty

1. Collin College Commitment to High School Faculty

The following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with Collin College:

- Before applying to Collin College interested high school faculty members can reference job expectations and responsibilities available here: <https://collin.wd1.myworkdayjobs.com/ExternalFacultyCareerSite>.

- Lovejoy ISD will provide Collin College with a roster of faculty interested in embedded faculty assignments for the next academic year by February 1. The roster should include candidates' unofficial transcripts as well as resumes of work experience.
- Collin College Academic Departments will conduct an initial review to determine whether the high school faculty member meets SACSCOC standards.
- High school faculty found to be SACSCOC qualified would complete an official Collin College application as an adjunct faculty member.
- The associate dean/director will contact applicants if selected for an interview. It is at this point that the associate dean/director can provide the candidate with additional information about a particular position. The interview may include a demonstration of teaching capability, communication, and presentation skills. An interview panel may be used, at the discretion of the department. Candidates will be notified of acceptance or non-acceptance by April 1. If the latter decision is made, an explanation will be offered with suggestions for next steps.
- Once accepted for hire, the high school faculty member is expected to attend a New Hire Orientation provided by Collin College's Human Resource Department. Additionally, they will be required to attend Adjunct faculty trainings as directed by the Academic Department. The P-12 Partnerships Office will also provide a dual credit faculty presentation on dual credit practices and procedures at the start of each long semester.

## 2. Prospective Dual Credit Faculty

High School teachers who are interested in teaching dual credit courses on their high school campus for Collin College need to be aware of expectations from both their high school and Collin College. The Appendix E "[Coursework Expectations](#)" will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. In all cases, the college rules will apply, in some cases, faculty will also have to adhere to high school requirements.

## 3. Basic Qualifications

SACSCOC is the accrediting body for Collin College. Every prospective dual credit instructor at Collin College must meet these minimum requirements. The requirements can be found at: [http://www.collin.edu/hr/employment/FCI\\_System.html](http://www.collin.edu/hr/employment/FCI_System.html).

#### 4. Coursework Expectations

In many cases, high school teaching expectations will differ from Collin College's teaching expectations. In Dual Credit courses, Collin College's teaching expectations and student learning outcomes are followed. Appendix E: [Coursework Expectations](#) provides an outline of differences between high school and Collin College coursework expectations.

##### D. Location and Student Composition of Class

10) Dual credit courses may be taught on one of the Collin College campuses, online, at an approved high school campus, or at an agreed upon and approved location. Dual credit courses need a minimum of 15 students enrolled to be offered regardless of location. Workforce/CTE classes may have exceptions to this minimum as they are limited by space and teacher-to-student ratios for safety. All course minimums and maximums are subject to review by Collin College's Academic Deans.

11) Collin College classes that require a "lab" component at the high school will have the same equipment, specs, and consumables provided at an equivalent Collin College campus. Before a "lab" course is approved to be offered at the high school, the designated Collin College staff will evaluate the proposed "lab" location to ensure it meets Collin College's minimum standards. The high school will be responsible for maintaining, upkeep, and storing consumables and non-consumables related to the Collin College "lab" courses.

12) Courses will be comprised of dual credit high school students only or of dual credit high school students and college credit students if offered online or on a Collin College campus. High school students will not be allowed to concurrently enroll in college courses for high school credit only. During Maymester and Wintermester terms, dual/concurrent credit students may enroll in one course with Lovejoy ISD approval.

13) As part of this Agreement, Lovejoy ISD will assign Collin College faculty to a classroom to carry out the functions of the dual credit program for courses located on the Lovejoy ISD's campus. Lovejoy ISD retains control of all classroom space under this Agreement. In order to ensure the program is equipped for college-level instruction, Lovejoy ISD will provide the following:

- Adequate board space
- Computer equipment with projection

- Upon advanced written request from Collin College faculty for multimedia equipment, Lovejoy ISD will provide notice of availability of such equipment and provide it if it is available
- Internet access that aligns with Collin College and State of Texas standards for delivery of instruction to ensure comparable delivery of instruction and access to course materials as found in the college-level courses
- A classroom that is available and ready for use within the allotted instructional class time(s)

5) As part of this Agreement, Collin College will share any and all course syllabus no later than one week prior to the start of the course to ensure the District may comply with Chapter 26 of the Texas Education Code in allowing parents to review teaching materials. .

Lovejoy ISD will designate an official contact that will facilitate the classroom instructional needs listed above. Lovejoy ISD will notify Collin College's P-12 Partnerships Office and the Academic Affairs office of the name and contact information of the designated liaison. If a conflict arises regarding providing classroom space or equipment, the Parties agree to follow the resolution guidelines in Section IV, O on "[Conflict Resolution](#)".

6) In the Agreement, Lovejoy ISD agrees to provide Collin College copies of all documents concerning any applicable rules, regulations, policies, and procedures of Lovejoy ISD related to security or restriction, which would be applicable to Collin College faculty while present on a Lovejoy ISD campus.

7) Collin College and the Lovejoy ISD will work collaboratively to provide approved accommodations for a Collin College faculty member with a documented disability. If a conflict arises regarding a requested or approved accommodation, the Parties agree to follow the resolution guidelines in Section IV, O on "[Conflict Resolution](#)".

#### E. Academic Policies and Student Support Services

1) Lovejoy ISD must provide an atmosphere that promotes a collegiate environment for classes which includes adequate classroom facilities, and minimizes disruptions of college classes for announcements, pep rallies, removal of students from class to conduct high school related activities, etc. Lovejoy ISD will provide Collin College with a schedule of events that may impact dual credit course delivery on a Lovejoy ISD site each semester. After a term's registration period has started, changes cannot be made to Collin College's class schedule unless there are extenuating circumstances approved by both parties.

2) Dual credit courses will follow the Collin College academic calendar. If the Lovejoy ISD calendar is different from that of Collin College, Collin College and Lovejoy ISD will identify a mutually agreeable alternative arrangement for course continuation.

3) High school dual credit and concurrent enrollment students will have access to all Collin College academic and student support services including, but not limited to: libraries, electronic library resources, writing centers, tutorial services, assessment, admissions, student engagement activities, and academic advisement. Some services are available only on a Collin College campus.

4) Per the Texas Education Code, all dual credit students receive academic and/or college readiness advising as referenced in Appendix A: [“Statewide Goals for Dual Credit”](#). Per the Texas Education Code, Lovejoy ISD designates the high school campus counselor as responsible for academic advising to students in the dual credit program.

5) High school dual/concurrent credit students agree to abide by all Collin College policies and procedures as outlined in the current Collin College Student Handbook.

a) Disability Services and Accommodations

1) Students with disabilities who need accommodations must apply for disability services through Collin College’s Accommodations at Collin College for Equal Support Services (ACCESS) Department, provide current documentation, and be determined eligible for accommodations at Collin College. The accommodations process is not automatic and may take time to complete. Not all students who qualify for modification for high school classes will be eligible for accommodations in college classes.

If determined eligible for academic accommodations at Collin College, students must request accommodations each semester through the ACCESS Department. The dual credit course location will determine who provides the academic accommodation needs by Collin College’s ACCESS Department. Dual credit course accommodations offered on the high school campus are provided by high school personnel. Dual credit course accommodations offered on a Collin College campus will be provided by Collin College personnel. The Parties will designate each other as school officials with a legitimate educational interest under FERPA as provided in Section IV.G. [“Confidentiality of Data”](#) so that information regarding accommodations may be shared.

F. Eligible Courses

2) All courses offered for dual credit will be identified as college level academic courses in the current edition of the Lower-Division Academic Course Guide Manual or as a college technical course in an Associate of Applied Science (AAS) degree or

certificate program. Collin College does not offer kinesiology (KINE) or developmental education courses for dual credit.

