



SOUTH TEXAS
COLLEGE

Interlocal Agreement

South Texas College Dual Credit Programs

Early College High School

SOUTH TEXAS COLLEGE (herein called the “College”) and **Independent School District** (herein called the “School District”) enter into the following Interlocal Agreement (IA), and for the terms of which WITNESS THE FOLLOWING:

TERM

This IA shall be in effect from August 23, 2021 to August 23, 2022, and posted during this term on the College’s and School District’s respective internet websites.

IA PURPOSE

The purpose of this IA is to outline the roles and responsibilities of the College and the School District that participate in Dual Credit Programs Designated High Schools. The IA references Texas Education Agency requirement of the House Bill 1638: Statewide Dual Credit Goals (herein called the “G1-4”). An additional Dual Credit Programs IA is required by the Texas Higher Education Coordinating Board (THECB).

PREAMBLE

WHEREAS the parties to this IA desire to establish **ISD**, serving grades 9-12, and provide dual enrollment for academic dual credit college courses for high school students free of charge. As necessary, the School District will provide one (1) additional year of financial and academic support after the 12th Grade as designed by the Texas Education Agency Early College High Schools Program. The student population of the **ECHS** will be composed of underserved and underrepresented high school students (grades 9th-12th); consisting of students who are at-risk, economically disadvantaged, first generation college goers, English learners, and students with disabilities. Potential students for the **ECHS** may be screened and selected through the use of a lottery system that encourages and considers applications from all students. All students will have an equal opportunity for acceptance, regardless of background or academic performance.

WHEREAS Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort) which provide students the opportunity to earn both a high school diploma and up to two years of transferable college credits (60), certificate level degree, an associate’s degree, and/or at least 60 credit hours towards a baccalaureate degree during grades 9-12. and;

WHEREAS Early College High Schools prepare this population of high school students for successful career and educational futures through a full integration of high school, college, high demand/high skill career preparation, improved academic performance, and increase high school and college/university completion rates;

WHEREAS both **ECHS** and the College are willing and able to participate in the facilitation of this program to benefit the students they both seek to assist.

NOW, THEREFORE, in consideration of the covenants, and conditions and provisions set forth herein, the parties hereto agree as follows:

1) STATEMENT OF GENERAL DUTIES AND OBLIGATIONS

- a) The Early College High School established under this agreement will be governed by state and federal laws and regulations, school district, and college policies and requirements. The School District shall apply to the Texas Education Agency for the establishment and approval of an Early College High School designation.
- b) A Leadership Team comprised of members of the district and the college will meet regularly as mutually agreed to by both parties to plan and make decisions about the design and fidelity of the implementation of the Early College High School Benchmarks. The team will work collaboratively to meet established benchmarks in: (1) Target Population, (2) Partnership Agreement, (3) P-16 Leadership Initiatives, (4) Curriculum and Support, (5) Academic Rigor and Readiness, and (6) School Design. As the school moves through the implementation process and scales up to serve grades 9-12th new topics will be addressed to include, but not limited to community partnerships, dual credit, student support systems and expanding the college culture. The Leadership Team will also address issues of sustainability such as regularly reviewing the IA, discussing budget and cost arrangements, planning for leadership change in the district or college if it applies and expanding and enhancing the partnership.

2) Academic Policies and Procedures

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

a) Provision of Courses

The College will award transcript credit for courses agreed upon, for which the Dual Credit Course Agreements have been approved. Such courses shall be evaluated and approved through the College curriculum approval process, and shall be taught at the College level. Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

b) Faculty Qualification, Selection, Supervision, and Evaluation

All Faculty must meet the College's academic requirements for dual credit courses. The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The School District will provide and be responsible for the evaluation and assessment of Dual Credit Faculty for high school credit-only courses conducted at the **ECHS**.

c) Professional Development

ECHS and the College shall provide opportunities for Dual Credit Faculty to collaborate through planning, teaching, and professional development. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate with their teaching responsibilities at the high school in

order to attend required department meetings. **ECHS** will provide common planning time for Dual Credit Faculty.

3) **Location, Facilities, Costs and Transportation**

The location of dual credit courses will be held at approved instructional sites in accordance with SACSCOC standards.

