



RESOURCE TOOLBOX

Links to websites and resources that you may need

Reminder that SCHOLAR has some new updates: Go to [SCHOLAR](#) today!

Region 12 Education Service Center *Innovate. Empower. Educate.*

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SCHOLAR
School Counselor Handbook Online Listing and Resources

Academic Preparation & Support | Administrative Tasks | College & Career Readiness | Student Support

Welcome to SCHOLAR, one collaborative location designed to support the work of school counselors in Texas.

Pick up day for Red Ribbon wristbands will be **October 10th, 2019 from **8:00 am to 4:00 pm**. A designated person may pick up the bands at ESC Region 12 in Waco.**

The person picking up the bands does not necessarily have to be the same person who ordered them.

Please coordinate this among your campus/district to alleviate miscommunication. Orders will not be distributed prior to October 10th.

Please visit our website below to learn more about the Red Ribbon wristband giveaway and order yours on September 17th!

https://www.esc12.net/page/csh_resources



Providence Healthcare Network and Education Service Center Region 12 are proud to sponsor National Red Ribbon Week in our community schools October 23-31, 2019.

Our goal is to assist you in helping all students grade K through 12 to be aware of the dangers of drugs and the benefits of living a healthy, drug-free lifestyle. Through a community partnership, we will continue to provide red wristbands for area schools that wish to take advantage of this effective way of reminding kids to 'Band Together Against Drugs.'

For more information and to reserve your wristbands, visit www.esc12.net/redribbon.

Digital Citizenship Lesson:

Click on [HOAX](#) to learn about lessons to teach kids to be safe online

Grade 9
Hoaxes and Fakes
How can you avoid being fooled by fake videos and other information online?

OVERVIEW LESSON PLAN [Unlock free lesson](#)

We know not to believe everything we hear, but what about what we see? Advancements in computer-generated graphics, facial recognition, and video production have led to a world of viral videos that are often difficult to identify as fake. Help your students learn to read what they see on the web "laterally" by showing them how to get off the page, check credibility, and find corroboration.

Students will be able to:

- Define "misinformation" and explore the consequences of spreading misinformation online.
- Learn how to use lateral reading as a strategy to verify the accuracy of information online.
- Apply lateral reading to examples of questionable videos to determine their accuracy.

Lesson Snapshot Estimated time: 50 mins.

Consider:	Pig Rescues Baby Goat!	15 mins.
Explore:	From Vertical to Lateral Reading	20 mins.
Apply:	Hoax or Real?	15 mins.

NEWS & MEDIA LITERACY
We are critical thinkers & creators.

Dual Credit Reporting: TSDS

Please see the graphics below, courtesy of TSDS on your Dual Credit Reporting.

This comes in response to the HB 1638: Statewide Dual Credit Goals Letter to Administrator Addressed from Sept. 20, 2018. You can find a copy of this letter [HERE](#).

Dual-credit course completion is part of the Student Achievement Domain in the accountability system. Currently, if a student is enrolled in and passes a dual-credit course, college credit hours must be reported (greater than 0). Upon initial review, local education agencies (LEAs) appeared to be overreporting the college credit hours earned by students for dual-credit courses. After research and discussions with education service centers (ESCs) and program areas, it became clear that LEAs set up their dual-credit courses in a variety of ways. For example:

- A dual credit course that is the equivalent of a single college course and is taken over more than one high school semester;
- A dual credit course that is the equivalent of a single college course and is taken in one high school semester;
- A dual credit course that is the equivalent of two college courses and is taken over more than one high school semester;
- A dual credit course that is the equivalent of two college courses and is taken in one high school semester.

This research prompted the TEA to consider improvements and clarifications to how dual-credit courses are reported.

DUAL CREDIT REPORTING

- The COURSE-SEQUENCE-CODE (C135) is updated to include additional codes for purposes of reporting dual-credit courses only.
- The addition of dual-credit codes will allow LEAs to report dual-credit courses more accurately.

COURSE SEQUENCE CODE-CODE TABLE ADDITIONS

Code Table ID	Name	XML Name	Date Issued	Date Updated
C135	COURSE-SEQUENCE-CODE	TX-CourseSequenceType	3/13/1992	7/1/2019
Code	Translation			
D0	Single Semester Dual Credit Course			
D1	First Half of a Two Semester Dual Credit Course			
D2	Second Half of a Two Semester Dual Credit Course			
D3	First Third of a Three Semester Dual Credit Course			
D4	Second Third of a Three Semester Dual Credit Course			
D5	Last Third of a Three Semester Dual Credit Course			
D6	First Fourth of a Four Semester Dual Credit Course			
D7	Second Fourth of a Four Semester Dual Credit Course			
D8	Third Fourth of a Four Semester Dual Credit Course			
D9	Last Fourth of a Four Semester Dual Credit Course			

DUAL CREDIT

Statewide Dual Credit Goals

The statewide dual credit goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) 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: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

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

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

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

As of September 1, 2018, all dual credit programs are required to establish a memorandum of understanding (MOU) between the IHE and ISD that details the terms of the partnership. All dual credit MOU or articulation agreements must include the following:

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

All dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

For more details visit [House Bill 1638](#).