3) A course equivalency crosswalk that identifies the number of credits that may be earned for each course completed through the dual credit program in [Appendix B](#) has been approved for the 2023-2026 academic years. Programs listed in [Appendix C](#) have been approved for the 2023-2026 academic years.

Additional courses may be added with approval from Lovejoy ISD and Collin College. An addendum will be created if three or more additional courses are request by Lovejoy ISD in writing. An addendum for additional courses can be approved and added to this agreement by authorized Lovejoy ISD and Collin College representatives.

G. Course Curriculum, Instruction, and Grading

1) Collin College will ensure that a dual credit course and the corresponding course offered at the main campus of Collin College are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards will be upheld regardless of the student composition of the class. Dual credit courses will take additional considerations regarding content appropriateness for students under 18 years of age.

2) All course syllabi for Collin College faculty are publicly available at: <https://collin.campusconcourse.com/search?timeframe=current future>. To the extent district personnel cannot locate posted syllabi, Collin College will make a good faith effort to share those missing syllabi with district personnel no later than one week before the start of the course so that the District may comply with its legal obligations under state law.

3) Students will be expected to meet all requirements of the dual and concurrent credit class(es) and will receive letter grades on their Collin College transcript. Collin College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point average as determined by Lovejoy ISD. Mid-term grades will be provided upon request. Collin College will provide grades to Lovejoy ISD in a timely manner at the mutually agreed upon intervals.

4) Students will be expected to meet all requirements of the dual and concurrent credit class(es) and will receive letter grades on their Collin College transcript. Collin College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point average as determined by Lovejoy ISD. Mid-term grades will be provided upon request. Collin College will provide grades to Lovejoy ISD in a timely manner at the mutually agreed upon intervals.

5) Faculty members teaching dual credit courses may alert both the Collin College liaison and the designated high school counselor of any students having academic difficulty. They may also utilize Collin College's Early Alert Referral System (EARS) for this purpose.

6) Faculty are conscious of FERPA guidelines when communicating with students about grades. Grade information is never provided over the phone or via text or non-college email. Currently, grades of A, B, C, D, F, and I are awarded by faculty to each student on their college transcript. Grades of "I" are only temporary and must be resolved by the end of the next long semester. Numeric grades are also provided to Lovejoy ISD. If a student withdraws from a course, a "W" will appear on the student's college transcript.

7) The Grade Appeals Process is available online:  
[collin.edu/studentresources/support/gradeappeal](http://collin.edu/studentresources/support/gradeappeal)

8) All faculty will attend faculty meetings and other special meetings called by their Collin College divisional office as needed. Dual credit faculty will also attend a high school campus safety training provided by high school campus administration prior to the start of the semester when dual credit courses are taught at a Lovejoy ISD site.

#### H. Transcription of Credit

1) High school and college credit will be added to the student's transcripts immediately by Lovejoy ISD and Collin College upon the student's completion of the dual credit course.

#### I. Funding

1) State funding for dual credit courses will be available to both Independent School District and Collin County Community College District based upon the current agreement between the Commissioner of Education and Commissioner of Higher Education.

2) Tuition and fees will be collected from the high school student unless evidence is presented documenting the high school student's participation in the federal free and reduced lunch program in Lovejoy ISD, or if the Lovejoy ISD is covering the student's charges through third party billing. If Lovejoy ISD participates in third party billing, Lovejoy ISD agrees to abide by the policies set forth by the Bursar's Office. Lovejoy ISD will provide a verification list of dual credit students participating in the federal free and reduced lunch program to Collin College each semester. All dual credit students are responsible for purchasing their own textbooks and other required course materials unless otherwise purchased on their behalf.

#### IV. **GENERAL OBLIGATIONS OF THE PARTIES**

##### A. Recognition of Higher Education Partner, Promotion, Marketing, and Advertising

1) When reporting and publicizing high school students' completion of dual credit courses, degrees, or certificates, Lovejoy ISD will recognize Collin College as their higher education partner awarding college credit. Lovejoy ISD agrees not to use Collin College's name, logo, or likeness in any press release, marketing materials, or other public announcements without receiving prior written approval from the Collin College Senior Vice President, External Relations and Communications or designee.

##### B. Understanding of the Parties

1) Both parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Further, the Parties agree that the public safety departments from both Collin College and Lovejoy ISD will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response.

2) In accordance with FERPA, Collin College and Lovejoy ISD will protect students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.

##### C. Criminal History Background Check and Fingerprinting Requirements

1) Pursuant to Texas Education Code (TEC) Section 22.0834, Collin College shall ensure that Collin College faculty and staff assigned to work on a Lovejoy ISD site meet the applicable TEC requirements regarding fingerprinting and background checks. Lovejoy ISD will provide faculty fingerprinting instructions to schedule fingerprinting appointments. Fingerprinting expenses for Collin College faculty and staff will be reimbursed by Collin College directly to the employee. For more information on fingerprinting reimbursement please contact Collin College's Human Resources office. Any additional information required by Lovejoy ISD may be requested in accordance with Section IV.F "[School District Data Sharing and Privacy](#)".

2) Lovejoy ISD is responsible for promptly notifying Collin College of any additional requirements that may be necessary in order to comply with Lovejoy ISD's Board policies with regard to criminal history requirements for employees of entities with whom Lovejoy ISD contracts. Lovejoy ISD will also notify Collin College if an individual does not pass the fingerprint check within 1-2 business days. Lovejoy ISD agrees to provide Collin College with additional information upon request and, to the extent allowed by law, regarding individuals who do not pass the national criminal history record check or fingerprint check.

D. Clery Act Obligations

1) If Collin College is using space on a Lovejoy ISD campus or facility for the purposes of providing dual credit services and/or courses, Lovejoy ISD's law enforcement agency will respond in a timely manner to any requests made by Collin College for statistical information of crimes that have been reported at that location, so Collin College may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f)) and its regulations.

E. Prohibition of Discrimination and Harassment

1) Collin College has policies and procedures in place to receive, investigate, and resolve student and employee complaints alleging civil rights violations, including claims under Title VI and Title IX. Lovejoy ISD and Collin College shall each comply with their own policies and any applicable state and federal law that prohibit discrimination and harassment on the basis of a student or employee's disability, race, color, national origin, religion, or sex. Each party shall adhere to its obligations under relevant policy and law without regard to the other party's obligations.

2) Lovejoy ISD agrees to report to the Associate Vice President for P-12 Partnerships, within 2 business days, any allegation of discrimination or harassment involving a College employee or dual credit student, regardless of where the alleged conduct occurred. The Associate Vice President for P-12 Partnerships will work with Lovejoy ISD staff on reporting the incident(s) to Collin College's Title IX/ADA and 504/Title VI Coordinator. Collin College has designated the following individual as its District Title IX/ADA&504/Title VI Coordinator:

**Terrence P. Brennan, M.A.**

District Dean of Students

Collin College

(972) 881-5604

[tbrennan@collin.edu](mailto:tbrennan@collin.edu)

[Similarly, Lovejoy ISD's Title IX coordinator is provided below and will be notified by Collin College of any allegations of Title IX or other complaints of discrimination or harassment involving a dual credit student.](#)

[Kevin Parker](#)

[Executive Director of Student Services](#)

F. School District Data Sharing and Privacy

1) Lovejoy ISD will provide the following student information for each student from 8th-12th grade participating in a Collin College program, if requested.