The Designated Texas Education Agency high school site, **ECHS** is located at:

Address: _____

a) **Funding and Average Daily Attendance (ADA)**

The Early College High School shall generate ADA funds for the School District from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.

b) **Facilities**

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

- School District will ensure that College Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology and software.

c) **Access to College Facilities, Services and Resources**

Courses will be conducted at the facility provided by the School District and/or one of the College's campus within the College's service district upon agreement. Access to the College will be made available following the College's Academic Calendar, including the summer. High school students, instructors, and appropriate staff may request a College campus identification card, and will have access to instructional and certain agreed upon non-instructional resources and services available on the campus of the College. **ECHS** students are College students, therefore, the College's resources and services will be available to support academic success. The District and College will evaluate the high school facilities on an on-going basis and determine the necessity of adjusting facility needs for future semesters and years.

d) **Tuition and Fees (G1)**

The College waives student tuition for dual credit "S" section college courses. College provides students access to college resources, and support services at no cost. The School District will be charged tuition and fees as outlined in ***Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2021-2022***. The School District will be responsible of costs incurred to support students that have graduated from high school but are within the service period as designed by the TEA ECHS Designated Model: 9th -12th Grade plus one (1) additional service year afterwards.

e) **Eligibility of Students for Financial Assistance**

ECHS students are eligible for financial assistance for courses taken outside of the course offerings at **ECHS**. Tuition is waived when students enroll in dual credit "S" section courses within their selected degree plans. Dual Credit "S" section courses can be taken during a regular (fall or spring) semester or summer and may include non-traditional offerings such as distance learning courses. Enrollment in courses outside of the student's selected degree plan is prohibited by the College.

f) Faculty Costs

The District will assume responsibility for the timely payment of the costs incurred to recover College expenses for college courses taught as cohort sections as delineated on the Dual Credit Course Agreements. When the College provides the Faculty, including via distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement. The School District is encouraged to hire academic Master's credentialed faculty for all high school credit-only courses and future college courses to support sustainability of the **ECHS**. Changes to the flat rate cost reimbursement for STC Faculty will be reviewed yearly to determine whether adjustments are needed. Any such adjustments will be communicated to the School District during the spring semester to align with the budget process.

g) Food Services

The School District will provide meals for all students and staff as appropriate under State and Federal Law and School District rules and procedures.

h) Transportation

The School District will provide transportation to students enrolled at **ECHS** as required, deemed necessary, and appropriate under State law and School District rules and procedures. The School District will also provide transportation for all **ECHS** field trips and project-based learning activities. In addition, **ECHS** students enrolled in dual credit classes at the College will be transported.

4) **Course Curriculum, Instruction, and Grading**

School Districts that participate in the Dual Credit Programs Designated High Schools at the College will comply with procedures and guidelines.

a) Academic Instructional Calendar

For College credit courses taken for credit in the high school, the instructional calendar to be used is that of the participating School District. Dual credit classes will follow the College Academic Calendar. Exceptions must be arranged and approved by both the College and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over School District activities.

b) Course of Study

The **ECHS** and the College shall provide a course of study that enables a participating student to receive a high school diploma and either a certificate level degree, an associate's degree or 60 semester hours that are transferable and applicable towards a baccalaureate degree during grades 9-12. As necessary, an additional one (1) year will be allowed as designed by the Texas Education Agency Early College High Schools Programs. **ECHS** students will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the Core Curriculum, courses for field of study programs can be completed according to the College's suggestion of course sequencing. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level. The College does not offer kinesiology, guided studies, competency-based or developmental courses for dual credit.

c) Curriculum Alignment (G4)

The **ECHS** and College shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum as defined by the Texas Administrative Code (TAC 4.28), certificate level degree, an associate's degree or at least 60 credit hours towards a baccalaureate degree during grades 9-12. The **ECHS** will provide students with academic, social, and emotional support during their course of study. The College will regularly update the **ECHS** counselor and principal regarding College curricular changes. **ECHS** is responsible for ensuring that state course requirements for high school graduation are fulfilled. The **ECHS** and College will establish a course equivalency crosswalk and will be updated as required. The College's Catalog identifies the number of credits that may be earned for each college course offered at **ECHS**.

d) Books and Supplemental Materials

The School District will provide **ECHS** all textbooks, software, technology, support equipment, and supplemental materials required for the cohort (S sections) classes. The College will consider the use of free or low-cost open educational resources in courses offered under the program for School District. College-approved textbooks purchased by the School District as required for a college course are allowed to be used for four (4) years. Chairs may request a change of textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks, software, technology, support equipment, and supplemental materials shall be available to students on the first-class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.

e) Grading Periods and Policies

Faculty will follow the College Grading System as stated in the College's [Board Policy #3310 Grading System: Credit Programs](#), as well as the grading criteria in the department approved syllabus. **ECHS** students will be informed by the instructor of academic progress/grade status prior to the Last Day to Drop/Withdraw at the College. **ECHS** students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the college course does not result in a withdrawal from the high school course. **ECHS** personnel are responsible for advising dual credit students concerning academic progress in the high school component of the course.

f) Reporting Required Critical Student Performance Information

The College has developed guidelines for sharing critical student performance information when needed for high school reporting.