Student Data Information 8-12th grade and Certified List of Graduates:

- Student Name (Last, First, Middle)
- Date of Birth
- Eligibility for accommodations
- Eligibility for free or reduced lunch
- Grade Level
- Anticipated year of high school graduation
- Lovejoy ISD identification numbers (PIEMS ID and HS ID)
- Mailing address (Street, City, State, Zip)
- Name of School
- College readiness scores: SAT, PSACT, ACT, ACT-Aspire, STAAR English II, STAAR Algebra I with a passing final Algebra II grade, and TSIA.

2) The data outlined above will be sent electronically in a template provided by Collin College and will be provided in a timely manner as agreed upon by both Parties upon request.

- Upon receipt of student information, Collin College may use the student mailing information to send information pertaining to Collin College enrollment to the families of participating students.
- Collin College will provide the following information to Lovejoy ISD following its initial entry into the program: postsecondary transition rates from Lovejoy ISD students to Texas institutions of higher education (taken from THECB data); benchmark data from the prior year to show Lovejoy ISD student enrollment at Collin College upon request.

- Collin College will provide the following reports to Lovejoy ISD Superintendent of Schools, Lovejoy ISD district designee, and dual credit principal(s) each academic year: dual credit enrollments by high school; dual credit student success outcomes by high school; course and section offerings by high school.
- Collin College will provide, upon written request from an appropriate school district official, information on Collin College articulated credit attainment and college major selections by individual students. This information is designed to assist school personnel in education programming and is protected under FERPA, and may not be published.
- Collin College will utilize the Early Alert Referral System (EARS) to identify students at risk of not completing college coursework to provide effective interventions.
- Collin College will provide TSIA Scores for students that tested through Collin College Testing Centers to Lovejoy ISD.
- Collin College and Lovejoy ISD will implement improvement efforts, as needed, based upon mutual review of the following data:
  - Matriculation of high school students in four-year colleges/universities and level of entry.
  - Enrollment/retention rates
  - Student participation in activities at Collin College
- Additionally, Lovejoy ISD and Collin College agree to the facilitation of the exchange of pertinent information regarding faculty:
  - qualifications for teaching dual credit courses
  - eligibility of faculty in meeting background check and fingerprinting requirements
  - full information sharing with appropriate administration in the event of an investigation of a personnel matter regarding a Collin College faculty member to the extent allowable by each Party's governing policies.

3) 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, Lovejoy ISD and Collin College

shall permit only those employees authorized to have access to the data. Both parties agree to store the data in a secure area to prevent unauthorized access.

4) Upon request from Lovejoy ISD, Collin College may provide mutually agreed upon reports of student enrollment and course grades to designated Lovejoy ISD officials as allowed by FERPA. Lovejoy ISD will designate a school district and high school campus official to request such Collin College reports.

5) This section is not exclusive to all instances in which information may be shared between the Parties under FERPA. See section IV.M. [“FERPA Compliance and Disclosure of Education Records”](#) for additional examples.

#### G. Confidentiality of Data

1) Both Parties will maintain the confidentiality of all student data shared with it in compliance with FERPA and its associated federal regulations. Both Parties agree not to share information with third parties unless authorized to do so by state or federal law.

2) Data obtained will be used solely for the purposes described in the Agreement. Collin College and Lovejoy ISD will notify designated individuals authorized to access the individual student or employee data for purposes outlined in the Agreement that they must maintain the confidentiality of all personally identifiable data and confidential information.

3) Collin College and Lovejoy ISD will provide a copy of any sections of this Agreement related to data sharing and privacy to any employee who transfers, maintains, accesses, or reviews any confidential data obtained in accordance with the Agreement.

4) The confidentiality requirements shall survive the termination or expiration of the Agreement.

#### H. Security Safeguards

1) To ensure the continued confidentiality and security of the data, Collin College and Lovejoy ISD shall each independently employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access. In addition, both Parties shall adhere to the following safeguards when data covered by the Agreement is processed, stored, or transmitted on either Party's information resources:

- Procedures and systems that ensure all student records provided by Collin College and Lovejoy ISD are kept in secured facilities and access ID such records are exclusively limited to authorized personnel.

- Procedures and systems that shall require the use of secure passwords to access the data.
- Mandatory training for respective personnel on information security, at least on an annual basis.
- Procedures and systems to ensure all data is maintained in a secure manner that prevents the interception, diversion, or other unauthorized access.

2) The procedures and systems developed and implemented to access the data shall ensure that any data disclosure to third parties in accordance with applicable state law (i.e. under the Texas Public Information Act or in response to an audit or other lawful reason in accordance with the TEA or THECB's rules and regulations) shall comply with all provisions under FERPA and Texas laws governing exceptions to disclosure of confidential student information.

I. Method of Access or Transfer

1) Individual level student surveys and academic data will be transferred between designated Lovejoy ISD officials and designated Collin College officials in a manner that maintains the confidentiality and security of individually identifiable records and data. (Typical approaches use secure File Transfer Protocol, secure cloud-based drop box, and encryption of personally identifiable data).

J. Physical Location of Data

1) Data will be housed in a secure physical or electronic facility accessible only to individuals authorized to access the data for the purposes stated in this document and the Agreement. Data will be stored in a manner that prevents unauthorized access to personally identifiable data. (Secured permissions or passwords will be used to access data stored electronically. Personally identifiable data that resides for any length of time on laptops, desktop computers, CDs, or other media will be encrypted.)

K. Notification of Security Breach

1) Collin College and Lovejoy ISD both agree that in the event of any breach or compromise of the security, confidentiality, or integrity of shared data where personally identifiable information of a student or employee was, or is reasonably believed to have been acquired and/or accessed by an unauthorized person, the Party's information system in which the breach occurs shall notify the other Party of the breach within 24 hours and take immediate steps to limit and mitigate the damage, if any, of such security breach to the greatest extent possible in accordance with applicable laws, such as Tex. Bus. & Com. Code Sections 521.001-152. Notice shall be provided to the designated Lovejoy ISD and Collin College officials.

L. Disposition of Data

1) Collin College and Lovejoy ISD will maintain and destroy any data covered under the Agreement in accordance with each Party's respective policies on records retention.

M. FERPA Compliance and Disclosure of Educational Records

1) Students participating in a dual credit program described herein are enrolled in a post-secondary institution and are thus afforded rights under the Family Educational Rights and Privacy Act (FERPA) as post-secondary students. This means a high school student who is enrolled at Collin College for purposes of participating in one of these programs, regardless of age, is given the right of privacy in their educational records. Collin College will not disclose information protected under FERPA, even to a student's parent, unless the dual credit student consents to the release in writing, or the parent provides proof of dependency in accordance with 34 CFR 99.31(a)(8).

2) For purposes of this agreement, pursuant to FERPA, Collin College and Lovejoy ISD designate each other as school officials with legitimate educational interests in the educational records of the participating high school students enrolled in Collin College, to the extent that access to the records is required by either Party to carry out the functions of the program, enforce or comply with discrimination laws, address student safety and discipline, or any matter where a student's participation in a course or program may be affected, or for any other purpose allowed under applicable law.

3) Lovejoy ISD agrees to share permissible disciplinary information that may affect the enrollment of a dual credit student such as suspension, disciplinary alternative education placement, expulsion, or that relate to conduct that is under investigation while the student is enrolled in a dual credit class.

4) Both Collin College and Lovejoy ISD will provide notice to students, parents and employees of applicable policies and procedures related to disclosure of educational records to ensure compliance with FERPA.

N. Entire Agreement

1) This Agreement, including the Appendices, constitute the entire agreement between Collin College and Lovejoy ISD.

- [Appendix A: Statewide Goals for Dual Credit](#)
- [Appendix B: Courses Approved for Lovejoy ISD/Collin College Dual Credit](#)
- [Appendix C: Programs for Lovejoy ISD/Collin College Dual Credit](#)
- [Appendix D: Articulated Credits and Courses](#)

- [Appendix E: Coursework Expectations](#)
- [Appendix F: College and Career Counselors](#)
- [Appendix G: Workforce Programs](#)

o. Conflict Resolution

1) The Parties agree to a mutual understanding to resolve issues or concerns that may arise in the course of this partnership that involve students, staff, and/or faculty. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms, and responsibilities of the Parties to this Agreement, each Party shall designate administrative liaisons for the purposes of resolving concerns at both the campus (liaison must be a Principal or other designated high school campus administrator) and central administrative levels. In order to be collaborative, Collin College must be able to communicate with administrators on campuses in which dual credit students/programs are present.

2) If resolution is not found through those levels, a request may be made that the matter be handled through the Parties' respective legal counsel(s). If resolution is not found through those levels, a request may be made that the matter be handled by voluntary mediation through a mutually approved mediator within thirty (30) days of the selection of a mediator.

p. Termination

1) It is agreed that either Party may terminate this Agreement with written notice to other party within thirty (30) days. In the event of termination midsemester, currently enrolled dual credit students would be permitted to complete their courses for that semester. No new dual credit registrations would be permitted for the current or future terms.

2) It is agreed that either Party may also terminate this Agreement with written notice to the other Party immediately for breach.

3) This Agreement may also be terminated by mutual agreement of the Parties.

4) In the event of any termination under this section, the Parties will work collaboratively to allow currently enrolled dual credit students to complete their courses for that semester. No new dual credit registrations would be permitted for the current or future terms.

5) This Agreement is expressly made subject to each Party's governmental immunity under the Texas Civil Practice and Remedies Code and all applicable state and federal laws. The Parties hereto expressly agree that no provision of this Agreement is in any way intended to constitute a waiver of any immunities from suit, immunities from liability, defenses, or rights that each Party has by operation of law. Nothing in this Agreement shall be construed as consent to suit by either Party.

q. Approval Signatures

Collin College and Lovejoy ISD have executed and deliver this Agreement to be effective as of the Effective Date listed above.

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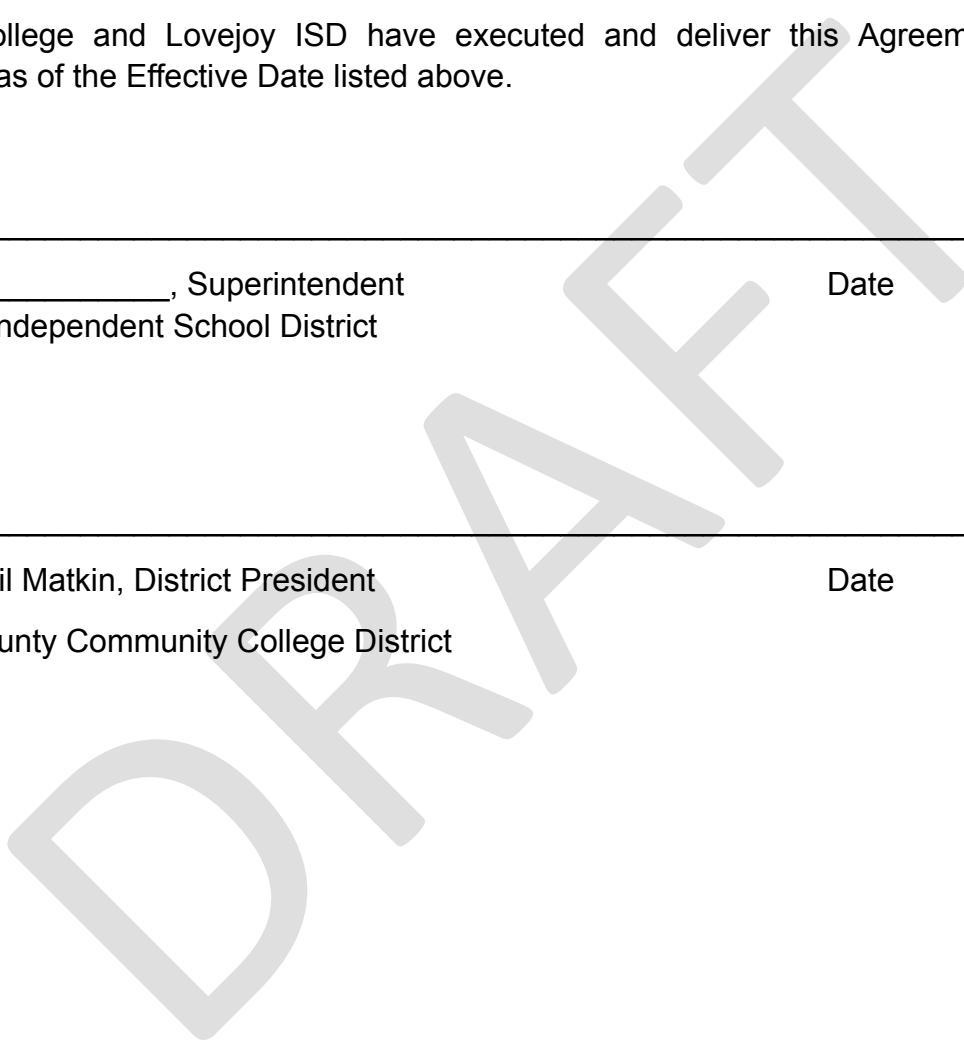
\_\_\_\_\_, Superintendent  
Lovejoy Independent School District

Date

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Dr. H. Neil Matkin, District President  
Collin County Community College District

Date



## **APPENDIX A: Statewide Goals for Dual Credit**

Texas Education Code, Section 28.009 (b-1) and (b-2), requires the THECB and the TEA to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education and independent school districts on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

**Goal 1:** *ISDs and IHEs 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.*

Collin College's dual credit website is regularly updated with enrollment guidelines, policies, and program details including:

- ISD registration and payment deadlines
- information session schedules
- FAQs
- forms
- links to student resources

Collin College provides dual credit information sessions each spring at all partnering high schools to potential students, parents, and school counselors before students enroll into dual credit classes for fall.

On an annual basis, Collin College provides two dual credit update sessions to all partnering high school counselors. These include updates on dual credit procedures, testing, ACCESS (student accommodations), as well as shared best practices from school districts. Collin College offers a yearly conference for all local high school counselors. Keynote speakers and breakout sessions are provided on relevant topics and current issues.

Collin College also provides College and Career Counselors at partnering high schools. The College and Career Counselors are part of an institutional initiative to support local school districts' college and career readiness goals. They provide dual credit academic advising, orientations, workshops, and other related services as appropriate.

ISD counselors at each high school will collaborate with Collin College dual credit staff to schedule dual credit information sessions to prospective students and parents each year.

Collin College also uses marketing materials to help inform students and parents regarding the benefits of dual credit.

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

Collin College has College and Career Counselors at partnering high schools. The College and Career Counselors are part of an institutional initiative to support local school districts' college and career readiness goals. They provide dual credit academic advising, orientations, workshops, and other related services

Collin College will share available data related to Collin College enrollment and persistence after high school graduation with ISD administration.

**Goal 3:** *To bridge them successfully into college course completion, all dual credit students will receive academic and college readiness advising and will have access to student support services* All dual credit students receive academic and/or college readiness advising provided by Special Admissions Coordinators (SACs) and College and Career Counselors. High school dual credit students have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, academic accommodations, assessment, admissions, and academic advisement. Collin College also partners with local ISDs to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses without the need for remedial or developmental coursework.