STC Faculty

- Will only provide final course numeric grades based on a standard 100-point scale to the School District, upon request. Request must be submitted by the School District to the STC Faculty before the end of College's finals week.
- Will not be required to submit midterm course grade
- Will provide the following Starfish Early Alert Surveys:
 - Fall 2021 and Spring 2022: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
 - Summer 2022: First Week Attendance Verification, and one Progress Survey (Week 3)

Dual Credit Faculty

- Guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters which are found in the *Dual Credit Programs Instructional and Quality Standards Manual*.

g) Submission of College Grade

The primary responsibility for assigning College grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade submitted for the College will be a letter grade, and for the high school a numeric grade based on a standard 100-point scale, which will be provided by STC Faculty, upon request. Request must be submitted by the School District to the STC Faculty before the end of the College's finals week. The final course grade recorded for the College will be a letter grade and for the high school a numeric grade that may differ from the College letter grade.

5) Dual Credit Policies

- i. Board Policy #3230 Dual Credit Programs with Partnering School Districts
 - Lists general provisions that partnering School District must comply with; and
 - States that tuition and fees for dual credit students sponsored by partnering School District will be charged as approved by the College's Board of Trustees.
- ii. Board Policy #3232 Dual Credit Student Eligibility Requirements
 - Outlines the dual credit student eligibility requirements;
 - Stipulates limitations on what courses and how many hours may be taken;
 - Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP); and
 - Levies the independent student tuition and fees for students enrolled in (non-S) section(s) with approval by the College.
- iii. Board Policy #3320 Academic Progress Standards
 - States expectation that students meet academic standards for coursework at the College;
 - Defines levels of academic status GPA criteria; and
 - Explains student academic progress standards including probation, suspension, and readmission.
- iv. Board Policy #3322 Student Financial Aid - Satisfactory Academic Progress (SAP)
 - Cites Federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
 - Cites regulations that require the evaluation of quantitative (67% course completion rate and maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

6) **Student Enrollment and Support Services**

Upon mutual agreement, the College will assist with enrollment at least once per semester for all students who are qualified and wish to enroll in academic dual credit courses. **ECHS** students must meet the same requirements and pre-requisites as all College students for college classes. Academic placement is based on the College adopted TSI scores. **ECHS** students are required to meet TSI requirements when changes to the exemption scores occur at the State or College level to comply with policy.

a) **Student Eligibility**

The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College *Dual Credit Program Enrollment and Support Services Manual*. An electronic copy of this document may be accessed on the [Dual Credit Programs Department webpage](#).

All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's [Board Policy #3200 Student Admissions](#). School District partners will work with the College to make certain that all dual credit students are enrolled by the first day of classes to help ensure student success and will comply with the College Admission and Registration Timeline. An electronic copy of this document may be accessed on the [Dual Credit Programs Department webpage](#).

b) **Course Load**

As stated in the College's [Board Policy #3232 Dual Credit Student Eligibility Requirement](#), dual credit students may not enroll in college-level courses until the Spring semester of their 9th grade, and then limited to no more than two (2) dual credit courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per Fall and Spring semester. All 11th and 12th grade students should not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session enrollment is limited to two (2) dual credit courses for Summer Term I/III and two (2) dual credit courses for Summer Term II.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual credit courses, limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described below. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering. The Dual Credit Programs is subject to all applicable College policies and procedures.

Non-S Section Enrollment

Students who want to enroll in regular (non-S) section(s) must submit a request and be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled in courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be

assessed the independent student tuition and fee based on the Board Approved Tuition & Fee Schedule.

Non-S section requests for 10 or more students in the same course type during the same semester will require an “S” section to be created by the School District. Criteria is available on the Dual Credit Programs Website, which includes the eligibility of enrollment of only 11th and 12th graders.

Dual Credit Sections

Dual credit sections assigned to an STC Faculty and/or Dual Credit Faculty must have minimum of ten (10) students enrolled in Academic sections and seven (7) in Career Technical Education sections. Dual credit sections with less than the minimum enrollment will be cancelled by the advertised semester deadline. Dual Credit Programs will work with the School District to determine options to combine dual credit courses with partnering school districts, if available.

Contingency of Enrollment

Enrollment in dual credit courses is contingent upon **ECHS** students’ maintaining scholastic progress standards as outlined in the College’s Academic Catalog. The **ECHS** principal’s office and counseling center, working with the College’s Dual Credit Programs and Dual Credit Pathways Department will maintain a schedule of courses that will be offered to every cohort class for planning and advising and share information regarding student enrollment.