**Goal 4:** *Dual credit students' performance will meet or exceed the level of quality and rigor on subsequent courses.*

Collin College ensures that a dual credit course and the corresponding course offered at the main campus of the College are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards are upheld regardless of the student composition of the class.

Collin College faculty teaching dual credit courses are required to meet the same standards, reviews, and approval procedures used by Collin College. Faculty attend professional development opportunities provided by Collin College throughout the year.

## **APPENDIX B: Courses Approved for Lovejoy ISD/Collin College Dual Credit**

Collin College Course descriptions are available in the current Collin College Catalog: [collin.edu/academics/catalog.html](https://collin.edu/academics/catalog.html)  
(Some Course Rubrics and/or Numbers are subject to change throughout the year).

*A draft copy of the crosswalk will be provided in a separate file for review.*

DRAFT

## **APPENDIX C: Programs for Lovejoy ISD/Collin College Dual Credit**

Collin College Program Requirements are available in the current Collin College Catalog: [collin.edu/academics/catalog.html](http://collin.edu/academics/catalog.html) (Some Course Rubrics and/or Numbers are subject to change throughout the year).

- A. [Associate of Arts \(AA\) Degree](#)
- B. [Associate of Science \(AS\) Degree](#)
- C. [Associate of Applied Science \(AAS\) Degree](#)
- D. [Associate of Arts in Teaching \(AAT\) Degree](#)
- E. [OSA – Health Professions – Certified Nurse Aide \(CNA\) Track](#)
- F. [OSA – Health Professions – Patient Care Technician \(PCT\)](#)

DRAFT

## APPENDIX D: Articulated Credits or Courses

1) Conditions of articulated courses are formulated with representatives from the Independent School District and Collin College regarding student evaluation criteria, course content, and exit competencies. Through this Agreement, Collin College agrees to articulate college credit for the college level high school courses listed below provided the following requirements are met.

- College credit hours only shall be awarded once the student enrolls at Collin College and successfully completes 3 additional credit hours.
- Students enrolled in concurrent or dual credit courses may apply credit hours earned with a C or better towards the fulfillment of the 3-credit requirement.
- Remedial or developmental course hours taken at Collin College may not be included in the total credit hours.
- Students must satisfactorily complete an end-of-course exam covering student learning outcomes for the articulated course. Lovejoy ISD will not report grades from an end-of-course exam for the articulated course until the student's junior school year if the student is interested in earning a Level 1 Certificate.
- The articulated course or courses appear in Collin College catalog.
- Lovejoy ISD agrees that for each student participating in an articulated course, Lovejoy ISD will denote the course with the letter "A" on the student transcript.
- Once the 3 credit hours are earned, students will submit the Petition for Articulated Credit form for the articulated credits to be added to their transcripts by the Academic Partnership Office. Petitions must be submitted to Collin College within 12 months of high school graduation.
- Successful completion of a high school course eligible for articulated credit does not guarantee that a student will receive college credit for the course.

Lovejoy ISD Course	Collin College Course	
Principles of Health Science	HPRS 1201	Introduction to Health Professions

**APPENDIX E: Coursework Expectations**

Category	High School	College
Course Content	Content is determined by the TEKS (Texas Essential Knowledge and Skills).	<p>Content is guided by THECB and the Collin College Academic Department guidelines.</p> <p>Focus is on meeting student learning outcomes through content AFB Policy that is chosen by the faculty member and approved by the academic department. The faculty member has high levels of control of the specific content that is covered.</p> <p>Collin College supports the idea that across every level of education, expectations for student learning should increase. As such, courses taught at the College level should require students to meet rigor and even higher standards than those same courses taught in high school.</p>
Academic Freedom	<p>Standards and expectations are guided by the TEKS. Faculty must meet all standards.</p> <p>Freedom is in how you teach content.</p>	<p>Standards are part of accreditation, but so is a high degree of academic freedom.</p> <p>There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.</p> <p>For more information please refer to Collin College's Board Policy:  <a href="https://pol.tasb.org/PolicyOnline/PolicyDetails?key=304&amp;code=DGC#localTabContent">https://pol.tasb.org/PolicyOnline/PolicyDetails?key=304&amp;code=DGC#localTabContent</a></p>

Grading Policies	<p>Determined by campus and/or ISD policies.</p> <p>Policies may require reteach and retest.</p> <p>Consequences for attendance are determined by State law and district policies.</p>	<p>Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.</p> <p>Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.</p> <p>Consequences for poor attendance and lack of adherence to course deadlines are determined by the instructor.</p>
Student Learning Outcomes and Competencies	<p>Must meet TEKS guidelines.</p> <p>Additional outcomes can be required by campus and/or district.</p> <p>See details here:  <a href="http://tea.texas.gov/curriculum/teks/">http://tea.texas.gov/curriculum/teks/</a></p>	<p>Must meet SACSCOC guidelines, THECB core curriculum requirements, Collin College general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes).</p>
Regulations of Privacy	<p>FERPA: parents and guardians have access to student information.</p>	<p>FERPA: only student has access to information, regardless of their age. Students may choose to fill out a FERPA waiver to allow parents to have access.</p> <p>See further information here:  <a href="https://www.collin.edu/gettingstarted/register/ferpa.html">https://www.collin.edu/gettingstarted/register/ferpa.html</a></p>

Disability Services	ARD paperwork or 504 plans. All approved accommodations and modifications must be provided.	<p>In the college setting, curriculum modifications are not required for students with disabilities. However, reasonable accommodations may be approved by the Collin College ACCESS office on a course by course, case by case basis. Approved accommodations must be implemented by faculty.</p> <p>Students must provide a Course Accessibility Letter signed by an ACCESS Advisor to faculty before any accommodations can be provided. Accommodations may not be provided before faculty receive a Course Accessibility Letter. The provision of accommodations is not retroactive.</p> <p>Learn more here: <a href="https://www.collin.edu/studentresources/disabilityservices/index.html">https://www.collin.edu/studentresources/disabilityservices/index.html</a></p>
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## **APPENDIX F: College and Career Counselors Initiative**

PURSUANT to the terms of the Partnership Agreement, both Parties agree to include the College and Career Counselors Initiative program between Lovejoy ISD and Collin College, as described therein. Both Parties desire to describe the terms and conditions set forth in the Services in this Exhibit that are added to or changed from the Partnership Agreement. The parties understand and agree that this Partnership Agreement is the controlling document which governs the relationship between the parties regarding the modified Services and the rights and obligations of the parties arising by virtue of the Partnership Agreement. This exhibit only applies to the College and Career Counselors Initiative program and these terms only apply to this program.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

A. Background

The following additions are hereby incorporated into the Collin County Community College District and Independent School District Partnership Agreement to support the College and Career Counselors Initiative.

B. Collin college will provide the following

A College and Career Counselor assigned to the high school on a daily full-day or part-day basis in a part-time role (20 hours per week)

C. Lovejoy ISD will provide the following

1. Designated office space for the College and Career Counselors to meet with students and or parents
2. Access to students for College and Career Advisement

D. Funding Provisions

All salaries, fringe benefits, professional development, local travel, supplies for the College and Career Counselor will be provided by Collin College.

E. Termination (only applies to College and Career Counselor program)

It is agreed that either party may terminate this Agreement effective thirty (30) days after the receipt of written notification.

## APPENDIX G: Embedded Faculty FAQs and Review Process

### A. Collin College Dual Credit Embedded Faculty FAQs

- What are Embedded Faculty?

Embedded faculty are full-time high school teachers hired by Collin College as adjunct faculty to teach College courses at the high school during regular high school hours. During the college course time at the high school, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of Collin College such as but not limited to, Collin College Core Values, curricula, FERPA, syllabi, schedule, etc.

- What are the necessary qualifications?

All faculty credentials are consistent with Collin College and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines for Faculty Credentials, the Texas Administrative Code Section 7.4(11) (Appendix A), and program-level accrediting agency requirements that apply. Faculty teaching transfer courses must meet the minimum credentialing requirements as stated in the Collin College Faculty Credentialing Manual which typically requires a Master's degree in the discipline or a Master's degree with 18 graduate hours in the discipline.

Faculty teaching in workforce programs must meet the requirements found in the Texas Higher Education Coordinating Board Guidelines [www.theccb.state.tx.us/reports/pdf/3378.pdf#page=8](http://www.theccb.state.tx.us/reports/pdf/3378.pdf#page=8)

Faculty in these programs may have a bachelor's degree in the teaching discipline, an associate's degree, a certificate, or professional work experience that demonstrates competencies in the teaching discipline as required by the specific program. Other demonstrated competencies and achievements that contribute to effective teaching and successful student learning outcomes are also considered during the hiring process. For all cases, Collin College provides justifying documentation of the qualifications of its faculty.

Collin College faculty credential requirements are the same, regardless of location, time of day, day of the week or modality of the course to be taught. Collin College does not distinguish, for the purpose of faculty qualifications, between full-time or adjunct (part-time) positions. After being hired, faculty who wish to teach online sections of a course are required to complete training in

online teaching determined by Collin's virtual campus, iCollin prior to receiving an assignment in that modality.

- What are the expectations for Embedded Faculty in the classroom?

As Collin College adjunct faculty, embedded faculty are responsible for fulfilling all regular duties and responsibilities of all college faculty, including, but not limited to: maintaining college-level rigor in all instructional practices, utilizing a Canvas shell for each course, developing a course syllabus and calendar of assignments, certifying rosters, following FERPA regulations, providing numeric progress grades to the Dual Credit Office, posting final numeric and alpha course grades in Collin College's student management system, and responding promptly to emails, request and due dates sent by the offices of academic affairs. [http://www.collin.edu/hr/employment\\_forms/Collin%20College%20Faculty%20Handbook.pdf](http://www.collin.edu/hr/employment_forms/Collin%20College%20Faculty%20Handbook.pdf)

- How is the compensation dispersed?

Embedded faculty employed with the school district who teach a dual credit course as part of their regular duty hours with the school district will not receive additional compensation from Collin College. All dual credit faculty qualifications outlined in the agreed terms still apply. Collin College will pay the school district the equivalent of the current adjunct faculty rate of pay and dual credit stipend for each course taught by an embedded faculty member.

Embedded faculty employed with the school district who teach a dual credit course outside of their regular duty hours with the school district are not considered embedded faculty. They will be paid the current adjunct faculty rate of pay for services rendered under the agreed terms in accordance with Collin College's faculty compensation plan.

- How does scheduling work?

Embedded faculty will work with the appropriate Associate Deans/Director and their high school regarding class schedules during the high school day.

Embedded faculty are considered part-time adjuncts and are normally limited to nine (9) contact hours per week. (3 classes for a 48-hour contact hour class for 16 weeks). All assignments over nine contact hours are considered a temporary exception and require pre-approval from the associate dean/director, dean, appropriate campus provost, and senior vice president of campus operations.

CourseVite Professor is an 'invitation to teach' application used by Collin College Associate Deans and Directors to aid in schedule Adjunct Faculty course

assignments. The application can be accessed by logging into CougarWeb and accessing it through OneLogin. The basic steps for using the application are as follows: 1) Log in and select the semester. 2) Set your preferred campus. 3) Set your preferred availability. 4) Check your profile for accuracy. 5) Review and respond to any course invitations within 24 hours. Note that notification of an 'invitation to teach' will be sent to your @collin.edu email. Instructors should contact the scheduling Associate Dean or Director with any questions.

- How does evaluation of Embedded Faculty work?

Collin College will select, supervise, and evaluate all faculty employed by Collin College, including embedded faculty. Embedded faculty teaching dual credit courses will be evaluated through the Adjunct Faculty Appraisal Process each year.

- What if an Embedded Faculty member must be absent from class and wants a substitute to meet the class?

The embedded faculty member should follow the high school's absence procedure, but must also contact their Collin College supervisor (Associate Dean/Director) to inform them that they will be absent and would like a substitute. In a class period where the college curriculum is covered, a credentialed and ISD fingerprinted College employee can meet the class and provide instructional coverage. This must be arranged in advance of the absence.

- What happens if the teacher leaves the district in the middle of the semester?

Collin College will work to find a qualified faculty to teach the remainder of the course in the same medium as originally agreed. If this is not an option, Collin will work with the district to find another reasonable solution.

- How does Collin College work with ADA student accommodations?

Students who receive accommodations from the ISD may be eligible for accommodations from Collin College; however, their accommodations from the ISD are not applicable to the college classroom. Students must contact Collin College's ACCESS office and be evaluated by a case officer and presented with an accommodation letter from Collin College. The student must self-identify her/himself as needing accommodations, present a copy of the letter to the instructor, and discuss with the professor specific accommodations she/he wishes be employ in the class.

If determined eligible for academic accommodations at Collin College, students must request accommodations each semester. Dual credit course location will determine who provides the academic accommodation needs determined by Collin College's ACCESS Department. Dual credit course accommodations offered on the high school campus are provided by high school personnel. Dual credit course accommodations offered on a Collin College campus will be provided by Collin College personnel.

- What is the protocol if there are issues/concerns/questions with the assigned Embedded Faculty during the college course?

The high school Principal or Assistant Principal will collaborate with the appropriate Collin College Associate Dean or Director and the P-12 Partnerships office to develop an equitable solution that supports the needs of both educational entities and the best interests of the student.

#### G. Potential Embedded Faculty Review Process

ISD will provide Collin College with a roster of faculty interested in embedded faculty assignments for the next academic year by February 1. The roster should include candidates' unofficial transcripts as well as resumes of work experience.

- The authorized personnel from the partner ISD sends Raul Martinez, AVP P-12 Partnerships, an email recommending a specific ISD faculty as a potential embedded faculty member.
- Raul Martinez, in cooperation with the prospective hiring manager (Associate Dean or Director), facilitates screening of the unofficial graduate transcripts to determine whether the ISD faculty meets minimum qualifications to be considered for an adjunct position at Collin College.
- Following the transcript review, individuals meeting the minimum qualifications will be invited to apply for employment at the Collin College web site.
- Raul Martinez notifies the appropriate hiring manager (Associate Dean or Director) of the ISD faculty's completed application.
- Hiring manager (Associate Dean or Director) reviews the application, and, if appropriate makes contact to establish an initial on-site or virtual interview.
- If hiring manager determines that an ISD faculty should be moved on to a second on-site or virtual interview, one is conducted – to include teaching demonstration and interview with the prospective hiring manager (Associate Dean or Director) and 1-3 content experts in the discipline.\*

- Potential hiring manager (Associate Dean or Director) notifies ISD faculty directly of the hiring decision.\*\*

*\*Completion of the on-site interview does not guarantee an offer of employment by Collin College.*

*\*\*Embedded faculty are considered part-time adjuncts and are normally limited to nine (9) contact hours per week. (3 classes for a 48-hour contact hour class for 16 weeks). Term course load (amount of Collin College courses assigned) is at the discretion of the hiring manager (Associate Dean or Director).*

For questions, please contact Raul Martinez Jr. at [rjmartinez@collin.edu](mailto:rjmartinez@collin.edu)

## APPENDIX F: Workforce Programs

### A. Purpose

2) Collin College and Lovejoy ISD enter into the following program agreement to provide workforce Dual Credit for Lovejoy ISD students. These workforce programs and courses have been developed to address labor market needs using a model that connects business and industry leaders directly with the curriculum development process. Stackable programs will ensure employment opportunities for high school graduates possessing entry level certifications as well as for students earning certificates or associate degrees.