Student Attendance Policies

ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Therefore, absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessment days), are in violation of the contract between **ECHS**, the College, and the Texas Higher Education Coordinating Board (THECB).

c) Student Composition of Class

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the school district may not enroll both dual credit and non-dual credit students in the same section unless creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- i. If the course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.
- ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
- iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

d) Collaboration and Outreach Efforts (G1)

The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, cost, and resources. Sessions are available throughout the academic year upon request by the School District. The College disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program the

College's dual credit website.

e) Advising (G3)

The College and the School District offers college advising services for dual credit students, in addition to a College Advising Training Program for High School District Counselors held by the College.

- i. Advising responsibilities by the College and School District are delineated below:
 - Plan, schedule and offer advising and student support throughout the academic year;
 - Offer orientations and advising sessions that increase student's college knowledge and resources for new and continuing dual credit students;
 - Serve as the designated college support services staff for advising dual credit students.
- ii. The District will provide the following services and resources:
 - Provide facilities such as classrooms, computer labs, auditoriums or settings that will allow for the College to provide one-to-one advising, online advising or group type advising;
 - Provide equipment such as computer technology to facilitate advising or meetings.
 - Include and invite additional high school staff or district administration to participate or attend scheduled meetings, trainings or sessions.

f) Advising Students on Transferability and Applicability (G3)

The College will provide advising opportunities to students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

g) Counseling and Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will provide classroom accommodations for dual credit students. If the class is taught at the high school by a Dual Credit Faculty, the School District's high school will be responsible to provide the classroom accommodations. If the class is taught by a STC Faculty at the high school, the College Counselor will coordinate class accommodations with the high school's Special Education Counselor. All procedures and guidelines are outlined in the College ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the [Dual Credit Programs webpage](#).

h) Pathways Alignment (G2)

The College provides a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

i) Commencement Ceremonies

To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be

completed at the end of the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

j) **Student Conduct**

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from South Texas College and all related programming, under the South Texas College Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of South Texas College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the South Texas College Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District; and in accordance with Texas State law shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. Further, South Texas College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment. An electronic copy of this Student Handbook and Code of Conduct may be accessed on the [Student Rights & Responsibilities webpage](#).

7) **Data Sharing**

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed (IA).

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any student level data received from the College shall not be shared outside the District without prior authorization from the College.

The College partners may request data outside of the scheduled report distribution schedule provided:

- An (IA) has been executed and is active between the partner organization and the College
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.

Partners may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu

8) Recognition of Higher Education Partner

The School District, when reporting and publicizing high school *students' completion* of dual credit **hours earned, number of courses completed, course types, degrees, or certificates**, will recognize all Higher Education partners, including South Texas College. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize South Texas College as their Higher Education partner. The following statement must be included in all the School District's publications and/or advertisements in regards to the Dual Credit Programs:

“[ISD name] collaborates with South Texas College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars by waiving tuition and fees.”

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's [*Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*](#) (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

9) Administration of Statewide Instruments

ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39. In addition **ECHS** will administer a Texas Success Initiative (TSI) college placement exam to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and ready. Subsequent dates for TSI college placement exams will be scheduled and provided by **ECHS**.

10) Provisions for Reviewing Data for Program Improvements

School District and the College shall develop a plan for the evaluation of the Program to be completed each year based on the collection and review of data.

11) Non-Discrimination

The College prohibits discrimination, including harassment, against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.

For more information, please visit [Board Policy #4216: Sex Discrimination, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and Retaliation Prohibited.](#)

12) Discontinuation of Operation

Should the School District or College elect to discontinue the operation of the ECHS, the provisions for serving the students will include the following:

- a) Notification of the discontinuation of the operation should be communicated immediately to the partnering high school and College administration.
- b) Only the last accepted cohort will be allowed to continue as designated until students phase out of the 12th grade.

While in the process of discontinuing operation, the Designated High School may not enroll any additional students in the designated program in grades that have been phased out. In addition, while the designated school is in the process of discontinuing operation, the designated program must continue to meet all of the required design elements and provide full support for all students enrolled in the designated program as mandated by the Texas Education Agency and other regulating partners such as Educate Texas.

13) Interlocal Agreement (IA)

This IA may be amended by mutual written agreement of both parties.

The College and the School District reserve the right to terminate this IA, by notice from either party in accordance with this IA or by operation of law. The College or the School District may terminate the IA no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this IA.

14) Notifications of Non-Compliance and Termination of Agreement

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

IN WITNESS THEREOF, the parties have duly approved this Interlocal Agreement, executed in duplicate originals on this ____ day of _____, 2021.

College President
South Texas College

ISD Superintendent
ISD

Chairman, Board of Trustees
South Texas College

President, Board of Trustees
School District