### B. Eligible Dual Credit Courses

1) Eligible dual credit courses under this Appendix are identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM). Approved courses for Collin College workforce programs are included in [Appendix B](#).

### C. General Provisions for Workforce Program Participation

- Collin College Workforce Programs provide high school students with an opportunity to earn entry-level certificates, an AAS through completion of workforce dual credit courses.
- If the Workforce Program is located at a Lovejoy ISD High School, the Lovejoy ISD High School must be approved by Collin College as a dual credit site through SACSCOC. Additional approval of facilities may be required by the Collin College Workforce Program Director.
- If the Workforce Program is located at a Collin College campus, Lovejoy ISD may decide to transport students to a Collin College Campus, which hosts the selected Workforce Program.
- Some Workforce Programs may require demonstration of college readiness in order to continue in the program.

### D. Student Eligibility

- To participate in a Workforce Program, students must meet Collin College admissions requirements depending on the Workforce Program (including satisfactory completion of the TSIA in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).

- Workforce Program students may be required to complete a program specific application to be eligible for acceptance into their Workforce Program.

E. Location and Student Composition of Classes

1) Workforce Program classes will be taught on a Collin College campus, a Collin College approved site or online if applicable. Courses taught on a Collin College campus may be composed of dual credit and regular Collin College students.

2) Lovejoy ISD may agree to transport students to a Collin College campus (campus location subject to change based on course availability) which hosts the approved workforce programs as outlined in [Appendix C](#):

F. Faculty Selection, Supervision, and Evaluation

- All instructors must meet the minimum faculty requirements as specified by Collin College in accordance with the guidelines of the SACSCOC.
- Collin College shall select, supervise, and evaluate instructors for courses that result in the award of credit, regardless of whether the course is delivered on a Collin College campus or high school campus.
- Lovejoy ISD may identify and recommend candidates for embedded faculty, subject to Collin College hiring the embedded faculty (see Section III.C.a. "[Joining the Collin College Faculty](#)").
- Instructors, even if employed by and paid by an Independent School District, must be supervised in dual credit related instructional matters by the Collin College Program Director and must meet all administrative and evaluation requirements and attend required faculty training.
- Official college transcripts of instructors must be kept on file at Collin College.

G. Course Curriculum, Instruction, and Grading

- The same standards of curriculum shall apply for all courses taught by Collin College, regardless of whether the course is delivered on a Collin College campus or high school campus.
- Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- The same standards of grading shall apply for all courses taught by Collin College, regardless of whether the course is delivered on a Collin College campus or high school campus.

## H. Academic Policies and Student Support Services

1) Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses. Students in dual credit courses are eligible to utilize the same or comparable college support services as all other Collin College students. Collin College will provide student support through registration and academic advising, early alert system, and other support services to ensure student success.

## I. Transcription of Credit

1) College credits will be transcribed immediately upon a student's completion of course(s) each semester.

## J. Funding

1) These provisions supersede Section III.I. "[Funding](#)" of this Agreement.

2) State funding for dual credit courses will be available to both Independent School District and Collin County Community College District based upon the current agreement between the Commissioner of Education and Commissioner of Higher Education.

3) Tuition and fees will be collected from the high school student unless evidence is presented documenting the high school student's participation in the federal free and reduced lunch program in Lovejoy ISD, or if the Lovejoy ISD is covering the student's charges through third party billing. If Lovejoy ISD participates in third party billing, Lovejoy ISD agrees to abide by the policies set forth by the Bursar's Office. Lovejoy ISD will provide a verification list of dual credit students participating in the federal free and reduced lunch program to Collin College each semester. All dual credit students are responsible for purchasing their own textbooks and other required course materials unless otherwise purchased on their behalf.

## K. Lovejoy ISD and Collin College Responsibilities:

### 1) Program Support and Implementation:

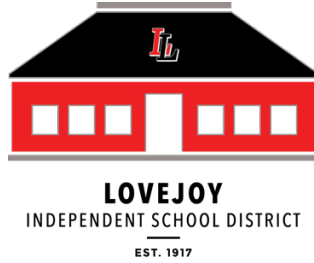
- Lovejoy ISD and Collin College agree to support the recruitment of students into the Workforce Programs each year and provide services in the retention and make every effort to assist students in the completion of the program.
- Lovejoy ISD's administrative support for the Collin College Workforce Program will be the Principal or designee of the high school.

- In accordance with Section “[Conflict Resolution](#)” of this Agreement, Lovejoy ISD designee and Collin College Associate Vice President of P-12 Partnerships will serve as the designated central administrative liaison and primary contacts for this partnership and will participate in the development and implementation of processes to facilitate this agreement, and to enhance communication among the partners regarding all aspects of the partnership.
- 2) To the extent possible, Collin College will ensure:
- the degree plan which leads to the entry level certificate is also a pathway to an associate degree.

courses for the Workforce Programs are available on a continual basis to ensure successful credential completion of the entry level certificate.

14. Consider and Act on the Request for Proposal (RFP) for Special Education Contracted Services

**Presenter:** Thomas Willman, Chief Financial Officer



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	Special Education Contracted Services Request for Proposal (RFP)
<b>Presented For</b>	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input checked="" type="checkbox"/> None <input type="checkbox"/> Attached <input type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Thomas Willman, Chief Financial Officer

### Executive Summary

The Lovejoy ISD Special Education Department currently provides services to students through contracted services. We have a growing need for additional contracted services due to hard to fill vacant positions such as Diagnosticians, LSSP's, and Speech Language Pathologists. The utilization of contracted services to fill open positions will support necessary compliance timelines.

Due to the growing need and increased cost in contracted services, Lovejoy ISD developed a request for Competitive Sealed Proposals for Special Education Services, with intent to satisfy procurement requirements. Legal notice was advertised inviting proposals for bid number 24-003CSP. Lovejoy ISD received eight responses prior to the deadline for bid submission on August 15, 2023.

The best value response offered was Flex Ed, LLC, National Recruiting, Stepping Stones and Sound Starts LLC. The new term is to commence upon September 12, 2023, and continue for a one-year period with the option to renew for additional periods under same terms and conditions.

### Fiscal Implications

This is a budgeted item for the school year 23-24 expense, which will not exceed \$350,000.

**Administrator Recommendation**

Administration recommends approval of the award of a new contract to Flex Ed, LLC, National Recruiting Consultants, The Stepping Stones Group and Sound Starts to provide a wide range of special education services for the 2023-2024 school year.

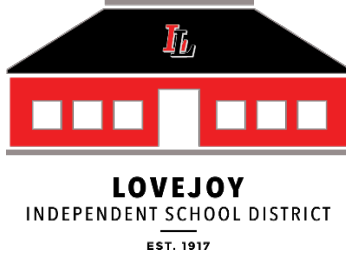
**Board Priority**

**Priority 3: Continuous Improvement and Financial Sustainability**

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

15. Consider and Act on the Three-year Safety Audit Summary

**Presenter:** Kyle Pursifull, Executive Director of District Support Services



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	Three-year Safety Audit Summary
<b>Presented For</b>	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input type="checkbox"/> None <input type="checkbox"/> Attached <input checked="" type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Kyle Pursifull, Executive Director of District Support Services

### Executive Summary

Texas Education Code Section 37.108 requires school districts to conduct safety and security audits of their facilities at least once every three years and to report the results to the Texas School Safety Center (TxSCC). The district's Safety and Security Audit Team has reviewed the District Safety and Security Audit Report to be submitted to the Texas School Safety Center in accordance with Texas Education Code 37.109 (b) (3) and (4) and the Board of Trustees have received a report of the results of safety and security audit pursuant to Texas Education Code Section 37.108 (c).

Texas Education Code Section 37.108 grants the Texas School Safety Center the authority to determine manner of submission. Senate Bill 11 amended Texas Education Code section 37.108, requiring the district's board of trustees and superintendent to sign the district audit report submitted to the Texas School Safety Center. The Texas School Safety Center requires an electronic submission which does not provide for written signatures.

### Fiscal Implications

N/A

### Administrator Recommendation

The Administration Recommends approval of the following motion:

***“Move to approve the resolution authorizing submission of the Safety and Security Audit Report in the manner required by the Texas School Safety Center as presented by District administrative staff.”***

### Board Priority

#### **Priority 4: Parent and Community Partnership**

Lovejoy ISD will build strong community connections and trust through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD’s Legacy of Excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future. Parent and Community involvement and transparency will be prioritized as tools for continuous improvement.

#### **Priority 5: Safety and Security**

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD’s positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.

16. Consider and Act on Bond Funds for HVAC System Replacements

**Presenter:** Kyle Pursifull, Executive Director of District Support Services



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	Bond Funds for HVAC Systems Replacement
<b>Presented For</b>	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Kyle Pursifull, Executive Director of District Support Services

### Executive Summary

The district's maintenance team does frequent preventative maintenance and repairs on the HVAC systems at all district owned facilities. Once a system is identified to be end of life, the recommendation is made to replace the system. The following systems have been identified as being end of life and are no longer cost prohibitive to continue to make costly repairs.

The complete replacement of the HVAC system at the Lovejoy ISD Grounds Department Building. This project will include a New York 2-ton Split System and is projected to cost \$6,855.34 utilizing ACIS Innovative Solutions.

The complete replacement of the HVAC system at the Lovejoy ISD Transportation Services Building. This project will include a New York 3.5-ton Split System and is projected to cost \$8,537.51 utilizing ACIS Innovative Solutions.

Quotes were received from multiple vendors that were available on Job Order Contracts via purchasing cooperatives.

### **Fiscal Implications**

The total projected cost of both projects is \$15,392.85 and would be funded utilizing Bond funds.

### **Administrator Recommendation**

It is the recommendation of the Administration that the Board of Trustees approve the HVAC System Replacement projects as presented in an amount not to exceed \$17,000.00 of bond funds.

### **Board Priority**

#### **Priority 3: Continuous Improvement and Financial Sustainability**

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

#### **Priority 5: Safety and Security**

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD's positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.

# Bond Funds for HVAC System Replacements

**Kyle Pursifull**

Executive Director of District Support Services

September 11, 2023

Board Workshop



# Lovejoy ISD Grounds Department Building

- 2004 HVAC System
- R-22 Refrigerant
- Refrigerant leak at the evaporator coil
- Faulty Compressor
- Heat supply is electric





- 2000 HVAC System
- R-22 Refrigerant
- Refrigerant leak at the evaporator coil
- Blower motor amp surges due to faulty control board
- Heat supply is electric

# Lovejoy ISD Transportation Services Building

**QUESTIONS?**



17. Consider and Act on the Approval of the School Marshal Resolution

**Presenter:** Kyle Pursifull, Executive Director of District Support Services



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 11, 2023
<b>Document Title</b>	School Marshal Resolution
<b>Presented For</b>	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
<b>Supporting Documents</b>	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
<b>Administrator Responsible</b>	Kyle Pursifull, Executive Director of District Support Services

### Executive Summary

The Administration recommends consideration be given to act on the School Marshal Resolution.

### Fiscal Implications

N/A

### Administrator Recommendation

Recommend approval of the following Motion:

***“Move to approve the resolution authorizing Shaun Tomlinson to be in possession of a concealed handgun on school property, at school-sponsored or -sanctioned events, and at school board meetings in accordance with all regulations and rules applicable to fully-trained school marshals.”***

### Board Priority

#### **Priority 1: Academics**

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures

appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, and Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. We will carry forward the strategic targets identified in our LOVEJOY 2030 Strategic Plan and provide students with opportunities to build Future Ready Skills.

### **Priority 2: Culture: Legacy of Excellence**

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD will invest in a culture that provides exceptional learning opportunities for students and supports their development toward The Graduate Profile.

### **Priority 3: Continuous Improvement and Financial Sustainability**

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

### **Priority 4: Parent and Community Partnership**

Lovejoy ISD will build strong community connections and trust through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's Legacy of Excellence. We will maintain high

expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future. Parent and Community involvement and transparency will be prioritized as tools for continuous improvement.

**Priority 5: Safety and Security**

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD's positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.

# RESOLUTION

## Authorization Pursuant to CKC (LOCAL) Policy

**WHEREAS**, the Lovejoy ISD Board of Trustees has adopted policy CKC (LOCAL), related to emergency plans and security measures; and

**WHEREAS**, policy CKC (LOCAL) requires the Board of Trustees to take specific action to authorize school administrators/employees to possess certain firearms on school property, at school-sponsored or -sanctioned events, and at school board meetings; and

**WHEREAS**, Shaun Tomlinson, has demonstrated to the Board of Trustees that he has met all training and licensing requirements established by the State of Texas pursuant to policy CKC (LOCAL) to carry a concealed handgun in accordance with state law; and

**WHEREAS**, pursuant to Texas Penal Code section 46.03, the Board of Trustees hereby authorizes commissioned peace officers in the process of becoming trained school marshals to carry a firearm on campus;

### **THEREFORE, BE IT RESOLVED**

**THAT**, by virtue of this Resolution, Shaun Tomlinson is specifically authorized to be in possession of a concealed handgun on school property, at school-sponsored or -sanctioned events, and at school board meetings in accordance with all regulations and rules applicable to fully-trained school marshals; and be it further **RESOLVED**

**THAT** Shaun Tomlinson is authorized to use this weapon in his best judgment and discretion for the purpose of protecting students, staff, and others lawfully on school property in emergency situations at school or school events, including invasion of the schools by an armed outsider, hostage situations, students who are armed and posing a direct threat of physical harm to themselves or to others, acts of terrorism and related criminal activity, and similar circumstances; and be it further **RESOLVED**

**THAT** this Resolution be filed and maintained with the official records of Lovejoy Independent School District and a true and correct copy of this Resolution also be maintained in the personnel records of the authorized individual and that Shaun Tomlinson maintain a true and correct copy of this Resolution in his possession and on his person at all times that he is in possession of a concealed handgun on school property, at school-sponsored or -sanctioned events, and at school board meetings.

**THAT** this Resolution be in effect until July 31, 2024 or until the completion of the school marshal training program by Shaun Tomlinson, whichever comes first, unless otherwise revoked by the Superintendent or Board of Trustees in writing.

APPROVED BY A VOTE OF \_\_ TO \_\_ ON \_\_\_\_\_, 2023.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

18. Discussion: Board Goals, Superintendent Goals, and District Priorities  
**Presenter:** Barrett Owens, President and Katie Kordel, Superintendent of Schools
19. Discussion: Board Norms, Protocols, and Operating Procedures  
**Presenter:** Barrett Owens, President
20. Announcements  
**Presenter:** Barrett Owens, President
21. Adjournment  
**Presenter:** Barrett Owens, President